

EXECUTIVE SUMMARY

Below is an executive summary for the continuation Agreement between The School Board of Broward County, Florida and Network For Teaching Entrepreneurship (NFTE), which supports the academic and personal enrichment of students in Broward County Public Schools.

Grant Program	The source of funds is the Carl D. Perkins Secondary Grant.
Status	Approve the continuation of the Agreement between The School Board of Broward County, Florida and Network For Teaching Entrepreneurship, Inc. (NFTE). The term of this agreement shall be for a period of three (3) years from the date it is fully executed by both parties.
Funds Requested	\$65,855
Financial Impact Statement	There is a financial impact of \$65,855. The source of funds is the Carl D. Perkins Secondary Grant.
Schools Included	High Schools: Coconut Creek, Coral Springs, Deerfield, Dillard, Flanagan, Hallandale, Hollywood Hills, Lauderdale, Northeast, Nova, Piper, Plantation, Stranahan Middle Schools: Nova
Managing Department/School	Career, Technical, Adult and Community Education (CTACE) Department
Source of Additional Information	Enid Valdez 754-321- 8444
Project Description	The Network For Teaching Entrepreneurship (NFTE) program allows students to experience and learn the development and operation of entrepreneurship. Project-based learning and other guided classroom activities culminate in a regional competition, where students present their business plans and product designs. All schools were vetted as to their interest and commitment to the fidelity of the program. Based on this process, schools accepted to participate.
Evaluation Plan	NFTE provides for the evaluation of the updating and maintaining of data collection and online teacher resources to support delivery of the NFTE program.
Research Methodology	Over the past two decades, NFTE has pioneered research in the area of youth entrepreneurship. In particular, NFTE has commissioned research on program impact with Brandeis University (1993-97, and 2006-08), the Koch Foundation (1998-99), and the Harvard Graduate School of Education (2002-2004). The following are some highlights: • NFTE students' interest in attending college increased 32% over the course of the program (compared to a 17% decrease for the control group of non-NFTE students) • Occupational aspirations among NFTE students increased 44% (compared to only a 10% increase for non-NFTE students) • Independent reading among NFTE students increased 4% (compared to a 4% decrease for non-NFTE students) • Leadership behavior among NFTE students increased 8.5% as starters/founders of activities and 13.2% as leaders (compared to a 2.4% decrease and a 6.2% increase for non-NFTE students, respectively) • Belief that attaining one's goals is within one's control (locus of control) among NFTE students increased 3.1% (compared to 0.6% for non NFTE students).