



LEADING WITH AN ENTREPRENEURIAL MINDSET:

Outcomes of the Ice House Student
Success Program at Prepa Tec

2017

TABLE OF CONTENTS

Background.	1
General Outcomes.	2
Student Perspective.	2
Parent Perspective.	3
Teacher Perspective.	3
1 Shift in Mindset.	4
2 Development of 21st Century Skills.	5
3 Growth in Humanistic Outlook.	6
4 Increase in Engagement & Future Orientation.	7
5 Increase in Entrepreneurial Activities.	8
Looking Forward.	9
Appendix.	13

BACKGROUND:

Recently ranked in the top 20 most entrepreneurial universities in the world,¹ Monterrey Institute of Technology and Higher Education (TEC) in Mexico places entrepreneurship at the core of its prestigious, private, and non-profit educational institution. With a stated mission to educate leaders who have an entrepreneurial spirit, a humanistic outlook, and are internationally competitive, TEC contributes greatly to the educational, social, and economic improvement of Mexico.

PARTNERSHIP

With the Entrepreneurial Learning Initiative's (ELI) global reach and commitment to expanding human potential through entrepreneurial mindset education, ELI and TEC naturally joined together for a partnership committed to cultivating an entrepreneurial mindset with a humanistic outlook for TEC students and teachers. After certifying approximately 200 teachers at TEC in 2016, ELI's Ice House Student Success Program rolled out as an Entrepreneurial Leadership course to approximately 7,500 sixth semester high school students across 37 campuses at TEC's Preparatory School (Prepa Tec) in January 2017.²

CUSTOMIZATION

As part of the effort, ELI worked closely with Prepa Tec to customize Ice House, establish outcomes and evaluation tools, and provide final reporting of the implementation. Customization for Prepa Tec included adding relevant data and content including the story of TEC's Founder, Eugenio Garza Sada, an entrepreneur who was known for his humility and humanism.

BY THE NUMBERS:

200 Teachers certified

7,404 Students enrolled

37 Campuses participated

269 Groups/Sections offered

The Ice House customization also incorporated entrepreneurial students and alumni from Prepa Tec as video case studies in the curriculum.

OUTCOMES & EVALUATION TOOLS

In addition to customizing Ice House, outcomes were established that aligned with TEC's vision. Prepa Tec and ELI sought to attain the following outcomes:

- 1 **Shift in entrepreneurial attitudes, behaviors, and skills (mindset)**
- 2 **Development of 21st Century skills needed to be internationally competitive**
- 3 **Growth in humanistic outlook**
- 4 **Increase in student engagement and ownership of their future**
- 5 **Increase in entrepreneurial activities from students**

Ice House lesson assignments and specifically tailored lesson plans were aligned to achieve the results, and evaluation tools were incorporated into the course offering to measure success. Evaluation tools included a pre and post entrepreneurial mindset assessment, a student engagement survey, and an assessment of the entrepreneurial process and personal vision statement process that students completed. In addition, a student course evaluation, surveys of teachers, parents and students, and multiple focus groups were conducted.



FINDINGS:

Evaluation Tool	Respondents	Comments
Entrepreneurial Mindset Self-Report	6,313 (pre) 4,240 (post)	N/A
Student Engagement Survey	3,795	6,988
Course Evaluation	4,242	15,670
Parent Survey	1,903	831
Teacher Surveys	35	1,045
Focus Groups	47	N/A

With nearly 20,000 total responses and 25,000 comments, the engagement in the evaluation tools was significant. An analysis of the evaluation tools provides evidence of the overall success of the Ice House Program at Prepa Tec. This summary includes general outcomes from the student, teacher, and parent perspective. The remainder of the report will focus on evidence of the five outcomes followed by opportunities for the future.

GENERAL OUTCOMES

Policy makers from the World Economic Forum recognize entrepreneurial thinking as an essential life skill for anyone to thrive in the 21st Century.³ The customized Prepa Tec Ice House Program provides the necessary experiential, problem-based learning opportunities designed to empower learners by exposing them to entrepreneurial thinking while immersing them in entrepreneurial experiences that will enable them to develop creative and critical thinking, effective problem solving, teamwork, and other entrepreneurial skills - *skills that will enable them to succeed regardless of their chosen path.*



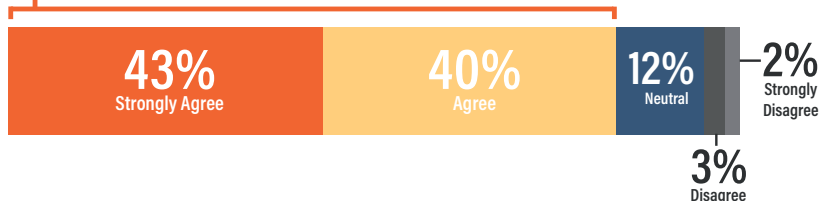
STUDENT PERSPECTIVE

Given the intentional program design, the Ice House Program reveals significant promise in shifting students' mindsets toward an entrepreneurial outlook given **83% of student respondents** agreed they were engaged and interested in the program.⁴ Additionally, **85% of students** agreed that overall, the Ice House program was a good experience.⁵

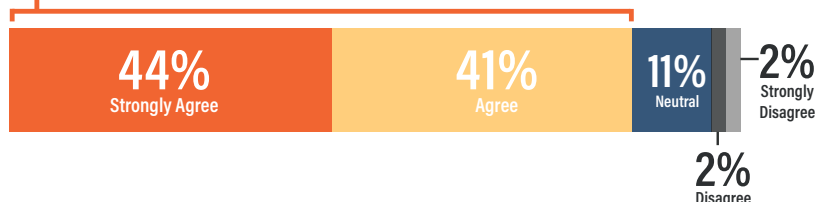
“The program is giving me the tools to fulfill my **GOALS** and **PERSONAL VISION**, since through the lessons, I have learned to make **GOOD CHOICES**, to **SEE OPPORTUNITIES** instead of problems and to **TAKE ACTION...**”

-Prepa Tec Student

8 out of 10 students agreed they were **ENGAGED AND INTERESTED** in the Ice House Program.

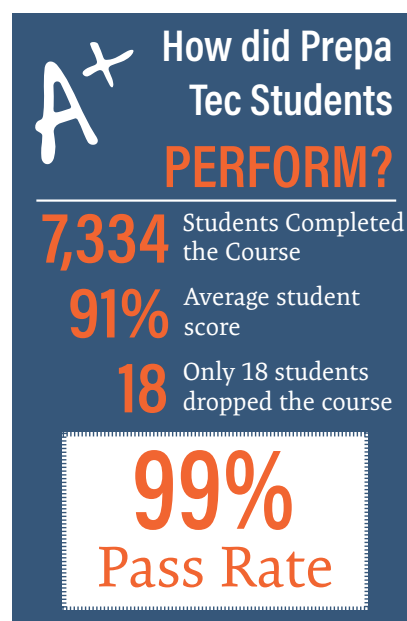


85% of students agreed that the Ice House Program was a **GOOD EXPERIENCE**.



When asked to provide overall thoughts or comments on the Ice House Program, students offered a wide variety of responses and insights. The majority of substantive student comments reaffirmed the high regard for the program, simply stating “great program” or the experience was “awesome.” Notably, students seem eager to mention the utility of the program in their daily lives, as it has helped them think of themselves as an entrepreneur, determine their goals, and clarify their vision. In relation to this, the course was well-timed for several students, sharing that it came at perhaps a formative time in their identity development.

Prepa Tec students’ high regard for the Ice House Program in both their interest and utility is further illuminated in their general performance. Of the 7,334 students across 37 campuses who completed the program, **99% of students passed the course, scoring 70 and above, with an average student score of 91%.**⁶ Notably, **only 18 students dropped the course** throughout the semester.⁷ This high pass rate and course retention is an indication of a successful program, and it describes that students are engaged in the fullness of the program material and assignments.



PARENT PERSPECTIVE



1,903
PARENTS
RESPONDED

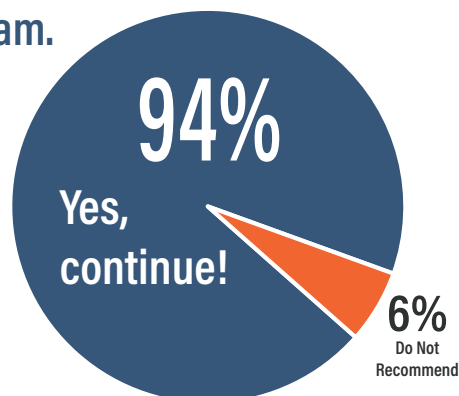
In addition to student reflections, parents also offered their input and perspective on their child’s general development after completing the Ice House Program. Significantly, 1,903 parents responded to the survey, and **82% of parents agreed their child had a stronger focus on school, a better attitude toward academics, and was more engaged in his or her studies.**⁸ One particular parent shared that the Ice House Program motivated her child to carry out a business project that he had thought about for some time, and another parent acknowledged how seamlessly the Ice House Program aligns with Prepa Tec’s mission: **“I think [the Ice House Program] is an impressive tool to make TEC’s entrepreneurial spirit tangible in high school students.”**

TEACHER PERSPECTIVE

After completing the Ice House Program, teachers were asked to complete a comprehensive survey of their experiences, and 25% of teachers who taught the course responded. When asked to rank the overall impact of the program, **97% of teacher respondents rated Ice House as very impactful to impactful.**⁹ Understandably, given the teacher’s appreciation for the Ice House Program, **94% of teacher respondents recommended its continued use,** and nearly 3 out of 4 teachers agreed the program impacted them on a personal level.¹⁰



Teachers **RECOMMEND CONTINUED USE** of the Ice House Program.

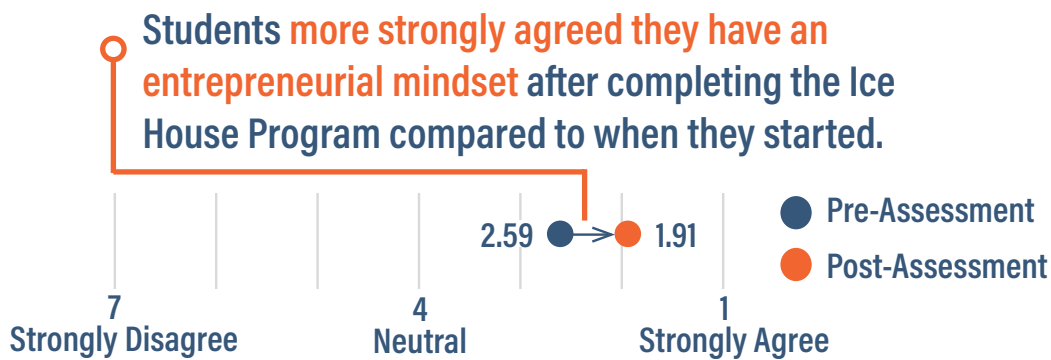




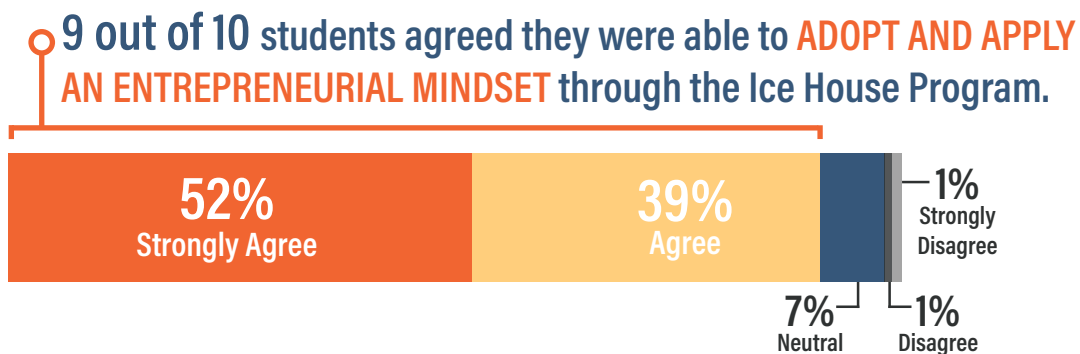
1 SHIFT IN MINDSET

An entrepreneurial mindset ignites students' ability to begin to think and act like entrepreneurs in all aspects of their lives. The Ice House Program is designed to empower students to remain adaptable when facing obstacles, persist through failure, communicate better, and become problem solvers and opportunity finders.

Through the Ice House Program, students engaged in activities designed to develop their entrepreneurial mindset. The students completed a pre- and post- entrepreneurial mindset self assessment to demonstrate their mindset at the start and completion of the program. While the pre-assessment results demonstrated that students understood what an entrepreneurial mindset is as well as the importance of having one, the post-assessment results revealed that students advanced their entrepreneurial mindset as they moved toward more strongly agreeing that they have an entrepreneurial mindset.¹¹



Students also completed course evaluations to provide valuable feedback with regard to the impact of the Ice House Program. The course evaluations were intended to help ELI and Prepa Tec better understand the quality of the instruction and content of the course, and with 4,242 respondents, evaluation results described a highly successful course. To demonstrate, **91% of students surveyed agreed that through the Ice House Program, they were able to adopt and apply an entrepreneurial mindset.**¹²

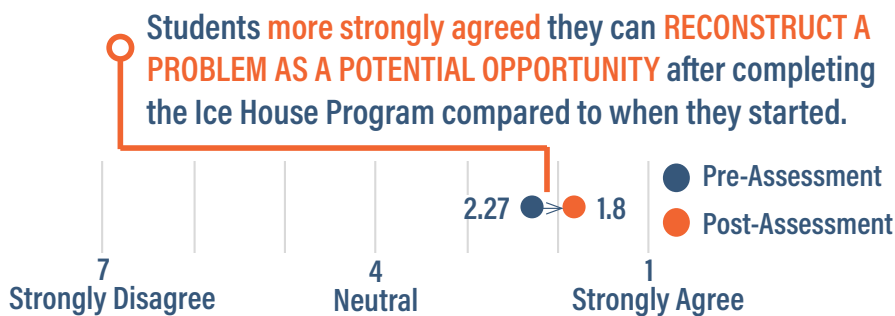


Additionally, Prepa Tec teachers, trained in the Ice House Program, also offered their insight regarding the program's greatest impact. One teacher particularly referenced the students' growth in mindset, stating "One of the most meaningful effects was the progress of the students changing their mindset, [as well as] hearing them comment about what they learn[ed], or videos, or other examples they have found of entrepreneurial mindset."

2 DEVELOPMENT OF 21st CENTURY SKILLS

According to the World Economic Forum, an entrepreneurial mindset is considered an essential life skill for anyone to thrive in the 21st Century. The Ice House Program is designed to develop the 21st Century skills needed to be internationally competitive.

Prepa Tec student data and evaluation results demonstrate progress in the advancement of these 21st Century skills, such as creative and critical thinking, effective problem solving, communication, and collaboration. Student course evaluations demonstrate the Ice House Program provides Prepa Tec students opportunities to develop and apply 21st Century skills. ***Eighty-seven percent of students agreed they have developed and applied their communication skills through the Ice House Program, and nearly 9 out of 10 students agreed they have developed and applied problem solving, critical thinking, and collaboration skills throughout the course.***¹³



Pre and post assessment student data reveals similar improvements. As a testament to improved critical thinking and problem solving skills, students more strongly believed in their ability to reconstruct a problem as a potential opportunity after completing the Ice House Program compared to their personal rating before the course.¹⁴ Similarly, students more strongly agreed they can develop action plans to test ideas in real world circumstances, preparing them with skills essential to contend in today's internationally competitive environment.¹⁵ Finally, Prepa Tec students demonstrated signs of becoming more resourceful as nearly ***9 out of 10 students agreed that they learned how to leverage existing resources to advance their goals.***¹⁶



Through the Ice House Program, high percentages of Prepa Tec students agreed that they have **DEVELOPED AND APPLIED** the following 21st Century skills:

AGREE **COMMUNICATION** 87%
PROBLEM SOLVING 90%
COLLABORATION 89%
CRITICAL THINKING 89%

While the Ice House Program is not taken in isolation, and it is likely there are several factors at play, parents seem to also identify the program as a major event in their children's academic journey. This includes an *overwhelming majority of parents (85%) that agreed they've noticed a positive change in the attitude and behavior of their child, particularly regarding a better disposition to solve problems and think creatively about possible solutions.*¹⁷

85% of parents agreed they've noticed a positive change in their children's disposition to **SOLVE PROBLEMS** and **THINK CREATIVELY** about possible solutions.

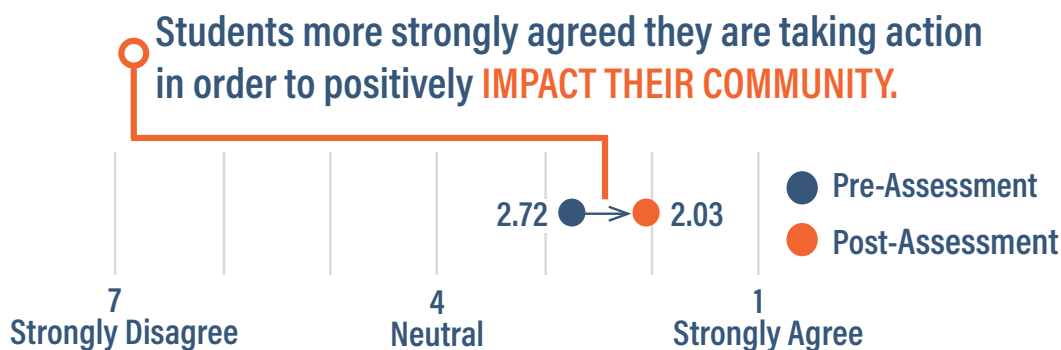
3 GROWTH IN HUMANISTIC OUTLOOK

A major pillar of TEC's vision is to develop a more humanistic outlook in students and graduates. A humanistic outlook emphasizes empathy and stresses the positive aspects in human behavior with a particular regard for how to improve the lives of others. Development of this outlook is achieved through a strong focus on projects that perform a service to society. A major outcome of this humanistic outlook is that TEC's graduates use their considerable talents in service to others in order to work towards solving social problems.

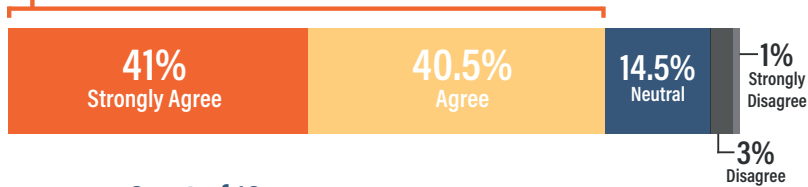
The Ice House Program nurtures students' entrepreneurial and humanistic outlook as students learn how their choices affect them and others, and that these choices carry a significant sense of responsibility. Survey results indicate growth in Prepa Tec students' humanistic outlook as *80% of parents agreed they witnessed a shift in their child's willingness to help others after completing the Ice House Program.*¹⁸ This finding complements the aforementioned parent survey results that parents overwhelmingly agreed they have also noticed a positive change in their children's disposition to solve problems and think creatively about possible solutions - further indication of a humanistic outlook.



Students also reported personal growth in a humanistic outlook. According to pre and post assessment results, students more strongly agreed they are taking action to positively impact their community and more strongly agreed they can design ways to create value in their community after completing the Ice House Program.¹⁹



8 out of 10 students agreed they now design ways to **CREATE VALUE** in their community.



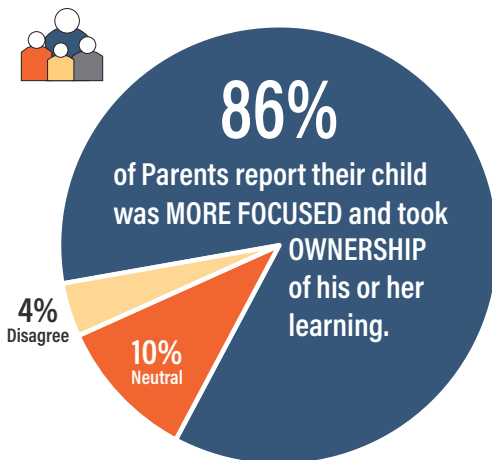
Almost 9 out of 10 students plan to undertake projects to help **IMPROVE THEIR SCHOOL, COMMUNITY, AND WORLD** after completing the Ice House Program.



The future is particularly promising given students' reported a commitment to improving their school, community, and world. Nearly **9 out of 10 students plan to undertake projects dedicated to improving their community after completing the program.**²⁰ This plan to undertake future projects is reaffirmed as **92% of students agreed they understand how to view their future with a humanistic outlook after completing the course.**²¹

4 INCREASE IN ENGAGEMENT & FUTURE-ORIENTATION

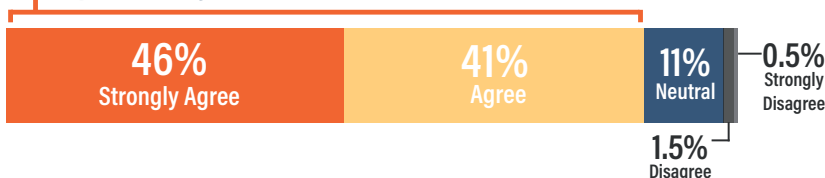
An entrepreneurial mindset increases engagement and ownership of learning, and Prepa Tec students reported an increase in their engagement and greater ownership of their future. In addition, **86% of Prepa Tec parents indicated that their child was more focused and took ownership of their learning after completing the Ice House Program.**²²



*[was] not very clear [on] at the beginning, but I know that now everything depends on how [I] want to see things and how I decide to handle the changes that I will face in life.*²⁵

Taking ownership of one's learning and engaging in a future-orientation requires an investment in a vision. **Eighty-seven percent of students reported they now invest their time toward their vision after completing the Ice House Program, and 91% of students agreed that through their vision, they have taken ownership of their future.**²³ The impact is further illustrated in the post assessment results. After taking the Ice House Program, **46% of students strongly agreed they have a focused vision to guide their future plans** compared to only 30% of students before engaging in the program.²⁴ One student commented, *"This class...made me take the time to analyze and reflect on my future goals, something I*

After completing the Ice House Program, **87% of students reported they now INVEST TIME TOWARD THEIR VISION.**



In addition to students generally reporting on their commitment to their visions, one student described the impact of the process of creating a personal vision statement. She shared, *“We all have an idea of what we want in our future but actually sitting down and writing about it made us students realize not only the importance but the timing, which is now. Life just started, college is months away. And that’s why this class is one of my top 3 most impacting classes I had in high school.”*²⁶

46% of students **STRONGLY AGREE** they have a **FOCUSED VISION** to guide their future plans **AFTER** completing the Ice House Program.

30% of students strongly agree they have a focused vision **before** engaging in the Ice House program.

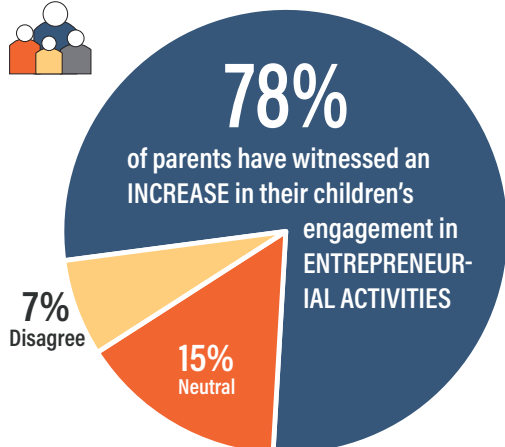
5 INCREASE IN ENTREPRENEURIAL ACTIVITIES

Exposure to entrepreneurial thinking can lead to an increase in entrepreneurial activities. The Ice House Opportunity Discovery Process encourages students to see problems as opportunities and to take ownership of a problem they want to solve. The problem should be compelling to them and drive their engagement in the problem-solving process.

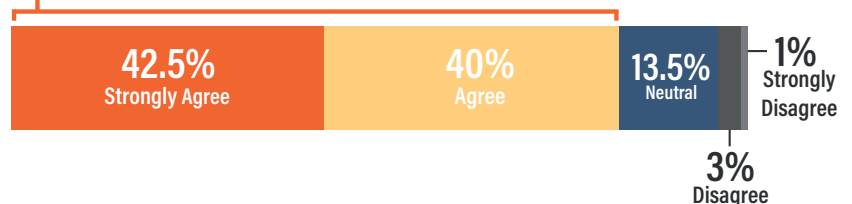
Overall, **94% percent of teachers found the Opportunity Discovery Process to be impactful for students.**²⁷ Parents agreed, with one surveyed parent sharing, “The approach that this program has on students is quite positive and sparks creativity and intelligence to generate opportunities. My daughter now has interest and enthusiasm to undertake new situations and create her own business. This is excellent.” Another parent shared that the Ice House Program motivated her child to carry out a business project that he had been thinking about for some time.

Further, **78% of parents agreed they witnessed an increase in their children’s engagement in entrepreneurial activities after taking the program.**²⁸

More generally, **82% of student respondents agreed that through the Ice House Program, they have engaged in more entrepreneurial activities.**²⁹ In addition, **86% of student respondents reported the Opportunity Discovery Process helped them develop their entrepreneurial skills.**³⁰



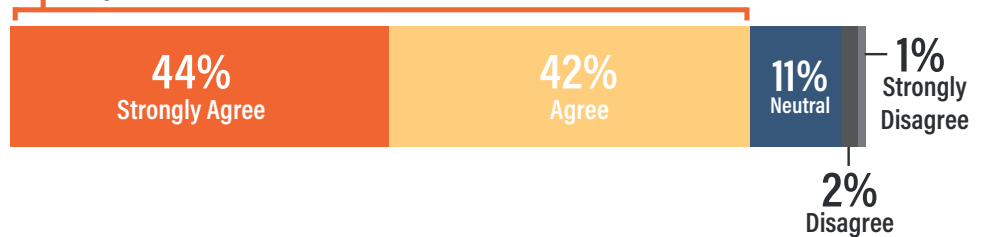
Over 8 out of 10 students agree that through the Ice House Program, they have **ENGAGED IN MORE ENTREPRENEURIAL ACTIVITIES.**



To spotlight the Opportunity Discovery Projects, Prepa Tec hosted an Entrepreneur Gala to recognize the 20 best projects. Teachers, school administrators, students and parents were invited, and five projects were recognized. One project received a one year scholarship to the TEC

Business Incubator. The selected project was that of Prepa Tec students, Lorena Ang and Alberto Jahuey. Their project consisted of creating a robotic hand using a 3-D printer and other resources in order to create a prosthetic that is less expensive for people in the middle class market and below.

86% of students agree the Ice House Opportunity Discovery Process helped them **DEVELOP ENTREPRENEURIAL SKILLS.**



Prepa Tec students present their Opportunity Discovery Projects at the **ENTREPRENEUR GALA.**



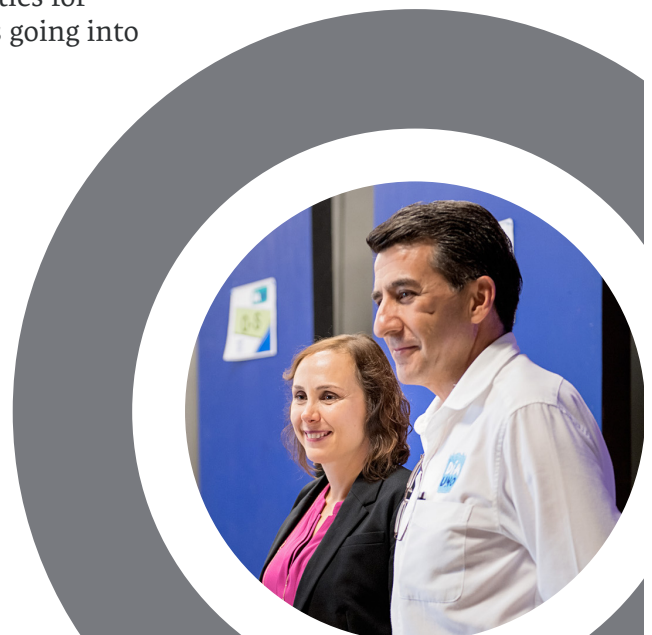
Overall, the data and student projects reinforce the Prepa Tec students' development of 21st Century skills to be internationally competitive, growth in a humanistic outlook in service to others, and a shift in entrepreneurial mindset.

LOOKING FORWARD:

The synergistic partnership between ELI and Prepa Tec will continue as the partners convene to discuss early successes and opportunities for improvement moving forward. Notably, three assumptions going into the Ice House implementation were:

- *All teachers will be trained and certified by ELI master facilitators to facilitate the Ice House Program;*
- *The program will be delivered as intended and consistently across course groups/sections; and*
- *Students will engage in the program and complete lesson assignments when assigned.*

This summary will review the data reported on each assumption and opportunities looking forward.

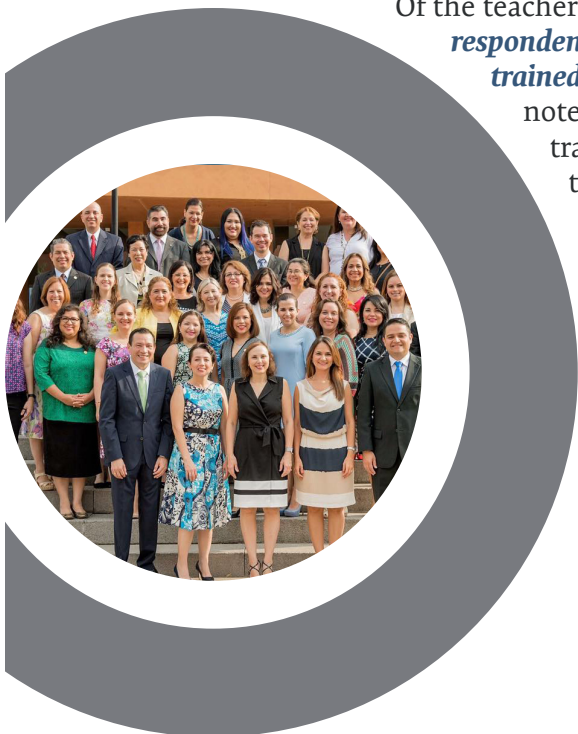


TEACHER TRAINING

Most teachers were trained and certified six months prior to the start of the implementation. A small group of teachers were selected to teach closer to the start of the semester and were trained six weeks into offering the course. A couple of teachers were not trained.

Of the teachers trained prior to the start of the implementation, there were conflicting feelings on the timing of the training. Some had a preference for receiving the training closer to the implementation so that the material would be fresh. Others preferred the extended time to better prepare for the course. Several comments requested more than two days of training.

Of the teachers trained after the start of the course, ***nearly 85% of teacher respondents reported that it would have been more helpful to have been trained prior to the implementation.***³¹ However, some teachers noted that it was helpful to have started teaching the class as the training became more relevant and provided the opportunity to ask clarifying questions.



OPPORTUNITY

While 80% of teacher respondents reported that the training provided the tools needed to facilitate the program,³² opportunities exist to determine how to best train and prepare teachers to facilitate the program and the ideal timing for training. Notably, 43% of already trained teachers indicated the need for additional training after facilitating the course,³³ making it a worthwhile exploration to determine what additional training would be helpful.

PROGRAM DELIVERY

Student learning outcomes (SLOs) were selected based on the five overarching outcomes. From the SLOs, a courseshell was customized with carefully selected lesson assignments and rubrics designed to achieve the outcomes. A syllabus, course schedule, and lesson plans were also developed for consistent delivery. Sample PowerPoint presentations were created for each lesson, and teachers received webinar trainings on how to deliver each lesson using the lesson plans.

Of the tools available, ***90% of the teacher respondents indicated that they frequently used the lesson plans to deliver the classroom content.***³⁴ While the majority of teacher respondents (nearly 80% percent) indicated that they used the lesson activities in the lesson plans,³⁵ some teachers reported that they changed the activities in the program or added their own activities to the program. Some teachers reported that there was a lot of content, and there was not enough class time to get through all of the activities. In a teacher focus group, it was noted that the students exceeded expectations with the Opportunity Discovery Projects, and that the projects were really amazing.³⁶ However,

“The ELI program is so rich and full of great reading materials, lessons, testimonies, videos and activities, but not enough time to really take them all in. It is sad to see the students getting so wrapped [up] around or passionate about a lesson and have to move on to the next one. Frequently, the students mentioned that it was a lot of reading and information to completely grasp the concepts in the short period of time. They mention some would have liked more time.” -Prepa Tec Teacher

teachers and students both indicated that they wished there would have been more time for the Opportunity Discovery Projects to realize.

Some teachers also reported that the format of the courseshell and learning activities became somewhat routine in format and that the multiple choice questions could be more robust. Other teachers reported that the repetitiveness is important for reinforcement of the concepts.

Notably, **65% of teacher respondents indicated that they taught the program in Spanish,³⁷ and 46% translated program materials into Spanish.³⁸** This is not surprising, as 56% of teachers indicated not feeling confident in delivering the program in English prior to the course starting.³⁹ However, 90% of students agreed that the course was easy to take in English, and they understood all of the materials.⁴⁰ **Eighty-four percent of students agreed that taking the course in English improved their English communication skills.⁴¹**



OPPORTUNITY

With nearly 75% of teacher respondents indicating a desire to be an ambassador of the program and contribute to curriculum revisions and program delivery, great opportunity exists to re-evaluate the selected lesson activities from the program and revise lesson plans accordingly.⁴² While a large percentage of teachers followed the lesson plans, teacher revisions and additions to lesson activities demonstrates teacher ownership and personalization of the course. A great opportunity exists for learning from teachers and how they added their own unique flavor to the course. In fact, some teachers commented on wanting to learn more from how other campuses worked together to offer the course and even suggested an Ice House conference to collaborate more closely with each other.

STUDENT ENGAGEMENT

Outside of the classroom environment, students were assigned the *Who Owns the Ice House? Eight Life Lessons from an Unlikely Entrepreneur* companion text and lesson content to read, assigned video case studies to watch, and application or reflection assignments to complete.

In the mid-semester student engagement survey, **86% of students reported that they completed all or most of the reading,⁴³ and 93% of students reported completing all or most of the lesson assignments.⁴⁴**

In a student focus group conducted toward the end of the semester, one student commented, “the activities were specific to each topic and allowed for the creation of an entrepreneurial learning environment.” Several focus group students commented on how the program allowed for personal reflection and built their confidence, self-esteem, and a belief in their ability to accomplish their vision and goals. One student commented that the “book is a guidebook for your life,” while another commented that “the course changed my life.”⁴⁵

While a large percentage of students completed the reading and lesson assignments, **nearly ten percent less of students (76%) reported in the student engagement survey that they watched all or**

“I would like to say that through this program, I was able to learn that no matter what, **I’m the only one responsible for what happens to my future.** I should keep moving forward to my vision. Despite the obstacles I might face, the only thing that matters is the **confidence I have in myself.** These lessons give me energy and motivate [me] to **ALWAYS FIGHT FOR WHAT I WANT.**” -Prepa Tec Student

*most of the assigned video case studies.*⁴⁶ This gap remained at the end of the semester in the course evaluation. Of those who did watch the videos, 81% found them to be valuable and noted a strong preference for the Mexican entrepreneurs.⁴⁷ Students and teachers shared comments on adding more Mexican entrepreneur videos and removing some of the non-Mexican entrepreneurs, while others preferred the diverse array.

In the final course evaluation, 87% reported that the reading assignments were valuable and helped them learn the lesson content,⁴⁸ while 84% reported that the written lesson assignments were valuable.⁴⁹ Significantly, 100% of teacher respondents stated that the lessons were impactful.⁵⁰ However, students, and teachers, also commented on the significant amount of work required in the course and the need to balance with other courses students are taking. Teachers reported that there could be less reading and more active learning opportunities like the Opportunity Discovery Process.

OPPORTUNITY

Opportunities exist to work with teachers on selecting the lesson assignments and lesson activities as well as revising the course schedule to ensure a more balanced expectation for students. In addition, early results reveal an opportunity to reexamine how students interact with the video case studies as well as an opportunity to further explore the selection of video case studies featured in the program.

THE FUTURE IS BRIGHT:

Over the past few years, ELI and Prepa Tec have built a strong, joint partnership focused on cultivating an entrepreneurial mindset with a humanistic outlook. With TEC's stated mission to educate leaders who have an entrepreneurial spirit, a humanistic outlook, and are internationally competitive and ELI's dedication to expanding human potential through entrepreneurial mindset education, clear vision and mission alignment has driven a successful partnership to date. Both partners invested deeply to ensure a successful delivery of outcomes for teachers and students, and the final report demonstrates great success of the program rollout as well as opportunities to work together to improve delivery in the future.



APPENDIX:

¹Princeton Review's 2017 Most Entrepreneurial Universities, Retrieved: <https://www.princetonreview.com/press/top-entrepreneurial-press-release>

²TEC Data Warehouse

³"Educating the Next Wave of Entrepreneurs," World Economic Forum. Retrieved: http://www.gvpartners.com/web/pdf/WEF_EE_Full_Report.pdf

⁴Student Course Evaluation Survey

Question 44: Overall, I was very engaged and interested in the Ice House Program.

⁵Student Course Evaluation Survey

Question 45: Overall, the Ice House Program was a good experience.

⁶TEC Data Warehouse

⁷TEC Data Warehouse

⁸Parent Survey

Question 2: This semester, my child has a stronger focus on school, better attitude towards academics, and is more engaged with his or her studies compared to the past.

⁹Teacher Survey, Post Course Delivery

Question 8: Please rank the overall impact of the Ice House Program

¹⁰Teacher Survey, Post Course Delivery

Question 20: Would you recommend the continued use of the Ice House Program?

¹¹Pre and Post Entrepreneurial Mindset Self Report

Question 2: I have an entrepreneurial mindset.

About the data: A total of 6,429 responses were included in the pre-assessment dataset. Of these, 6,313 represented unique responses from one individual. A total of 107 participants completed the survey more than one time. The first submission (by date) from these students were used for the analysis.

Of the 6,313 students that completed a pre-assessment, 4,240 completed the post assessment. Thus, the total number of students in the final dataset was 4,240. Pre and post datasets were then merged by student username and survey question. The difference between the pre and post numerical scores (1 = Strongly Agree, 7 = Strongly Disagree) was calculated for each student. The calculated difference in scores was averaged by survey question to derive the mean difference.

To further evaluate the statistical significance of these differences, a paired t-test was performed for each survey question. All t-tests demonstrated that the observed pre and post differences were statistically significant ($p < 0.05$).

¹²Student Course Evaluation Survey

Question 1: Through this course, I was able to adopt and apply an entrepreneurial mindset.

¹³Student Course Evaluation Survey

Question 8: Through this course, I have developed and applied my communication skills.

Question 11: Through this course, I have developed and applied my problem solving skills.

Question 9: Through this course, I have developed and applied my collaboration skills.

Question 10: Through this course, I have developed and applied my critical thinking skills.

¹⁴Pre and Post Entrepreneurial Mindset Self Report

Question 9: I can reconstruct a problem as a potential opportunity.

¹⁵Pre and Post Entrepreneurial Mindset Self Report

Question 12: I develop action plans to test ideas in real world circumstances.

¹⁶Student Course Evaluation Survey

Question 17: During the course, I learned how to leverage existing resources to advance my goals.

¹⁷Parent Survey

Question 3: I have seen a positive change in my child's attitudes and behaviors toward a willingness to solve problems and think creatively about solutions.

¹⁸Parent Survey

Question 4: I have witnessed a shift in my child's willingness to help others and make a positive impact in the community.

¹⁹Pre and Post Entrepreneurial Mindset Self Report

Question 26: I am taking action in order to positively impact my community.

Question 18: I now design ways to create value in my community.

²⁰Student Course Evaluation Survey

Question 3: After completing this course, I plan to undertake projects to help improve my school, community, and world.

²¹Student Course Evaluation Survey

Question 2: After taking this course, I understand how to view my future with a humanistic outlook.

²²Parent Survey

Question 5: This semester, my child is more focused and has taken ownership of his or her learning process.

²³Student Course Evaluation Survey

Question 15: I now invest time toward my vision.

Question 14: Through my vision, I have taken ownership of my future.

²⁴Pre and Post Entrepreneurial Mindset Self Report

Question 6: I have a focused vision to guide my future plans.

²⁵Personal Vision Statement

²⁶Personal Vision Statement

²⁷Teacher Survey, Post Course Delivery

Question 4: How impactful was the Opportunity Discovery Process in the program?

²⁸Parent Survey

Question 6: I have witnessed an increase in my child's engagement in entrepreneurial activities.

²⁹**Student Course Evaluation Survey**

Question 12: Through this course, I have engaged in more entrepreneurial activities.

³⁰**Student Course Evaluation Survey**

Question 40: The Opportunity Discovery Process helped me develop entrepreneurial skills.

³¹**Teacher Survey, Post Course Delivery**

Question 25: If you were trained in February 2017, please rate how strongly you agree with this statement: It would have been more helpful to have the training prior to the rollout.

³²**Teacher Survey, Post Course Delivery**

Question 27: The training provided me with the tools needed to facilitate the program.

³³**Teacher Survey, Post Course Delivery**

Question 30: Do you feel you need additional training?

³⁴**Teacher Survey, Post Course Delivery**

Question 31: How frequently did you use the support materials on the Google Drive?

³⁵**Teacher Survey, Post Course Delivery**

Question 11: How frequently did you use the lesson plans to deliver the content in the classroom?

³⁶**Teacher Focus Group, April 17, 2017**

³⁷**Teacher Survey, Post Course Delivery**

Question 9: Did you deliver the program in Spanish?

³⁸**Teacher Survey, Post Course Delivery**

Question 10: Did you translate any of the program content into Spanish?

³⁹**Teacher Survey, Pre Course Delivery**

Question 6: Do you feel confident delivering the course in English?

⁴⁰**Student Course Evaluation Survey**

Question 30: It was easy for me to take the course in English, and I understood all of the materials.

⁴¹**Student Course Evaluation Survey**

Question 31: Taking the course in English improved my English communication skills.

⁴²**Teacher Survey, Post Course Delivery**

Question 21: Would you be willing to be an ambassador of the program to contribute to curriculum revisions and program delivery, provide ongoing feedback, and be a champion to others?

⁴³**Student Engagement Survey**

Question 1: Please select a choice which best describes how many of the reading assignments that you have accomplished.

⁴⁴**Student Engagement Survey**

Question 3: Please select a choice which best describes how many lesson assignments that you have completed.

⁴⁵**Student Focus Group, April 17, 2017**

⁴⁶**Student Engagement Survey**

Question 2: Please select a choice which best describes how many of the assigned videos you have watched.

⁴⁷**Student Course Evaluation Survey**

Question 39: The videos of Mexican entrepreneurs were relevant and helpful.

⁴⁸**Student Course Evaluation Survey**

Question 35: The digital lesson content and reading assignments were valuable and helped me learn the course content.

⁴⁹**Student Course Evaluation Survey**

Question 33: The written lesson assignments were valuable and helped me apply the course content.

⁵⁰**Teacher Survey, Post Course Delivery**

Question 2: How impactful are the lessons in the program?



About the Entrepreneurial Learning Initiative

The Entrepreneurial Learning Initiative (ELI) is a global thought leader dedicated to expanding human potential through entrepreneurial mindset education. ELI serves academic institutions, government agencies, profit and non-profit organizations around the world to empower their constituents with an entrepreneurial mindset through education and training programs, professional development, and consulting services. ELI has had the pleasure of serving, in part, the Kauffman Foundation, U.S. State Department, Global Entrepreneurship Congress and Cisco Entrepreneur Institute. ELI is the creator of the Ice House Student Success Program. Ice House has been featured at the United Nations General Assembly, the Papal Council for Peace and Justice at the Vatican, and the European Commission in Brussels. ELI's vision is a world where individuals, organizations, and communities flourish.

About the Monterrey Institute of Technology and Higher Education (TEC)

TEC is a private and non-profit educational institution widely recognized as one of the most prestigious universities in Latin America. With 31 schools in Mexico and 21 international sites, TEC educates approximately 90,000 students each year at the high school, undergraduate, and graduate level. With a stated mission to educate leaders who have an entrepreneurial spirit, a humanistic outlook, and are internationally competitive, TEC contributes greatly to the educational, social, and economic improvement of Mexico.



Phone: + 1 440-255-8861

Address: 8631 Tyler Blvd., Mentor, Ohio 44060 USA

Email: info@elimindset.com

Website: www.elimindset.com