

## **NACCE 2014 Presentation Proposal**

**From Saddleback College**

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**Contact: Barbara Cox, Ph.D., [bcox@saddleback.edu](mailto:bcox@saddleback.edu)**

### **Entrepreneurship in Career & Technical Education: From job focus to business focus (An Interactive Panel; Case Study with Lessons Learned)**

#### **1. Presentation Program Guide Description:**

Infuse your Career & Technical Education programs with industry-specific entrepreneurship education. Learn the steps to a successful industry/entrepreneurship education collaboration. Give your students career options by providing entrepreneurship tools in their industry of choice. (34 words)

#### **2. Full Description**

##### **Entrepreneurship in Career & Technical Education: From job focus to business focus**

Infuse your Career & Technical Education programs with industry-specific entrepreneurship education. Learn the steps to a successful industry/entrepreneurship education collaboration. Give your students career options by providing entrepreneurship tools in their industry of choice. (34 words).

In this session, an interactive panel representing various stakeholders will share their experience with the process of infusing career and technical education with entrepreneurship education. Part of the process included regional iterations and adaptations. The audience will evaluate their own environments to determine a process most likely to work for them in their work to join entrepreneurship education with industry-specific education.

Background: Saddleback College designed and implemented a set of curriculum development steps that infused various CTE programs with industry-specific entrepreneurship education. CTE programs were guided by entrepreneurship experts in development of entrepreneurship learning modules specific to their industries for use in their instruction. Resources (mostly books, references, and examples) and guidance were provided for the CTE instructor to develop an instructional module of approximately 3 hours, plus assignments. The modules were designed as in-class, online, and/or hybrid instruction, and included related media, such as videos or podcasts, as deemed desirable or appropriate for the CTE program.

The CTE instructors designed and developed their modules and pilot tested them in their programs. They evaluated their own modules and received feedback and suggestions from the entrepreneurship team. As follow-up, they reported on the delivery and effectiveness of their modules, presented their work at Spring professional development workshops, and shared with colleagues in similar programs in other schools.

Some of the CTE programs that participated are culinary arts, auto tech, journalism, music (really!), horticulture, architecture, and adaptive kinesiology.

The modules give CTE students career options by giving them entrepreneurship tools in their industry of choice and are now available to entrepreneurship instructors and students to help students with determining and developing their business interests.

The Saddleback steps for making this happen have been shared with various schools throughout the region and state. Now you can use and/or adapt those successful steps for adding contextualized entrepreneurship in your programs too!

Presenters: Barbara Cox, Rebecca Knapp (Entrepreneurship); Lisa Inlow (Culinary Arts); Maricella Sandoval (District Sector Navigator)

The panel will address the following:

- An approach to helping infuse CTE programs with entrepreneurship instruction.
- Joining the strengths of entrepreneurship instruction with industry-specific instruction.
- Infusing CTE programs with entrepreneurship instruction with maximum teamwork and minimum expense.

### **3. "What things will participants be able to do after attending my session?"**

Participants will be able to:

1. Help Career and Technical Education programs incorporate principles of innovation and entrepreneurship into their curriculum.
2. Motivate CTE programs to incorporate entrepreneurship into their curriculum.
3. Obtain useful instructional modules for students in both the industry courses and the entrepreneurship courses.