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## New Youth Entrepreneurship Curriculum on the Horizon

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# CORNHUSKER ECONOMICS

May 31, 2006

University of Nebraska–Lincoln Extension

Institute of Agriculture & Natural Resources  
Department of Agricultural Economics  
<http://agecon.unl.edu/pub/cornhusker.htm>

## New Youth Entrepreneurship Curriculum on the Horizon

Market Report	Yr Ago	4 Wks Ago	5/26/06
<b><u>Livestock and Products,</u></b>			
<b><u>Weekly Average</u></b>			
Nebraska Slaughter Steers, 35-65% Choice, Live Weight . . . . .	\$86.85	\$79.36	\$79.64
Nebraska Feeder Steers, Med. & Large Frame, 550-600 lb . . . . .	151.98	132.26	120.91
Nebraska Feeder Steers, Med. & Large Frame 750-800 lb . . . . .	116.43	101.62	108.60
Choice Boxed Beef, 600-750 lb. Carcass . . . . .	153.39	146.33	146.41
Western Corn Belt Base Hog Price Carcass, Negotiated . . . . .	66.82	66.00	63.77
Feeder Pigs, National Direct 45 lbs, FOB . . . . .	51.42	53.54	48.16
Pork Carcass Cutout, 185 lb. Carcass, 51-52% Lean . . . . .	71.57	65.33	69.22
Slaughter Lambs, Ch. & Pr., 90-160 lbs., Shorn, Midwest . . . . .	111.00	69.25	77.00
National Carcass Lamb Cutout, FOB . . . . .	249.73	204.65	211.20
<b><u>Crops,</u></b>			
<b><u>Daily Spot Prices</u></b>			
Wheat, No. 1, H.W. Imperial, bu . . . . .	3.08	3.90	4.61
Corn, No. 2, Yellow Omaha, bu . . . . .	1.92	2.11	2.14
Soybeans, No. 1, Yellow Omaha, bu . . . . .	6.54	5.46	5.50
Grain Sorghum, No. 2, Yellow Columbus, cwt . . . . .	2.96	2.91	3.20
Oats, No. 2, Heavy Minneapolis, MN , bu . . . . .	1.59	2.14	1.99
<b><u>Hay</u></b>			
Alfalfa, Large Square Bales, Good to Premium, RFV 160-185 Northeast Nebraska, ton . . . . .	115.00	130.00	130.00
Alfalfa, Large Rounds, Good Platte Valley, ton . . . . .	67.50	65.00	65.00
Grass Hay, Large Rounds, Good Northeast Nebraska, ton . . . . .	57.50	55.00	55.00
* No market.			

The Agricultural Economics Department at the University of Nebraska–Lincoln is teaming up with UNL’s Extension 4-H Development Program to produce a youth entrepreneurship curricula that incorporates 4-H projects, entrepreneurship, schools and community.

4-H, a name synonymous with youth, leadership, family and positive development is the largest non-formal youth program in the United States. 4-H helps to lay the foundation to create America’s future, developing skills and aptitudes for a breadth of industries and interests.

Today’s 4-H has moved beyond the traditional rural settings to having a nationwide presence in urban and rural settings. Youth encounter 4-H in their classrooms, during after-school activities, at camp, in clubs or on-line. This 4-H evolution has resulted in new delivery methodologies, curricula and local partnerships that better meet the needs of aspiring youth.

A similar trend is occurring in youth entrepreneurship. Policy makers from the national to the local levels are expressing the need for quality entrepreneurship education and training, as are students.

The Agricultural Economics Department at UNL has been engaged in community development and entrepreneurship through the Center for Applied Rural Innovation (CARI). For 13 years, CARI’s NebraskaEDGE program has partnered with Nebraska communities to provide business training to more than 2,000 potential and existing small business owners from over 275 different Nebraska communities. Research shows that strong community coalitions focused on entrepreneurship increase the success of area businesses.

The curriculum development team members include the Nebraska Department of Education and the Center for Rural Entrepreneurship. The University of Nebraska Rural Initiative, UNL Extension and the UNL Department of Textile & Clothing Design are also represented on the team. Initial



funding is provided by the Center for Rural Entrepreneurship's Hometown Competitiveness project (funded by the W.K. Kellogg Foundation).

### **Initial Research**

A study conducted by Nathan Hamen, a graduate student in the Department of Agricultural Leadership Education and Communication at UNL provided insights into the need for youth entrepreneurship during focus group sessions conducted in three communities:

- 1) Groups identified a lack of community resources available to assist youth entrepreneurs.
- 2) Resources need to be available when youth are ready to explore.
- 3) Lack of knowledge on how to effectively mentor youth.
- 4) Lack of knowledge of local opportunities and financial resources.
- 5) Current and limited entrepreneurial efforts do not link back to the schools and community.
- 6) Identified a need for a "road map" for youth businesses on getting started.
- 7) Identified a need for a "road map" for communities on how they can develop and support youth entrepreneurial efforts.

These insights identify a need for a holistic approach to youth entrepreneurship. What is needed is a program that is individually based, yet linked to the community and available on demand. The 4-H organization and the Ag Economics Department provide a unique framework that can meet this need, and the University of Nebraska-Lincoln is highly qualified to fulfill this need.

### **Project Goals**

The goal of the 4-H EntrepreneurShip Investigation (ESI) curricula is to deliver high quality entrepreneurial education that is available to youth at any time and any place. The ESI curriculum will allow youth to systematically build entrepreneurial skills as they progress through the various curricula levels. The curriculum will be designed for many delivery arenas including schools, organizations and 4-H clubs.

Youth will first gain exposure to entrepreneurial concepts and idea exploration through "awareness activities" that can be taught by 4-H leaders, teachers and organizations. At the intermediate level, youth will gain greater knowledge depth and idea generation, relating their 4-H projects to entrepreneurial or career possibilities. Youth can take the intermediate entrepreneurship level to explore multiple project opportunities, or move into a more advanced level curriculum for greater breadth and knowledge about a chosen area of interest and business. This horizontal or vertical focus helps emphasize individual self-determination through choice -- a very empowering skill for youth.

### **Project Outcomes**

Once completed, the team will have developed high quality youth entrepreneurship curricula for use by 4-H,

extension, schools and community organizations that are grounded in 4-H principals, school standards and employ community involvement to inspire youth entrepreneurship.

Through the curricula, we expect:

- Youth will acquire greater economic awareness of their local community and region through research and interaction with community business owners and economic leaders.
- Youth will develop entrepreneurial interests and skills, including practical business applications, understanding of the business planning process and use of the business plan for decision-making.
- Youth will develop mentor relationships with local business owners and enhance relationships with business professionals.
- In the advanced level, youth will use learned skills to start a business that increases their personal economic status.
- 4-H clubs and leaders, community economic organizations and schools will use curricula to help youth explore entrepreneurial ideas.
- Communities will recognize the youth business efforts through public affirmation in local media and provide mechanisms for local investments.
- Youth will learn how the community plays a role in entrepreneurial development. Youth will also become familiar with civic entrepreneurs.

### **Project Status**

Writing for the intermediate level ESI curriculum is scheduled to begin in June, with drafts completed by September, 2006. Pilot projects will be organized in the Fall of 2006 and curriculum finalized and ready for delivery in Spring 2007.

Other ESI curricula projects to be developed include exploratory activities, electronic simulations and an advanced level curricula with integration into most 4-H individual projects. Funding is being sought for the development of the additional ESI curricula projects. A full evaluation will be conducted.

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