Mentors for Micro-Enterprise Credential

Louisiana's Micro-Enterprise Credential
Louisiana requires public high school students who seek to graduate with a Jump Start Career Diploma to earn one or more industry-based credentials (IBCs).

There are 47 Jump Start graduation pathways, representing a broad variety of career opportunities, each requiring students to attain one or more relevant IBCs.

The Jump Start graduation pathway for students interested in entrepreneurship and small business success is the Micro-Enterprise pathway.

The Micro-Enterprise Credential provides students of all abilities and interests with the workplace behaviors and communication skills they need to be effective small business employees and (one day) small business owners / entrepreneurs.

Why Nepris?
One of the five modules that a student must complete to earn the Micro-Enterprise Credential is a Self-Assessment Presentation to an unfamiliar workplace adult.

Micro-Enterprise Credential mentors can have a transformational positive impact on students seeking this IBC, with a limited, easy-to-schedule time commitment. In addition to In-Person visits arranged by the educator, virtual connections through Nepris will help make sure every student working toward this credential has an adult interaction without being limited by geography.

Louisiana teachers will contact you via Nepris to serve as a mentor to one or more students seeking their Micro-Enterprise Credential. You will listen to the Self-Assessment Presentations of these students and provide feedback by completing and emailing back to the teacher the Student Presentation Checklist. Some teachers may also ask you to make a presentation to their entire class.

Practical Skills
The Micro-Enterprise Credential provides students of all abilities and interests with the workplace behaviors and communication skills they need to be effective small business employees and (one day) small business owners / entrepreneurs.

Mentors for Micro-Enterprise Credential

Students must complete five modules to attain the Micro-Enterprise Credential.

1 Self-Assessment	Behaviors and skills that lead to business and life success				
2 Self-Assessment Presentation	Determination, Self-Motivation, Self-Discipline and Grit	Problem Solving and Teamwork	Communication Skills, Comfort Engaging with Strangers	Financial and Computer Literacy	Personal Capabilities and Support Systems
3a Key Financial Concepts	Learning the financial concepts essential to the success of every small business and start-up				
3b Credit Applications	Completing bank and online credit applications that small business owners and entrepreneurs need to master				
4 Company Registration	Using the *geaux*BIZ student portal to complete actual company registration forms				
5 Micro-Enterprise Credential Exam	Demonstrating mastery of the skills necessary to be a successful small business employee and owner / entrepreneur				

The Micro-Enterprise Credential emphasizes the development of each student's writing and verbal communication skills . . . practical skills like the completion of credit applications and actual company registration documents . . . and mastery of key financial concepts. Students who graduate with the Micro-Enterprise Credential will enter the workplace prepared to succeed in entry-level jobs, with the academic foundation necessary to continue their education in a community or technical college.

Here are helpful some links:

Two classes students can take are using this Self Assessment.
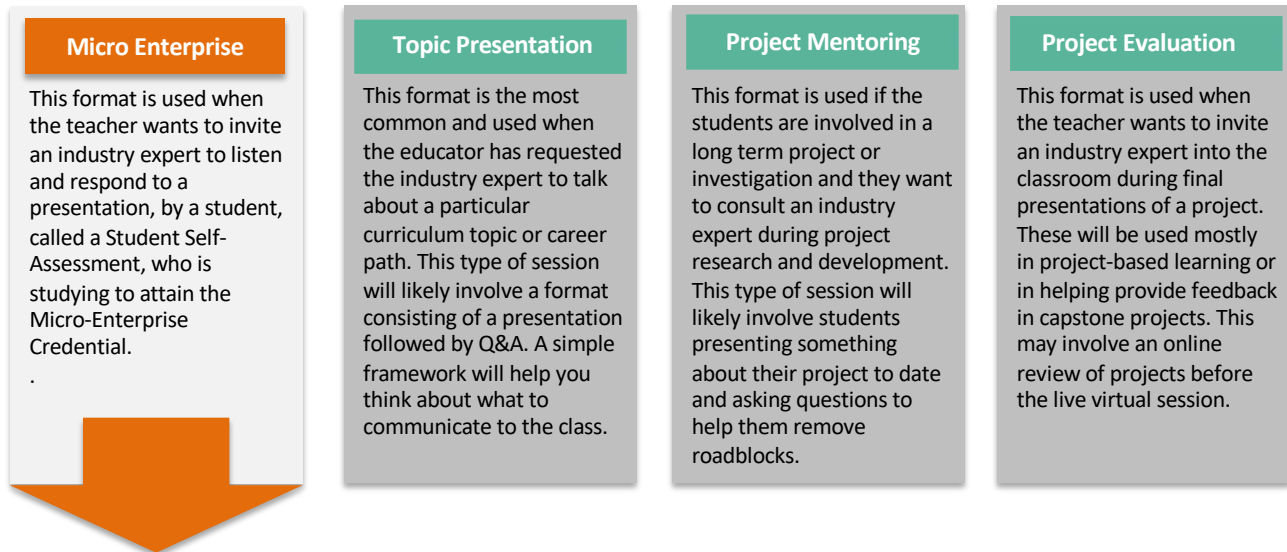
Virtual Workplace Experience:

https://goo.gl/i26UKs

Regional Micro Enterprise Credential:

http://www.louisianabelieves.com/resources/library/jump-start-pilot-programs

Jump Start Micro Enterprise Credential Self Assessment

Nepris can be used for a variety of type of classroom interactions:

Micro Enterprise	**Topic Presentation**	**Project Mentoring**	**Project Evaluation**
This format is used when the teacher wants to invite an industry expert to listen and respond to a presentation, by a student, called a Student Self-Assessment, who is studying to attain the Micro-Enterprise Credential. .	This format is the most common and used when the educator has requested the industry expert to talk about a particular curriculum topic or career path. This type of session will likely involve a format consisting of a presentation followed by Q&A. A simple framework will help you think about what to communicate to the class.	This format is used if the students are involved in a long term project or investigation and they want to consult an industry expert during project research and development. This type of session will likely involve students presenting something about their project to date and asking questions to help them remove roadblocks.	This format is used when the teacher wants to invite an industry expert into the classroom during final presentations of a project. These will be used mostly in project-based learning or in helping provide feedback in capstone projects. This may involve an online review of projects before the live virtual session.

The following pages will provide you detailed directions on how to accept a request from an educator and how to complete the assessment

General Session Flow:

1. Teacher (or adult on behalf of student) makes introductions to get the session going.
2. The professional talks about his or her background briefly to provide context and break the ice
3. Student presents
4. Student and professional have discussion
5. Student thanks professional and leaves meeting
6. Professional fills out assessment and send into Nepris or teacher

Preparation

They have to talk to an unfamiliar workplace adult as part of their journey on assessing their skills. For some, this is scary and you will find students that exhibit shy and nervous behavior. They may require you to ask a lot of questions. For others, this is a great opportunity to meet someone and you will find them to be natural speakers. They may need you to keep them focused on the five areas.

While they are working toward their Micro-Enterprise Credential, they are also thinking about a business to apply business concepts they are learning.

- Print out and have the **assessment criteria** handy.
- **Get into the mindset** of a high school student and what is was like to present to the class or anyone.
- **Ask probing questions** to get more information. "What do you think your weaknesses are?" "What are you planning to do to address….?" "Have you thought about…"
- **Be truthful and objective.** They are there to hear your experiences about the world outside of their classroom with objective lenses.

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Browsing for Virtual Sessions

To find requested virtual sessions, click on **Browse Volunteer Opportunities** under the **Session** menu. To narrow down the list and refine your search, you can use the filters on the left panel as well as searching on key words. You can use these tools separately or together.
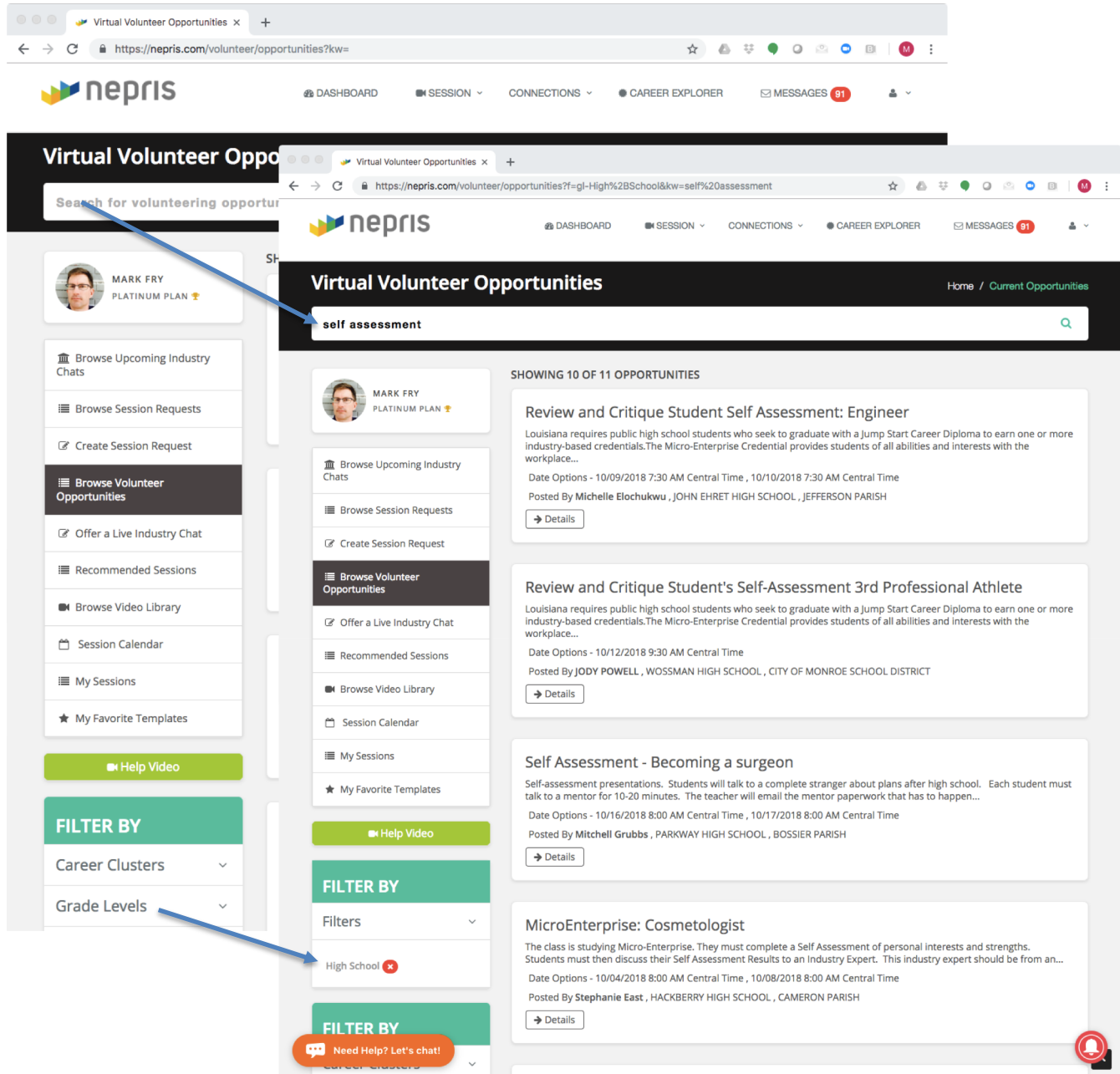
You can easily reset your search by clicking on **Reset** at the bottom of the column or remove individual filters by clicking on the red x next to the defined filters

How to access a request from an educator

1. You may receive an email recommendation. Please click on the link in the email as soon as possible so the opportunity doesn't pass by.

2. You can proactively browse and find self assessment sessions that are of interest to you (next page)

Student Assessment

There are two ways to complete the student evaluation and return to the teacher.

1. Access the MS Word version found here: https://goo.gl/TKdn6k

2. Then email as an attachment in a message to the teacher. You can send a message to the teacher with an attachment here: https://nepris.com/messages/new

BRAC

Jump Start Mentor
Checklist for Student Self-Assessment Presentation
Resource 09-01

JUMP START

Micro-Enterprise Mentor: Student Presentation Checklist				
Student		Date		Length of Presentation (minutes)
Mentor			Mentor Email	

Please indicate Yes or No for each criterion below and return this one-pager to the teacher when the presentation is over. Please also provide any additional feedback or guidance you think will benefit the student.

The student presentation covered four required topics:	Yes	No
1. How one or more of the behaviors, skills or capabilities are used in his/her personal life, school, or work:		
➤ Determination, Self-Motivation, Self-Discipline and Grit	○	○
➤ Problem Solving and Teamwork	○	○
➤ Communication Skills, Comfort Engaging with Strangers	○	○
➤ Financial and Computer Literacy	○	○
➤ Personal Capabilities and Support Systems	○	○
2. His/her Self-Assessment results:		
➤ Strengths	○	○
➤ Areas for Improvement (plus steps he/she will take to improve)	○	○
3. Overall lesson learned from completing his/her Self-Assessment	○	○
4. Career interest(s) and initial thoughts on he/she will achieve personal career goals	○	○
The student made an honest effort at self-reflection	○	○
The student asked at least one engaging question ex. regarding the mentor's industry, industry employment requirements, company or career path, and/or asked the mentor's opinion	○	○
The student demonstrated appropriate:		
1. Eye contact	○	○
2. Voice volume and clarity of speech	○	○
3. Use of notes, handouts, and/or presentation	○	○
4. Body language	○	○

Mentor Feedback for Student (please include any additional comments, suggestions or guidance)

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