EXCELLENCE IN ENTREPRENEURIAL LEARNING

EXCEL Research Project

Meeting Agenda

Welcome

Check-In and Data Overview

Purpose and Project Overview

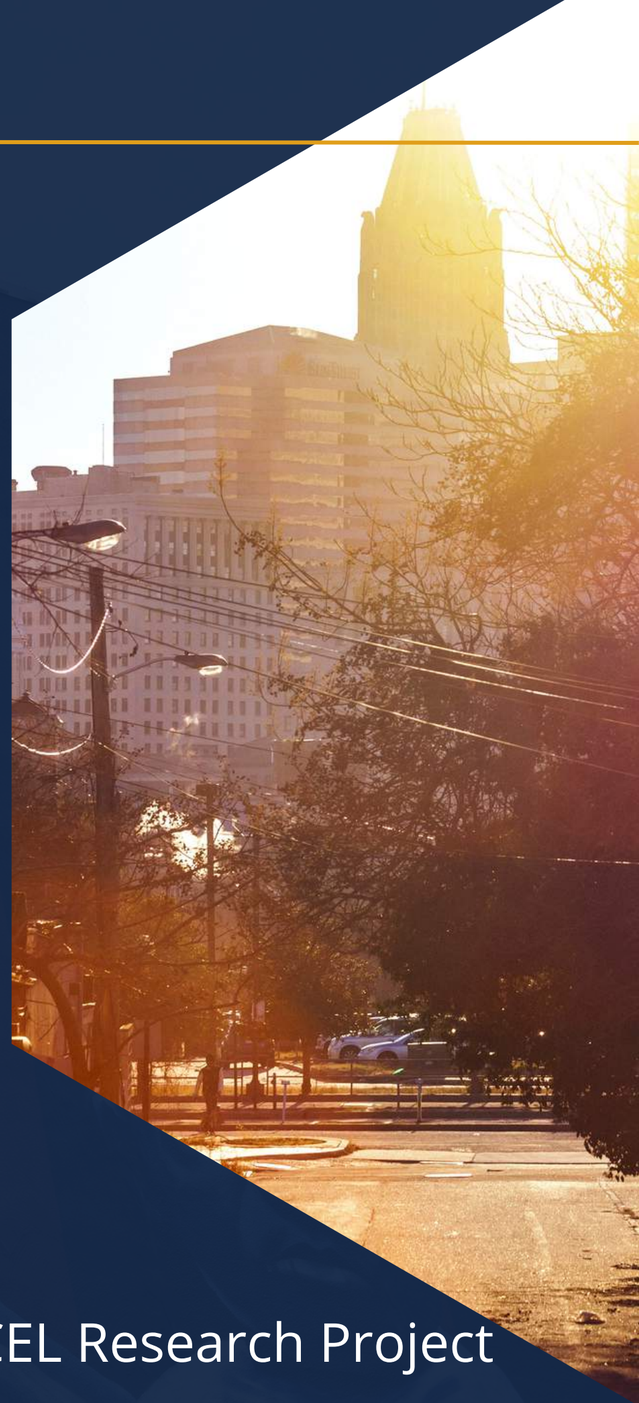
Epistemological and Ontological Overview

Annie E. Casey: Reshaping Baltimore's Workforce

Wrap-up/Q&A

Objective

The purpose of this meeting is to familiarize you with the EXCEL Research Project by presenting its rationale and objectives, offering a comprehensive overview of the project's "Why and What".



Researcher Activity

What inspired you to become a researcher in your field?

How did you gain confidence, independence, and self-determination?

Data: Junior Achievement

According to a survey from Junior Achievement USA, about 60% of teenagers are more interested in someday starting their own business instead of working a traditional job. The survey of 1,000 teens aged 13 to 17 was conducted online Dec. 16 to 22 by Wakefield Research.

Data: State of Maryland

Opportunity Youth

Youth disconnection – in 2015, Maryland defined ‘youth disconnection’ as youth who were not in school or working. In 2015 Maryland disconnected youth ranked at 62,565

In 2020, the Baltimore City’s youth disconnection rate was 17.6% (12,600 disconnected youth). This is five percentage points higher than the national disconnect rate of 12.6%. The Baltimore metro youth disconnection rate was smaller than the national rate, 10.9% and 12.6% respectively.

Time For Change

The Freddie Gray uprising in Baltimore brought attention to the systemic issues facing youth in the city, including limited access to educational and employment opportunities.

In the wake of this tragedy, we learned it is more important than ever to take action to support the next generation and provide them with the resources they need to succeed.

Engagement and Retention Challenges with Opportunity Youth

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EXCEL Research Project

Annie E. Casey Foundation

Reshaping Baltimore's Workforce Development

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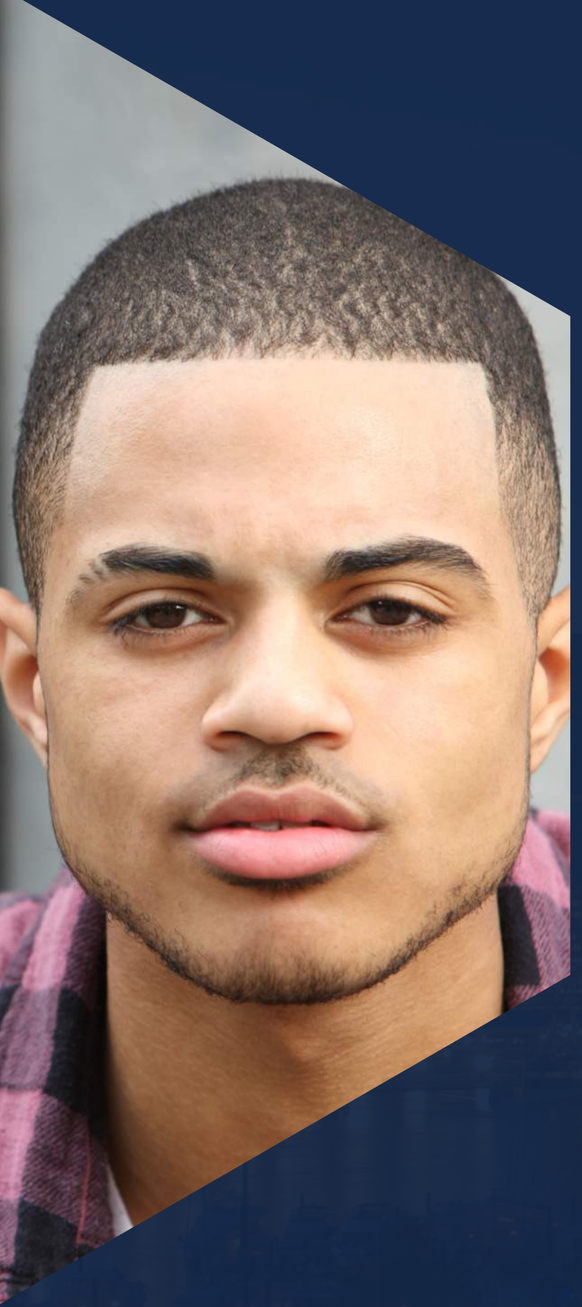

Youth Entrepreneurship Recommendation

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EXCEL Research Project

Project Purpose

This project aims to thoroughly assess the current formal entrepreneurship learning opportunities available for individuals aged 16 to 29 in Baltimore City. By evaluating the current landscape of entrepreneurship learning, we hope to identify areas for improvement and opportunities for growth.

In addition, the findings of this project will inform future initiatives aimed at strengthening the entrepreneurial ecosystem in Baltimore City while providing young people with the resources and support they need to start and grow their businesses.

Epistemological and Ontological Overview

EXCEL Research Project

It takes two wings to fly a plane

...and to fully engage in the pursuit of knowledge.

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Understanding Reality & Generating Knowledge

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Idiographic Method

focuses on individual cases or events.

Nomothetic method

Seeks to produce general statements that account for larger social patterns.

Transdisciplinary Research Teams

All learning is relational: Playing in the sandbox

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Inattention to RESULTS
Avoidance of ACCOUNTABILITY
Lack of COMMITMENT
Fear of CONFLICT
Absence of TRUST
Focus on delivering measurable Results
- collective and individual accountability
- feedback
To take Accountability requires prior Commitment
- 100% buy-in
Commitment follows healthy Conflict
- Hear all → Disagree → Decision → Buy-in → One voice
Healthy Conflict implies Candid Debate
- Trust to speak opinion without fear of retribution
Building Trust requires Vulnerability
- Courage to risk

Q&A

CLOSING REMARKS

EXCEL Research Project

EXCELLENCE IN ENTREPRENEURIAL LEARNING

EXCEL Research Project

Meeting Agenda - Day 2

Welcome

Check-In and Recap

Research Design Overview

Qualitative Research Methods

Q&A and Next Steps

Objective

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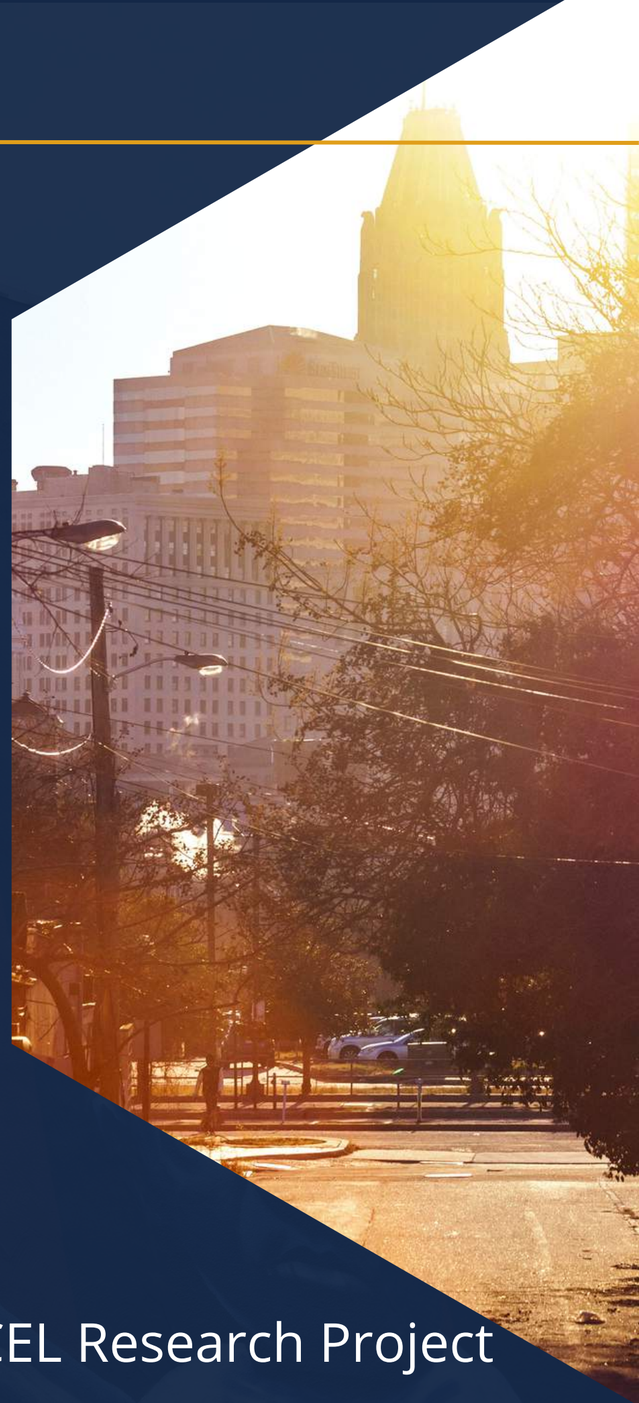

Researcher Activity

After an evening to reflect, what about yesterday that was most impactful?

Research Questions

What entrepreneurship training programs serve Baltimore, Maryland residents between ages 16 and 29?

What program models exist among entrepreneurship training programs that serve Baltimore, Maryland residents between ages 16 and 29?

What success outcomes/metrics are tracked in entrepreneurship training programs that serve Baltimore, Maryland residents between the ages of 16 and 29?

Research Questions

What is the perceived stakeholder value of entrepreneurship training programs that serve Baltimore, Maryland residents between the ages of16 and 29?

What trauma-informed approaches, as described by the Center for Disease Control, are included in entrepreneurship training programs that serve Baltimore, Maryland residents between the ages of 16 and 29?

How are the financial resources developed and distributed to support entrepreneurship training programs that serve Baltimore, Maryland residents between the ages of 16 and 29?

How do training programs support Baltimore, Maryland entrepreneurs between the ages of 16 and 29 through their entire entrepreneurial lifecycle?

Change-oriented Process

- formative evaluation
- collaborative action research to ensure research quality and forward-thinking theory of change
- “backward design” process for developing effective youth entrepreneurship training

Timeline

60 Days (March - April)

- Scope of Work
- Undergraduate Research Recruitment
- Advisory Board Formation (including 16 -29 year olds)
- Study Participant Recruitment
- Conference Preparation (Announcement & Participation)
- Study Participant Engagement

61 - 150 Days (May - July)

- Data Collection
- Weekly Standups

Timeline (cont.)

151 - 220 (August - September)

- Data Analysis
- Data Visualization

221 - 280 (October - November)

- Initial Report Composition
- Identification of Phase II Participants

311 - 340 (January) Implementation

341 - 370 (February) Data Collection

401 - 430 (March) Data Analysis

461 - 490 (April) Visualization & Composition

520 - Celebration, Dissimination, Amplification

Qualitative Methods Overview

Dr. Claudia Thorne
Assistant Professor of Social Work

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Q&A

CLOSING REMARKS

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