

Entrepreneurial Studies as a Four-Year

College Preparatory Pathway (CIC-ESP)

A Collaboration between Project ECHO and Long Beach Unified School District

Abstract

The team oriented approach to teaching entrepreneurship within a Linked Learning environment at Long Beach Polytechnic High School has been anecdotally demonstrated to be an effective method for improving overall academic interest and performance. The goal of this endeavor is to pilot an expansion of Project ECHO's High School Entrepreneur's Business Academy within LB Poly's CIC-ESP program into a 4-year entrepreneurial studies pathway. This collaborative pathway will be successful because it will:

- Integrate entrepreneurial studies into an existing framework of college preparatory classes;
- Expand the quantity and quality of Advanced Placement classes offered in the CIC program.
- Provide an equal amount of emphasis on knowledge as it will on competence;
- Provide learning opportunities that will encompass individual small group learning methods such as project teams, peer exchange, individual counseling, mentorship and workshops;
- Include regional team competition events in multiple post-secondary educational environments
- Include a thorough and on-going evaluation of the academic effectiveness of the pathway;
- Utilize evaluation methods to identify how learning strategies influence the development of entrepreneurial competences;
- Provide adequate training to teachers in the Linked Learning pathway so they'll have a broader understanding of how the goals of their own class fit in with the overall goals of the CIC-ESP program.

Equally important, the financial model assumes in kind support for the new program from LBUSD and Project ECHO as a baseline. Based on this collaboration moving forward, Project ECHO's Board of Directors will consider fundraising activities to provide supplemental support to this program as well as substantial professional assistance in grant writing.

Problem Statement

The best way to prepare high school students for successful careers and/or post-secondary education has been widely debated for decades. In collaboration with community colleges and local employers, many local school districts are developing vocationally oriented career pathways. These programs are designed to match student interest with the changing needs of area employers. Using the Common Core framework, many new courses are being creatively woven into pathways designed to develop employable skills.

While this approach has considerable merit, it fails to harness all of the creative potential and natural talents of students who are themselves anxious to break through the status quo of their urban lives and their own educational experiences. College admissions officers and prospective employers have made clear their desire for graduates with creativity and problem solving skills who are adept at both functioning inside of a group and can present themselves well. All of these talents fit neatly inside of the umbrella of "entrepreneurial skills."

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<http://talent.linkedin.com/blog/index.php/2014/09/4-things-recruiters-should-know-about-hiring-entrepreneurs>

For many students with either a strong or a struggling academic background, the focus on skills rather than rote memorization and test-taking will provide a welcome change that will increase both motivation and focus.

About Project ECHO

Project ECHO (Entrepreneurial Concepts Hands On!), was established in 1996 as a way to provide low performing high school students with a hands on alternative curriculum in business and entrepreneurship. Today, ECHO has evolved to be a high performing non-profit organization that works with high schools throughout Southern California and offers their students a year long program in Entrepreneurship. More information about Project ECHO can be obtained on its website at www.projectecho.org.

Project ECHO's **High School Entrepreneur's Business Boot Camps and Academy** is a year-long program that utilizes a formal curriculum combined with aggressive hands on activities to help students learn the fundamentals of business and entrepreneurship. ECHO gives each school the latitude to implement the program anyway it chooses; from a formal class to an after school club. There is no right or wrong way to teach the program.

Project ECHO's **Annual Business Plan Competition** is hosted each spring at UCLA Anderson School of Management. Student teams representing high schools from throughout Southern California compete with written plans and live "pitches" for prizes in several key categories. Competition day includes important small group and individual encounters with MBA candidates, MBA Mentors, and private sector judges including leading venture capitalists.

Here are the concepts that will be integrated into a core course each semester and integrated into additional linked learning classes in the weeks prior to the annual Business Plan competition:

The formal curriculum teaches:

- Introduction to business plans
- Ideation and creating a business description
- Completing an industry and market analysis
- Developing a traditional and social media marketing plan
- Constructing an operations plan
- Identifying the management team and creating an organizational structure complete with titles and reporting relationships
- Creating a financial and funding plan, which also includes learning about balance sheets, profit and loss statements and financial reporting documents
- Successful "pitch" techniques that include the use of powerful presentation skills including integration with available technology
- Skill based tools to include Excel, Microsoft Word, and PowerPoint/Prezi

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The informal curriculum teaches:

- Team work
- Problem solving
- Interpersonal communication
- Business etiquette
- Networking skills
- Self-promotion, Negotiation, Resilience/Grit
- Dress for success
- Time management

History of LBUSD & Project ECHO Collaboration

As a large urban school district, Long Beach Unified (LBUSD), has a longstanding tradition of innovation. It is within this framework that Dan Adler, LB Poly PACE Economics and Government teacher, first expanded his 2010 classroom curriculum to include Project ECHO.

For the first two years, Mr. Adler followed a traditional approach to the ECHO curriculum, teaching the program in his eleventh grade economics class. By 2012, Mr. Adler's own entrepreneurial spirit led him to expand ECHO to his 9th grade Geometry students while successfully recruiting other ninth grade PACE teachers to integrate the Project ECHO curriculum across multiple subjects.

In the program, the English teacher helped students with writing executive summaries and financial narratives. Mr. Adler, the Geometry teacher, took the reins to teach students about Excel, developing preliminary budgets, and introduction to business finance and spreadsheet skills so that students could develop financial statements. Even the Spanish teacher agreed to teach concepts in cross-cultural marketing and product development. The science teacher was able to work with students who had developed new products, showing that throughout the curriculum, there is a natural and applicable place for all of the school's different curricular departments. What struck the implementation team, made up of Ms. Vicky Resner, Mr. Jeff Montooth and Mr. Dan Adler, was that there was no need to artificially infuse and manipulate concepts to create a semblance of a linked learning connection, but rather a team could naturally and consistently infuse the different academic areas with skills valuable toward future educational and career goals, as well as the students' high school development process. The success and creativity of this program soon reached other programs at Poly, and in 2012 Mr. Adler collaborated with Libby Huff, a like-minded teacher in the LB Poly Pacific Rim Academy to bring Project ECHO to an enthusiastic group of eleventh graders.

As a proof of concept, Mr. Adler has adapted the Project ECHO curriculum into a variety of courses at various grade levels. He has since collaborated with other teachers and administrators at CIC to carve out a unique project-based educational experience for hundreds of students.

Demonstrated Student Achievement

Perhaps creative engagement and academic achievement can best be demonstrated by looking at business plans that have been completed by high school student teams. Below are executive summaries from business plans submitted by PACE 9th and 11th graders and from Pac Rim 11th graders who participated in the 2014 Project ECHO High School Entrepreneur's Business Plan Competition (full business plans are

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included as attachments). LB Poly teams won in each of the three business plan competition categories, which were: New Off-Campus Business, New On-Campus Business, and Existing On-Campus Business. Additionally one team is awarded as the competition's overall winner.

Pacific Rim Winning Teams

Beauty and Beyond – Long Beach Pacific Rim (won 1st place as a new off-campus business)

Beauty and Beyond is a web based business catering to the diverse women's beauty needs. The mission of the company is to help teenage girls find advice for their specific ethnic beauty needs and products that fit their unique style. The overall goal of Beauty and Beyond is to create a platform where both consumers and retail companies can solve beauty problems for teenagers from all ethnic backgrounds.

Dominicans on the Run – (won 3rd place as a new off-campus business)

Dominicans on the Run is a local food truck serving the greater Long Beach area authentic Dominican food while giving 10% back to the Pujols Family Foundation. With affordable eats such as Pan Dominicano, Aguachile and Conquistador torta, Dominicans on the Run hopes to provide residents with a different variety of food than the food trucks currently in business.

PACE Academy Winning Teams

GiftSwap – (won first place in the overall competition)

Giftswap is a phone app that keeps and stores all your gift cards and lets you use them as needed. In addition to storing your gift cards, this app allows you to virtually trade unwanted gift cards to friends.

3x3 – (won 2nd place as a new off-campus business)

3x3 is an apparel company in which every piece of clothing sold, three dollars will go to any third world country selected by the consumers. This allows the consumers to personalize their contribution to the charity of their choice. This web-based company sells graphic t-shirts, hats, jackets and sweatshirts that change on a daily basis.

Coffee Break – (won 2nd place as a new on-campus business)

Coffee Break is a Long Beach Polytechnic High School student café hoping to solve the problem of high school students failing to bring beverages to school. Coffee Break is a store on campus serving drinks before school, during lunch, and for one-hour after school. They plan to serve drinks such as a variety of ice coffees and smoothies. A portion of the profits will be donated back to school.

Long Beach EcoScholars – (won 1st place as an existing on-campus business)

Long Beach EcoScholars is a self-sustaining nonprofit organization focusing on giving students a practical business experience while simultaneously helping to bring awareness of eco-friendly products to schools, universities, and private enterprises.

Each plan is complete with a portfolio of research, development and projections including a comprehensive set of pro forma financial statements which have been presented to a group of venture capitalists through either a Prezi or a PowerPoint presentation.

Defining the CIC-ESP Student Experience: Expanding Project ECHO from a one year program to a 4-year pathway

The CIC-ESP will be a four-year integrated honors curriculum pathway that focuses on teaching skills that can be used by students regardless of their major focus as they continue on to higher education. The design of the curriculum is college preparatory, including accelerated, honors and AP coursework. The core curriculum will be composed of six advanced placement (AP) classes: starting in the 9th grade with AP Seminar and ending in 12th grade with the newest College Board AP course. The AP Research course will serve as a capstone, culminating senior project. Students in this pathway will be eligible to receive the AP Capstone Diploma and the AP Seminar and Research certificate. While the 10th grade core class will be AP Government and AP Comparative Government, and the 11th Grade core class will be AP Macroeconomics and AP Microeconomics, the focus will not be on demonstrating success by superlative performance on the tests themselves, but by preparation for superlative performance in college and beyond. The AP curriculum guides (or acorn books) will be used to guide the teachers as to the topics taught; however, the test preparation and extensive review periods typical to most AP course curricula will take a backseat to the experiential learning and a concerted focus on aiding the students in developing superlative presentation and public speaking skills. The “test preparation” that focuses on multiple-choice test taking skills will be made available in supplemental review courses throughout the year outside the classroom structure.

With the focus more on skills rather than specific curricular content, the CIC-ESP will develop students’ presentational skills, verbal skills, software skills including office suite (with a focus on PowerPoint, Excel and Word), film-making and editing skills (with a focus on iMovie and Final Cut Pro), and forensics skills (with a focus on Model UN skills which includes preparation of position papers, debating techniques, research and speech preparation.)

In each course, the central tenet will be to reduce time spent on traditional multiple choice/short answer assessments and “Gotcha” reading and vocabulary tests, and to spend more time developing students’ ability to demonstrate real mastery through communicating (such as speeches, interviews, and debates). Students will also focus more on real-world experiences and making connections to life beyond the classroom through case studies, experiments, guest speakers, career-focused field trips, and internships and mentorships to develop valuable experience in the field.

Organizational Model

The CIC-ESP will be a pathway within the broader structure of CIC, combining the college-preparatory focus of CIC with the professional business and entrepreneurial skills focus of Project ECHO. Along with the traditional support and oversight that will come with being part of Long Beach Unified School District, Long Beach Polytechnic High School and the CIC Program, Project ECHO and CIC-ESP plans to create an advisory board that will assist teachers with developing curriculum, programs, activities and internships that will be most relevant to the students in their futures.

The advisory board will be made up of local members of the private sector who are interested in influencing the curriculum to focus on skills that make people successful in entrepreneurship and management. Many of the board members will have advanced degrees (JD, MBA, CPA and others),

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bringing their education, experience and executive level relationships to this endeavor. Another group of members we aim to recruit onto the Board are university professors, administrators, and an admissions officer to help keep the focus of the curriculum in line with the educational expectations of top universities. Having board members with university backgrounds will allow for greater access to information, program planning, research, development and evaluation.

Roles of Strategic Partners

The new pathway depends on a variety of partnerships harnessing and focusing public and private sector resources. Our strategic partners have a successful history of collaboration:

- LBUSD will be the primary education and classroom program developer. In this capacity, LBUSD will be accountable for developing the 4-year academic framework; working with school and district administrators; writing course outlines for its classes and selecting required textbooks; writing course audits; all human resources functions as related to the retaining, hiring and funding salaries of personnel.
- Project ECHO will be the primary business partner, program advisor and curriculum developer for specific coursework in entrepreneurial studies. In this capacity, Project ECHO will work in partnership with CIC-ESP to offer the full offerings of the program exempt from any program fees or expenses. In addition, as funding permits, ECHO will expand its partnership role to develop ECHO High as a sub-program that will utilize a Program Manager, Master Teacher, Curriculum Writer, and a Research and Evaluation Administrator. These added team members within the ECHO High Program will be to serve as a support function to the High School program and will work to generally develop, implement, monitor and evaluate the program. Project ECHO will also target fundraising efforts to assist with field trips and associated logistics.
- UCLA Anderson School of Management has enjoyed a ten year collaboration with Project ECHO hosting the annual business plan competition each spring. Thousands of volunteer hours have been provided by first and second year MBA candidates who have greatly enriched the student experience.
- The IRS will be a partner with CIC-ESP as part of the VITA-TCE program that will be run through this pathway.

Potential additional strategic partners may include:

- UCLA Graduate School of Education will be approached to assist with program assessment.
- LB Federal Credit Union will be a member of the advisory board and will be involved with the future opening of a branch of the credit union on the Polytechnic campus, hopefully in conjunction with the IRS VITA-TCE tax preparation services.
- The California Council of Economics Education will be a curricular partner, helping to involve students in regional extracurricular activities and national competitions.
- The California State University Fullerton Graduate School of Business Entrepreneurs Program will be a partner as far as assisting with mentoring and involving students in regional competitions that are run in cooperation with their Graduate Students.

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Potential Contributing Partners/ Stakeholders

CIC-ESP (aka ECHO High) is an exciting and timely business platform, and could be of great interest to the business community. The following list of potential financial supporters are active in progressive K-12 educational efforts and will be approached for their financial and business support.

1. Southern California Edison (corporate sponsor)
2. Discover Card (corporate sponsor for financial literacy)
3. California Council of Economics Education (CCEE) (teacher training)
4. California State University Fullerton Office on Entrepreneurship and Mihaylo Business School (fast pitch competition host)
5. Google, Microsoft, Intuit (business skills development and applications software)

CIC-ESP Context & Differentiation v. Within LBUSD Academic Programs

Students have choices. CIC has already differentiated itself from other LBUSD pathways by allowing students to design as much of the curriculum as possible in a very tight, District-and-State-set curriculum with innumerable requirements for high school graduation, UC/CSU a-g eligibility, NCAA eligibility, and LBUSD goals for AP expansion, career pathways development and Common Core infusion. For the past 8 years, students have been able to select between Honors and AP courses, both significantly above the standards set by state and district, or between Accelerated and AP courses, or between Accelerated and Honors courses. CIC has only two courses, Chemistry and Economics that are not identified as Accelerated, Honors or AP. This choice has enabled students to design a curriculum that tailors to their strengths and interests. In this way, CIC is already unique among Honors programs in the LBUSD.

The new CIC-ESP will extend this characteristic of the program by making it possible for the students to select electives that are both competitive in college-preparation and functional in the way they prepare students for college and beyond. By offering 5 new AP courses (AP Gov't is already an option for 12th graders) with a different focus than summative performance, the CIC-ESP will make it possible for students to become even more competitive in the college application process while developing and honing skills valuable to their future success. In this regard, CIC-ESP will be the only Honors program in the LBUSD that offers this manner of college preparation and the only program that continues to offer students choices to fit their academic levels of comfort.

The pathway has been test marketed in 2014-15 to 9th grade parents and students who were asked to sample some of the Project ECHO curriculum over two weekends in October and November. The result was a high retention factor in spite of a considerable extra-curricular commitment that will continue into early 2015.

The CIC-ESP has differentiated itself from other LBUSD honors programs/pathways and has positioned itself in a unique place in the educational sphere. Almost every high school in the LBUSD has one to two honors college-prep programs (Cabrillo-US, CAMS, Jordan-IB, Lakewood-MS and Knights, Millikan-QUEST, Poly-CIC and PACE, and Wilson-WAVE and DS). Poly CIC-ESP will be similarly honors/AP-intensive in its course offerings, but with choices as to how many AP's and honors courses each student will take. Unlike these competitors, Poly CIC-ESP will not focus extensively on summative pass

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rates, but rather will use the curriculum to guide instruction and topics rather than content-based assessments.

LBUSD has several technology-based/engineering career pathway SLCs (Cabrillo-SACMAA and CED, CAMS, Jordan-JTECH, Lakewood-ATM, McBride, Poly-PACE, and Sato). Like these technology-based SLCs, CIC-ESP will offer training in the latest technology to insure students have the skills to adapt to any technological innovations in the future. Unlike these competitors, Poly CIC-ESP will focus heavily on utilizing this technology in presentations, competitions and forensics, so that students will be comfortable in multiple professional venues and not simply in utilizing the technology.

LBUSD has three performing arts-based career pathway SLCs (Jordan-ETA, Lakewood-ARTS, and Renaissance) and two arts/media pathway SLCs (Jordan-JMAC and Poly-METS). Like these performing arts-based magnets, Poly-CIC will tap into the natural interest students have in these fields. CIC's current freshman class has over 110 (of 175) students involved in Orchestra, Jazz, Symphonic Winds, Piano, Theatre Arts and/or Fine Arts. Unlike these competitors, Poly CIC-ESP will not focus on performance as a career, but honing and developing students' skills, interests and strengths in these fields for other career pathways. Students' experiences in fine arts will be integrated into marketing and presentation brochures and videos, and public speaking skills from Theatre Arts will be used to make kids more confident and articulate in making arguments, pitches and presentations.

LBUSD has several business-focused career pathway SLCs (Cabrillo-CAB, Jordan-BESTT, Lakewood-TCB, Millikan-MBA, and Poly-PacRim). Like these business-based magnets, the CIC-ESP will focus on developing business concepts that will focus on skills that a successful business would engender and foster, as well as look for while hiring prospective employees. The projects will be real-world collaborative experiences involving business partners and advisors. The Project ECHO High School Entrepreneur's Business Plan Competition will serve as the annual capstone in guiding the development of projects.

In this regard, LB Poly CIC-ESP has positioned itself in a unique place within LBUSD, along with the field of education, as a program that will utilize Linked Learning education to generate real-world experiences that will meet and/or exceed the expectations of the College Board and higher level educational institutions. Currently, Linked Learning initiatives, such as ConnectEd, do not offer a means for evaluation/certification of Honors-based Secondary Special Programs (SSPs) because the primary focus is not a specific career pathway. The Poly CIC-ESP has positioned itself to be one of, if not, the first of its kind in California.

Marketing To Parents and Students

The LBUSD's High School Choice process entails certain limitations, such as restricted opportunities to reach out to the Long Beach community. Currently, the practice is for each program to present at one centralized high school fair, four regional nights (generally placed at middle school sites that have encountered difficulties in providing equal access to its constituent families for one reason or another), and a Poly-specific event designed to showcase the programs specific to Poly. For the 2014-15 recruitment season, the Poly CIC-ESP was not able to fully market itself, despite the creation of a pathway brochure and presentation. Therefore, the CIC-ESP was incorporated into the Supplemental Application to generate a sense of interest in the program. As students began to download the application, families

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contacted Mr. Inui with questions about the pathway, and at that time as well as at the event at Poly, Mr. Inui discussed the plans for the pathway. By the end of January, students will be selected for the ninth grade class and a minimum of 60-75 students will be identified at that time as part of the CIC-ESP.

In addition to the efforts at the middle school, Mr. Inui and Mr. Adler are working with the current ninth grade CIC team to afford current ninth graders the chance to explore the Project ECHO curriculum and competition. Student selections for tenth grade coursework will begin in late January and at that time, Mr. Inui will visit each 9th grade English class to present the CIC-ESP curriculum. An additional group of 60-70 projected tenth graders will be selected to form the sophomore class of the CIC-ESP, insuring that the program pathway will be fully implemented at two grade levels. Finally, Ms. Ann Valdez, the CIC Counselor, presented the options of elective coursework to CIC families of all 4 grade levels in an effort to get the word out. CIC Administrators have contacted the various personnel at the central office of the LBUSD to insure timely approval for AP and new coursework.

The CIC-ESP will be thoroughly marketed in 2015-16 through brochures, presentations, student projects, photographs, videos, and student testimonials. The venues will likely be similar and the restrictions to the supplementary application will likely be the same, but the benefit of a year's worth of product should help to highlight the program and its goals.

In future years, CIC hopes to work closely with middle school programs to create a seamless transition that goes beyond the high school experience. By working middle school staff, CIC-ESP hopes to make students better prepared for the academic rigors and challenges of both high school and college. Some of the programs being considered as outreach to the local feeder middle schools to Polytechnic High School are:

- 60-Second pitch competitions to practice public speaking skills
- Jeopardy style competitions that deal with interesting aspects of the business world
- Trips to Poly High School for special technology workshops
- Bootcamp style experience for middle schoolers run by the Project ECHO alumni from CIC-ESP
- Stock market competitions
- Public Service Announcements made with iMovie
- Presentation skills workshops

Revenue Sources & Fundraising

While the project relies heavily on an infrastructure already in place, some start-up capital is required for facility enhancement, curriculum development, and training. Ongoing efforts will require discrete budget allocations for project management, teacher assistance, and special extracurricular events. Although LBUSD has offered some startup and operating costs, the collaborative partners have identified that additional funds are needed to ensure the future success of the program. CIC-ESP has identified several sources of potential support going forward, and Project ECHO's Founder, Chip Goodman, has also identified a short list of potential funders.

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One unique idea worthy of further exploration to sustain the program might be to use a licensing model for the jointly developed curriculum and related program materials and services. Under this scenario LBUSD (or its appropriate affiliated entity) would have a perpetual license to use the materials. Those materials, products, and services would also be marketed by Project ECHO to additional school districts. Recurring licensing or royalty revenues for both LBUSD and Project ECHO for jointly-developed materials may possibly generate a recurring cash-flow and support continued investment in program development.

SWOT Analysis

Strengths

CIC-ESP will be unique in the Long Beach Unified School District in its focus on a combination of post-collegiate entrepreneurial skills and honors-level college preparation. CIC-ESP also has access to a powerful group of partners both from the private sector and from Graduate Schools of Business. CIC-ESP benefits from a core of dedicated teachers who are yearning to teach in creative approaches. CIC-ESP will benefit from motivated students who made a choice to be part of the entrepreneurial skills program as part of the supplementary application process during the LBUSD's High School Choice process. CIC-ESP will have community outreach built into the curriculum and therefore will become self-perpetuating.

Weaknesses

The CIC-ESP's greatest weakness is also its greatest strength: the uniqueness of the program's ideas and pedagogy. In the short-term, while developing a new pathway, the teachers will also be developing a plethora of new courses and instituting new integrated projects throughout the curriculum without the benefit of common planning periods. Another challenge for CIC-ESP is that it's a pathway within an SLC and while students within the ESP will have great opportunities, the other students in the program will have to be integrated into several of the projects to make the integration work. Despite these challenges, the focus on skills, instead of career pathways, insures that the learning will be of value to all students, regardless of their programmatic affiliations. Currently, career pathways face this problem as it is difficult to secure student buy-in when the focus of the academy is too specific to a single career or limited number of pathways.

Opportunities

CIC-ESP will afford its students amazing opportunities, if the program is successful. In addition to the skills mentioned throughout, the students will be able to highlight specific experiences and projects that were particularly meaningful and beneficial to their individual growth, college preparedness and marketability for both college and post-college opportunities. Due to the uniqueness of the pedagogy, the CIC-ESP will definitely get attention from both the immediate community and the larger educational-professional community beyond the LBUSD. In this way, it will attract more willing partners. As our students begin to step out into their internships, we believe the strength of their skills will help create even more interest in being involved with the students in our program.

Threats

Again the biggest threat is from success. As others see our success, other programs will begin to change focus from test prep to skills development and though this shift will be valuable for the overall field of secondary education, it will create more challenges and obstacles for CIC-ESP as it promotes itself as a unique pathway.

Key Performance Indicators

Any business must produce a measurable result that can be qualified and quantified to demonstrate ongoing value to stakeholders to stay in business. While sources of revenue and some expenses have been defined in previous sections, net profits cannot be so easily measured. Therefore baseline and comparative measurements over time are essential. The following list has been identified for future measurable assessments:

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1. Open Access elections by parents and students
2. Private and Public Sector Internships
3. Private sector engagement
4. Numbers of teachers engaged
5. Numbers of students participating
6. Numbers of mentors involved
7. Numbers of hours total volunteers from mentors and then others
8. Numbers and type/amounts of financial donors
9. Number of Business Plan Competition judges and number of judges who donate
10. Vocabulary growth in students regarding entrepreneurship (possible pre and post survey/test)
11. Numbers of parents involved and attending competitions
12. Curriculum online hits/hours contacted (survey on value and improved results on survey)
13. Students' confidence in oral presentations (survey pre and post)
14. Teachers' attending professional trainings (hours measured in economic/entrepreneurial fields)
15. Schools and districts choosing to make the program a part of their budgets
16. Number of hours of mentorships/number of students involved in such mentorships
17. Number of hours of internships/number of students involved in such internships
18. Numbers of applications to CIC-ESP in Grade 9 (numbers interested in joining by Grade 10)
19. Numbers of X-Collaborative lessons (also quality of lessons-impact on student, interest, et al)
20. Numbers and Types of Opportunities involving business partners (guest speakers, field trips, competitions, events, job shadows, et al)
21. Numbers (or changes in numbers) of college applications in related fields to the project (and types – schools of interest and success/failure of acceptance)
22. Number of Advanced Placement tests taken by CIC-ESP students as compared to other CIC students.
23. Number of Advanced Placement tests passed by CIC-ESP students as compared to other CIC students.
24. Number of volunteer hours by CIC-ESP students in meaningful community service operations, such as VITA, Covered California Drives, and other financial education programs for the local community

Conclusion

LBUSD and Project ECHO have successfully collaborated for four years. The effort has grown organically from a year-long class to a Linked Learning collaboration to a new four-year pathway. The new pathway will focus on integrating experiential learning and entrepreneurial skills into AP classes substituting general problem solving and life skills replacing rote memorization. New yardsticks to measure student achievement will be developed by stakeholders.

The plan is preliminarily supported both by LBUSD administration and Project ECHO. Project ECHO will provide business and support services through an expanded Project ECHO presence. A licensing based revenue streams is also being explored to sustain and scale up the program.