

## Brooklyn! Build My Business: Teen Entrepreneurial Competition Case Overview

This case is based on a real logic model developed by a participant in Shaping Outcomes Continuing Education. For more information, please see the attribution box at the end of the logic model.



Brooklyn, NY is a diverse borough of New York City. Brooklyn Public Library serves 2.5 million people at 60 locations. The community and its members have many strengths, but still over 450,000 Brooklyn residents receive food stamps. Sixty-seven percent of Brooklyn's students in grades three through eight are performing at or above standards in math, compared with 74% of those students citywide.

The Brooklyn Public Library system includes a Business Library that is located in the heart of Brooklyn's downtown. The library answers nearly 200,000 inquiries per year and offers extensive print and online resources to members of the business community and to community members who seek to start or support their own small businesses.

Since 2003, the Business Library has offered a program involving a competition for entrepreneurial community members called PowerUP! The program, open to Brooklyn residents who are 18 years of age or older, provides instruction and support in business plan development, culminating in the submission of completed business plans to a competition. The winners of the competition are awarded cash and in-kind prizes to start or support their businesses. The program has proven quite popular, with the number of plan entries rising from 47 to 75 in the program's first five years.



---

Statistics show that people starting their own businesses are getting younger. In order to serve young entrepreneurs, Brooklyn Public Library has launched a website with information and tools that youth can use to plan and launch their own businesses. The site, called MyOwnBiz, walks visitors through the steps necessary to start a business in the New York City area. Brooklyn Public Library surveyed Brooklyn youth to determine interest in a website for entrepreneurship. 90% of youth surveyed reported that they were interested in learning more about starting a business. As competition in the job market increases, teens find that they are vying for the same jobs as adults, who have more education and experience. Many established youth entrepreneurship programs have reported increases in interest in their programs. Youth are naturally optimistic and creative. Entrepreneurship is a great match with youthful energy.



Given this level of interest, as well as the rich store of resources at the Business Library, Brooklyn Public Library would like to offer a program similar to the PowerUP! competition, but which would be open for Brooklyn youth.

## Profiles of Stakeholders

---

*These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.*

## High School Seniors

James is a senior at Automotive High School in Brooklyn. He is studying automotive technology there and hopes one day to own his own repair shop. This year he will be placed in an apprenticeship with a local auto dealership's service center, and he has participated in the school's Virtual Enterprise program, but he wants a chance to try creating a real business plan. At Automotive High School, the only school of its kind in the nation, James will receive his high school diploma and NATEF (National Automotive Technicians Education Foundation) certification, as well as experience working in real automotive repair shops. He will be qualified for entry-level positions in auto dealerships, chain, and independent repair centers, but his dream is to someday have his own shop. James' father used to own a repair shop and James remembers his father telling him, time and again, how great it feels to be in business for oneself.

Stella's granddaughter, Layla, enjoys making jewelry. She has taken jewelry-making classes and has been making earrings, bracelets, and necklaces for two years and selling them to her friends and family. Layla's friends all tell her that her jewelry is great and that she should make and sell jewelry for a living after she graduates from high school next year. Stella is pleased that her daughter has a hobby that she enjoys, but she is dismayed at the thought that Layla might delay college to try to make a living selling her work. Stella feels that Layla would benefit from mentoring and research into what it would take to really make a living at her own business. She is pleased to support Layla's dreams, but would feel more comfortable if she were making a more informed decision about her future.

## High School Junior

Lupé is a junior at Medgar Evers College Preparatory School. She wants nothing more than to be an important business executive when she grows up. She intends to earn an MBA after she finishes college and she's taking college classes now, while she finishes high school. She isn't interested in owning a small business, but she would like to own or run a large business. She has a lot of ideas for businesses that she feels could grow into something big, but she could use an incentive to focus her formidable intelligence and ambition on something concrete.

## High School Teacher

Mrs. Saba is a teacher at Enterprise, Business and Technology High School in Brooklyn. She sponsors a young entrepreneurs club after school, and she is always seeking ways to motivate and support her students. She would be thrilled to find a way to help her most determined students find a small funding source to make their ideas come to life.

## Brooklyn Bank

Brooklyn Bank (fictitious name) has a long history of community involvement and enjoys the reputation it holds as a helpful neighbor to the residents of Brooklyn. The bank funds a number of community projects for youth and adults, including the PowerUp! program of the Business Library. Economic times are harder than they used to be, though. This has caused a cut in the Community Fund the bank uses to sponsor such programs, but it also offers the opportunity for greater visibility, as the community's eyes are on economic matters.

## Brooklyn Chamber of Commerce

---

One goal of the Brooklyn Chamber of Commerce is to promote “a healthy and robust business environment in Brooklyn” and one way to do that is by supporting the development of the next generation of Brooklyn’s business community. The organization is happy to invest in the community’s youth via donations of money and in-kind services.

## Community Volunteer

Barbara is a volunteer with SCORE, the Service Corp of Retired Executives. She’s retired now, but she used to own a local chain of beauty supply stores. She started with one small store and grew her business to eleven successful locations that served the entire borough. Since she sold her business and retired, she has been inspired to give back to her community by volunteering to advise new business people. Barbara comes to the Brooklyn Business Library every Tuesday afternoon to meet with community members who seek the expertise of experienced businesspeople during free one hour counseling sessions. Barbara has grandchildren in their teens and early twenties. She has watched them face challenges in finding their own ways in the adult world. She cares deeply about the youth in her community and is happy to give her time to support them to develop financial and business skills.

# Logic Model Worksheet

<b>I. Situation: program partners and stakeholders</b>	
What is the program's <b>name</b> ?	<b>Brooklyn! Build My Business: Teen Entrepreneurial Competition</b>
What <b>partners</b> are involved?	SCORE ( Counselors to America's Small Businesses)  Business Outreach Center  Brooklyn Chamber of Commerce  Business and Tech High School & neighboring after school programs
Who are the program's <b>stakeholders</b> ? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each <b>stakeholder</b> want to know?
Brooklyn Public Library	How do we use this to promote BPL? How can we use this to increase circulation, website hits, and to support requests for more funding?
Brooklyn Business Library	How do we promote our small business services, programs, and partners? How do we bring this new teen demographic into the business library?
Community	How do we use this to insure future economic growth and promote small businesses in Brooklyn?
Small Business Owners	How do we profit from allowing youth to intern at our companies?

Partners	How can we use this to promote our business and services?
Schools/ After school programs	How does this support our curriculum? How will our students benefit educationally by participating?
Teens	Outside of learning research skills, how will this benefit me (short term & long term).
Parents	How will this benefit my child educationally and socially? How much will we be involved? Where do we find the time?
Brooklyn Bank Brooklyn Chamber of Commerce	How many teens will participate? How will this contribute to our mission? How much will this cost? Will our funds be used effectively? How will this benefit us? How will this benefit the community?

## II. Program planning: connecting needs, solutions, and results

Who are the <b>audiences</b> ?	Low-income teenagers age 14-17 in Brooklyn
What are the <b>needs</b> of the audience?	Teens have relatively little financial education—schools do not cover the topic. Some may have no business experience in their family and may not have had a job.
What are some <b>audience considerations</b> ?	<p>Most may need to work to help their family’s finances. None will have their own transportation or reliable access to a car via friends. Few may have mentors, guardians, or parents with business-ownership experience.</p> <p>Some may have no internet or computer capability at home.</p>

<p>What <b>solution</b> fulfills the needs?</p>	<p>The program consists of:</p> <p>a series of workshops on business topics, including research, business plan writing, and personal skills (speaking, writing)</p> <p>a series of individual counseling sessions with a member of SCORE (Service Corps of Retired Executives)</p> <p>an internship at a local small business (BP: business placement)</p> <p>a culminating Business Idea Contest (BIC)</p>
<p>What will be the <b>desired results</b>?</p>	<p>Teens understand the elements of small business, are able to understand how to craft an idea in business terms, and acquire soft/communication skills.</p>

### III. Logic model summary: program purpose statement

<p>We <b>do</b> what?</p>	<p>Provide an integrated series of experiences, workshops and counseling on entrepreneurship ending in a business plan contest</p>
<p>For <b>whom</b>?</p>	<p>Teens age 14-17 in Brooklyn</p>
<p>For what <b>outcome</b>/benefit(s)?</p>	<p>Increased financial and entrepreneurial literacy. Increased interest in entrepreneurship.</p>

### IV. Program elements

<p><b>Inputs</b></p>	<p><b>Outputs (or counts)</b></p>
----------------------	-----------------------------------

Full-time Staff	1 Project Manager/ Coordinator; 1 Admin Assist.
Partners	Organizations: BOC, SCORE, BEDC
Space	# hrs of use of the Business Library Auditorium
Space for working	Computer lab availability for partici- pants
Promotional Materials	# flyers, ads ( radio, newspaper, tv)
Business materials: curriculum, workbooks, web materials. Curriculum/ workbooks	# of workbooks produced
<b>Activities</b>	<b>Outputs (or counts)</b>
Hire project staff	Hours of staff time
Organize and train volunteers from SCORE for counseling	Volunteers recruited
Identify BP (business placements: suitable internships with local small businesses)	Placement sites arranged
Select Materials for New YA Small Biz collection	Materials acquired
Plan w/ partners and schedule workshops	
Develop curricula based on National Content for Entrepreneurship Studies	
Develop and disseminate marketing materials	# of mentions in various media
Evaluate process and outcomes	



Services	Outputs (or counts)
Workshops	# of workshops; attendance
Consultation services	# of consultations
Provide computer lab	# of people-hours of use (1 teen for 1 hour = 1 person hour)
Internships	# of interns, # of businesses involved, and # of hours completed
BIC: Business Ideas Contest	# participating, # in attendance

## V. Outcomes

### Outcome 1: Teens learn the elements of successful business plans

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of teens who can name 4 of the 6 essential elements of a business plan with enough detail to ensure understanding	Teens completing at least 4 counseling sessions	Interview conducted by SCORE counselor	Final counseling session	75%
# and % of teens who submit business plans that include at least 5 of 6 business plan elements; each of the elements is at least 80% complete and correct (rubric)	Teens completing at least 4 counseling sessions and at least 4 workshops	BIC business plans	BIC	50%

### Outcome 2: Teens learn financial and entrepreneurial terms, vocabulary and processes

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of teens who score at least a 60% on brief quizzes on workshop content	Workshop attendees (each)	Quiz	At end of each workshop	75%

**Outcome 3: Teens demonstrate they know how to use Business research resources**

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of teens who name at least two relevant information resources for their ideas	Teens attending at least 4 workshops and at least 4 counseling sessions.	Interviews conducted by SCORE counselors	Next-to-final counseling session	80%

**Outcome 4: Teens develop soft job skills**

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of teens who: ^have fewer than 3 unexcused absences from internships and ^have fewer than 2 behavioral complaints from internship supervisors	Teens participating in at least 100 hours of scheduled internship work hours	Report from internship supervisor	End of program	80%
# and % of teens who are reported to work effectively with co-workers in internship placements	Teens participating in at least 100 hours of scheduled internship work hours	Report from internship supervisor	End of program	80%