

**Wu-Teach Clan
Detailed Project Plan**

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Executive Summary

Value Proposition

Our project will entail analyzing and benchmarking a high-school free-market, liberty-based course and associated materials in order to be able to report on the value and feasibility of creating a Bill-of-Rights-Institute (BRI)-inspired program with model lesson plans.

Phases of Project Plan

While our goals for this project largely overlap, we have established three distinct phases for the completion and success of the project. These phases include: (1) Research of the Landscape, (2) Experiment with Collegiate, and (3) Implementation with Partner Organizations.

Research of the Landscape

- Goal: To gain background knowledge of the surrounding landscape in order to determine if a BRI-inspired program is needed and what is needed to create it.
- Measurement: From research on various organizations, various curricula, Kansas state standards, and Kansas private schools, we will determine what to include in lesson plans and how to implement them.

Experiment with Collegiate

- Goal: To improve students' knowledge of liberty and free markets while using the results as a benchmark for model lesson plans.
- Measurement: We will administer pre- and post- tests for each module in order to determine students' knowledge before and after the course.

Implementation with Partner Organizations

- Goal: To put together a finalized report on the value and feasibility of a BRI-inspired program with model lesson plans that can easily be used by private school teachers in their existing courses to increase students' understanding of liberty and free markets.
- Measurement: By working with teachers and/or partner organizations, we will determine how best to provide and market lesson plans to teachers.

Non-Profit Concept

Assumptions

We are operating under the assumption that high-school students do not receive an education that gives them an understanding and an affinity toward free markets. Without the knowledge or affinity for free markets, students cannot appreciate the role that free markets play in laying the foundations for prosperity and freedom in society.

We believe we can make a measurable impact on high-school students' understanding and appreciation for the moral and philosophical foundations of liberty, and the value and importance of living in a free society. We believe that by introducing students to the moral and philosophical foundations of economic freedom, they will be well equipped to behave as responsible members of a free society.

Vision

We hope to develop students' appreciation of liberty by improving free-market education in private high schools. Ultimately, we hope this will change the behavior of students who will apply these principles later on in life.

Value Proposition

Our project will entail analyzing and benchmarking a high-school free-market, liberty-based course and associated materials in order to be able to report on the value and feasibility of creating a supplementary program with model lesson plans. We are looking to use the Bill of Rights Institute as a model because they offer supplementary materials rather than full courses. We believe this approach is valuable because it is cross-disciplinary, and economic and critical thinking skills can be effectively introduced in the context of other traditional high school courses.

Market Landscape

We have researched the market landscape in order to determine what is already out there, what is needed, and where we could fill a need. Those areas we determined were most important to research were similar organizations, Kansas private schools, and teacher preferences for lesson plans.

Organizations

Many groups offer economics curriculum to high school students (some of which are specific to Kansas). Below is a summary of several examples, and how our approach differs.

Foundation for Teaching Economics

- *Mission:* to introduce young individuals to an economic way of thinking about national and international issues, and to promote excellence in economic education by helping teachers become more effective educators.
- *Target:* high school and middle school grade levels by providing programs and teaching resources which target primarily the social studies curriculum.

- *Method*: programs for teachers to learn how to integrate economic thought into their classes.

Foundation for Economic Education

- *Mission*: to offer the most consistent case for the “first principles” of freedom: the sanctity of private property, individual liberty, the rule of law, the free market, and the moral superiority of individual choice and responsibility over coercion.
- *Target*: “students of liberty”; free-market individuals who want to expand their knowledge
- *Method*: seminars, publications, and events for those who are interested in learning more about free-market economics.

Council for Economic Education (Kansas Council for Economic Education)

- *Mission*: To advocate for better and greater school-based economic and personal finance education at the K-12 level.
- *Target*: K-12 by providing teachers with lesson plans for state standards
- *Method*: workshops, resources, lesson plans, college credit courses that address economics and personal finance

The Kansas Council for the Social Studies

- *Mission*: to promote the growth and prosperity of the social sciences.
- *Target*: social studies teachers
- *Method*: clearinghouse for teaching resources related to social studies

The New Renaissance in Education

- *Mission*: to create and manage a sophisticated web-based platform that makes it possible for educators throughout the country to interactively develop curriculums in a coordinated fashion that teach K-12 students about free markets, Western intellectual thought, and various other aspects about America's cultural and Constitutional heritage.
- *Target*: public school system
- *Method*: build relationships with free-market teachers in public schools to market the website.

Economics In a Box (sponsored by economicthinking.org)

- *Mission*: to teach economic principles: 1) prosperous societies vs. those who remain in poverty, 2) job creation and innovative products and services, and 3) failing government programs and policies.
- *Target*: high school home-school students
- *Method*: 16-week course with books, videos, and guides included

Stossel in the Classroom (sponsored by Center for Independent Thought)

- *Mission*: to get students engaged and excited while building on their critical thinking skills and fulfilling standards-driven curriculum.
- *Target*: advanced middle school, high school, and college students

- *Method:* free DVDs that include video segments from Stossel's television programs and specials, along with a teacher guide with lesson plans and ideas for complementary activities.

Kansas Private Schools

We have researched Kansas private schools to see what courses we could distribute our lesson plans in and what teachers we could partner with to implement these model lesson plans.

Teacher Preferences

Our research from the Bill of Rights Institute has shown that teachers respond better to supplementary materials rather than full-course plans. The benefits of supplementary materials compared to a full course include:

- Less constraints
- Allows more flexibility
 - Full course needs approval from principal, district, board
 - Can tailor the supplementary materials to history, economics and business courses

Target Market

Due to our research of the market landscape, we plan to target private school teachers leading classes that would serve as an outlet for increasing an understanding and appreciation for the moral and philosophical foundations of liberty. There is a gap in the market of an organization that seeks to instill in private-school students a knowledge and appreciation for the morality of markets within the classroom. There is also a need for an economics curriculum that seeks to reach this objective as most focus on basic economic concepts and personal finance.

SWOT Analysis

Strengths

- Sources for our model lesson plans do exist, and their aim is to improve students' appreciation of liberty and change their behavior. We have the ability to experiment extensively on these sources in order to verify their effectiveness.
- We have legitimizing support to verify the validity of said sources and their accurate portrayal of the role of markets.
- We have a working relationship with several staff members of the Bill of Rights Institute. Their expertise and lessons from success will help us to build a similar model (if determined to be valuable and feasible).

Weaknesses

- We lack experience or credibility in developing an easily distributable series of lesson plans.
- We do not have an already-existing network of private school teachers to glean information from to address our threats.

Opportunities

- There is a lack of economics resources or curriculum that focus on an affinity toward markets; rather they are focused on personal finance.
- Right-leaning private schools are more likely to have teachers and students who would be supportive of and interested in our proposed lesson plans (the low-hanging fruit).

Threats

- It may be difficult to find teachers who are willing and have the ability to use our model lesson plans effectively in the classroom.
- It may also be difficult to identify and reach out to willing and able teachers.
- Other organizations exist that already have a network to distribute economics-based curriculum.
- There will be institutional barriers to adopting new lesson plans in private schools.

Proof of Concept

We are working with the Market-Based Management Institute in order to test the effectiveness of our model lesson plans. Tony Woodlief and Ben Pratt are currently co-teaching eight module lesson plans over a 16 week period of time at Collegiate High School in Wichita, Kansas. This will serve as our experiment to test the effectiveness of the model lesson plans.

On January 7th of this year, the students were given a comprehensive pre-test that was designed to test their knowledge and affinity of free-market economic principles. In order to receive immediate feedback from the students, we will also administer smaller pre-tests and post-tests before and after each module.

These eight modules will be our “proof of concept,” which will help us test our assumptions in key areas:

- 1) Do students lack knowledge of and an affinity to free markets?
- 2) Do students have the ability to learn free market principles and appreciate the foundations of prosperity?
- 3) Do we have the ability to implement tools and resources to accomplish these goals?

We will assess the effectiveness of this experiment and use it as a guide for the implementation phase of our project.

Operational Plan

We have established three distinct phases for the completion and success of the project. These phases include: (1) Research of the Landscape, (2) Experiment with Collegiate, and (3) Implementation with Partner Organization(s). While these phases overlap, we have set up goals for their completion.

Research of the Landscape

- Goal
 - To gain background knowledge of the surrounding landscape in order to determine if a BRI-inspired program is needed and what is needed to create it.
 - To be completed by March of 2010
- Kansas research
 - State economic standards
 - Private schools and courses
 - Opportunities with teachers
- Curriculum research
 - Readings
 - Teaching methods
 - What concepts do students most need to understand?
- Marketing research
 - Attracting teachers to curriculum
 - Delivering curriculum to teachers
 - Teacher training
- Organizational research
 - Strategies and techniques of similar organizations
 - Potential partner organizations

Experiment with Collegiate

- Goal
 - To improve students' knowledge of liberty and free markets while using results as a benchmark for model lesson plans
 - To be completed by May of 2010
- Design curriculum
 - Suggestions for Tony Woodlief's modules
- Teaching styles
 - Suggestions for MBMI's teaching methods
- Pre- and post-tests
 - Test students' knowledge of concepts before and after each module
 - Determine the students' weaknesses and work to improve them throughout the course
- Results and benchmarking
 - Use results to determine best readings and teaching styles for model lesson plans
 - Use this experiment as a benchmark for future implementation of model lesson plans

Implementation with Partner Organization(s)

- Goal
 - To put together a finalized report on the value and feasibility of a BRI-inspired program with model lesson plans that can easily be used by private school teachers in their existing courses to increase students' understanding of liberty and free markets

- We hope to have a partner organization or teacher buy-in by May 2010, but the implementation of the model lesson plans may take much longer than that.
- Put together final model curriculum
 - Use research and experiment to design curriculum
 - Combine readings, teaching methods, lesson plans, power points, etc.
- Partner with MBMI or another organization
 - Market model lesson plans to organizations
- Present model to teachers
 - Market model lesson plans to individual teachers
- Milestones for the successful future of project
 - Partner with organization or have teacher buy-in
 - Teacher training
 - Marketing strategies developed for further implementation
 - Positive results from students and teachers

Financial Strategy

Research of the Landscape

- Does not require any funding
- Labor is paid for by KAP salaries

Experiment with Collegiate

- MBMI is providing the funding for the course
 - Tony's compensation
 - Books
- We are providing suggestions as well as pre- and post-tests, which do not require funding

Implementation with Partner Organization

- Partner organization will need to provide funding for:
 - Printing and distribution of model lesson plans
 - Teacher training
 - Marketing of model lesson plans
 - Measurements/results/feedback
 - Other resources to be determined

Measurements Plan

Summary

Our measures consist of four tiers:

- First: Will students gain knowledge?
- Second: Will teachers want to teach the lesson plans if they have access?
- Third: How do we give teachers access?
- Fourth: Do teachers have the ability to teach this?

First: Will students gain knowledge?

- Are they learning the material?

- Do they show growth in their affinity for free markets?
- These measurements will be both quantitative and qualitative, and will be administered through pre- and post-tests at Collegiate.

Second: Will teachers want to teach the lesson plans if they have access?

- A survey will be administered to teachers (possibly those already associated with BRI and KCEE resources)
 - Would you teach these lesson plans if you had access?
 - How can we help you meet economic standards?
 - What major obstacles would you encounter if you wanted to use these model lesson plans?
 - What format would you like this in? Would you need this very detailed? Would you like this as a power point, webinars, etc.?
- We may also potentially run a focus group to find out what teachers would find most effective/helpful.

Third: How do we give teachers access?

- What is the easiest way to administer model lesson plans?
- How can we best avoid institutional barriers to access?
- We will measure these questions through our research of the market landscape, as well as interaction with other organizations and teachers.

Fourth: Do teachers have the ability to teach this?

- Are the lesson plans enough?
- Do teachers need to be trained?
- We will measure these questions through surveys and further pilot testing with teachers. This stage of measurement will be carried out by our partner organization (MBMI or another organization).