

## **Section II**

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# **Wisconsin Standards for Marketing, Management, and Entrepreneurship**

## **Marketing, Management, and Entrepreneurship is a Part of Career and Technical Education**

The standards outlined in this document provide an important foundation to prepare individuals for a wide range of careers in Marketing, Management, and Entrepreneurship (MME). MME is part of a larger system referred to as career and technical education (CTE). CTE in Wisconsin is both a collection of educational programs or disciplines as well as a system of preparing students for college, career, community, and life. CTE programs are delivered primarily through six specific disciplines. These include:

- Agriculture, Food, and Natural Resources
- Business and Information Technology
- Family and Consumer Sciences
- Health Science
- Marketing, Management, and Entrepreneurship
- Technology and Engineering

### **A National Vision for CTE**

The National Association of State Directors of Career and Technical Education has developed a bold vision for CTE titled [“Without Limits: A Shared Vision for the Future of Career Technical Education”](#) (CTE Without Limits). This vision lays out a cohesive, flexible, and responsive career preparation ecosystem designed to close equity gaps in educational outcomes and workforce readiness, and leverage CTE as a catalyst for ensuring each learner can succeed in the career of their choice.

Wisconsin supports the five interconnected and equally critical principles:

- Each learner engages in a cohesive, flexible, and responsive career preparation ecosystem.
- Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem.
- Each learner skillfully navigates their own career journey.
- Each learner’s skills are counted, valued, and portable.

- Each learner can access CTE without borders. In other words, as learners become increasingly mobile and not place-based, and as more learning and work happens remotely, geographic barriers that limit access and opportunities for learners, particularly those in rural communities, need to be removed.

**Wisconsin’s Vision for Career and Technical Education**

The Wisconsin vision for CTE is shaped by Wisconsin practitioners, experts, and the business community, and is informed by work at the national level and in other states. The overarching goal of Wisconsin’s vision for CTE is for students to see themselves as confident doers and learners in a career pathway, supporting the department’s vision to be engaged learners fully prepared to create a better Wisconsin together.

**Building a Foundation of Career Readiness**

As noted in Section I, the Wisconsin Career Readiness Standards (WCRS) capture the knowledge, skills, and abilities that students need to be successful in their chosen career pathway and will lead to workplace success. Because CTE prepares all students for their future career, education, and ultimately life success, the WCRS are a natural fit for any CTE course. Educators will find many of the WCRS embedded in the MME standards. Here is an example of what WCRS looks like in MME:

| Wisconsin Career Readiness Standards   | Wisconsin Standards for Marketing, Management, and Entrepreneurship   |
|--|---|
| <p><b>Career Ready (CAR)</b></p> <p><b>WCRS.CAR.3.A:</b> Discuss and evaluate career area(s) of interest based on labor market information such as long-term projections of total annual job openings, salary ranges, and costs of postsecondary education and training.</p> | <p><b>Digital Marketing (DMKT)</b></p> <p><b>MME.DMKT.2.A.a.1:</b> Describe traits and skills needed for success in digital marketing careers and the career outlook based upon labor market information.</p> |

|  |  |
|--|--|
| <p><b>Learning Ready (LRN)</b></p> <p><b>WCRS.LRN.3.C:</b> Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p> | <p><b>Entrepreneurship (ENT)</b></p> <p><b>MME.ENT.2.A:</b> Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.</p>        |
| <p><b>Life Ready (LIF)</b></p> <p><b>WCRS.LIF.3.B:</b> Describe connections between local and global issues and their impact on communities around the world.</p>                      | <p><b>Retail Management (RMGT)</b></p> <p><b>MME.RMGT.3.A.a.2:</b> Adapt communication to the cultural and social differences among clients in a retail setting.</p> |

### CTE in the Elementary Grades

Another way to build the foundation for career readiness is to expose students to career and technical education in the elementary grades. We encourage elementary educators to intentionally weave appropriate CTE standards into subject areas such as math, science, social studies, and English. Educators will be able to learn more about how to implement the Wisconsin Career Readiness and other CTE standards in elementary grades in a future publication, “Wisconsin’s Guide to K-5 Career Readiness.”

Marketing, Management, and Entrepreneurship (MME) has a presence at the elementary grade levels, especially related to entrepreneurship. Entrepreneurship education is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviors, such as becoming creative and independent thinkers, assuming responsibility, and valuing diversity. Entrepreneurship is taught and reinforced from the prekindergarten classroom through high school in all subject areas within the school curriculum. Learning entrepreneurship in the elementary grades puts students at the center of the learning process and asks them to make decisions, solve problems, take risks, deal with ambiguity, and be creative and responsible. Additional traits and behaviors that elementary students acquire from entrepreneurship education include honesty, integrity, ethical work habits, goal-setting, and teamwork.

## **Delivering CTE Through Career Pathways**

Through CTE, learners not only gain awareness of various careers, but also have opportunities to engage in deeper exploration and preparation through a career pathway. Each pathway—whether health science, agriculture, business, construction, or engineering, to name a few—includes elements of career and technical education that help students develop the knowledge and skills to be successful in the career of their choice.

While there is a national career cluster and pathway framework that serves to organize occupations into 16 clusters and 79 pathways, the term “career pathways” used throughout this document refers to an education and workforce development system approach that enables students to embark on a plan that outlines the education and training opportunities that will help them move toward a career goal.

Elements of CTE that create a career pathway include:

- A sequence of CTE courses that build from introductory to more advanced levels
- Work-based learning experiences
- Career and technical student organizations (CTSOs)
- Dual enrollment or college credit opportunities
- Industry-recognized credentials

Wisconsin schools use the above elements as a framework to engage with stakeholders to provide rich and authentic opportunities and experiences that help students gain knowledge and skills that go beyond the classroom experience.

While schools may independently build their own career pathways, Wisconsin’s Regional Career Pathway (RCP) approach makes the process easier for individual school districts by vetting some of the career pathway components on a regional basis and tailoring pathways to address regional employment needs. Wisconsin’s regional career pathway network covers seven

regions—each with its own advisory group of local employers, educational organizations, and economic and workforce development interests.

Partnerships that bring business and educational organizations together are an effective way to ensure that students are gaining practical and up-to-date knowledge and skills necessary to get a jump-start on a career in their regional industries. Leading employers share direct input on the latest tools, practices, and processes in an industry, while K-12 schools and other educational organizations offer the professional expertise to engage and teach young learners using standards within this document.

### Career Pathway Elements

**A sequence of CTE courses that build from introductory to more advanced levels**

Academic standards define what students should know and be able to do in an area of study. In career and technical education, standards are integrated with technical skill development based on industry standards. A coordinated sequence of two or more academic courses incorporating challenging state standards builds student knowledge, technical skills, and employability skills. The MME standards are designed to allow educators to build courses from introductory level content to advanced skills. The MME standards were developed with reference to the National Business Administration Standards.



The sequencing of courses in MME fit several different career clusters, most specifically related to:



Arts, Audio/Video  
Technology, and  
Communications



Business,  
Management, and  
Administration



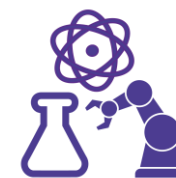
Finance



Hospitality &  
Tourism



Marketing, Sales,  
and Service



Science, Technology,  
Engineering, and  
Math

### Work-Based Learning

Work-based learning (WBL) opportunities are employer-connected experiences that allow K-12 students to participate in career awareness, career exploration, and career development. Academic standards serve as the foundation of WBL and allow students to apply knowledge and technical skills to real-world projects and problems alongside professionals. Having students participate in work-based learning is a priority in Wisconsin and is reflected on DPI's School Report Cards and federal (Perkins V) accountability reports. Participation in work-based learning is only calculated if the program meets the following criteria:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals
  - Sustained = minimum of 90 hours, which can be rotated among employers or positions. The employer is engaged throughout the experience. It can take place in one semester, an entire year, the summer, or even a six-week period.
  - Interactions must be more than just observing and include direct communication and involvement with industry or community professionals.
2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution.
3. Fosters in-depth, firsthand engagement with the tasks required in a given career.

4. Aligns with a course (generally speaking should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.
5. Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school.
6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.

There are numerous work-based learning programs designed to support student mastery of competencies and also count towards accountability measures. These programs are all outlined in the [Wisconsin Guide to Implementing Career-Based Learning Experiences](#).

In MME, career-based learning can take many forms including:

- School-based enterprise (SBE)
- Student entrepreneurial experience (SEE)
- Internship or local co-op
- State-Certified Employability Skills Co-Op
- State-Certified Occupational Program Co-Op
- Youth Apprenticeship – Apprenticeships may be in Marketing or Hospitality and Tourism

### **Career and Technical Student Organizations**

Career and technical student organizations (CTSOs) develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working.

Wisconsin has six state and nationally recognized CTSOs that are intracurricular. In other words, they connect directly to the classroom through curriculum, activities, and community resources. All CTSOs include leadership development and competitive



events where students demonstrate technical and leadership skills. CTSOs prepare young people to become productive citizens and leaders in their communities and their careers. This is done through school activities along with regional, state, and national leadership conferences and competitions. Students grow and develop through these events and receive recognition for the work they have done and the skills they have developed. CTSOs provide an exceptional extension of CTE instruction. Wisconsin's CTSOs include:



Wisconsin DECA is affiliated at the local, state, and international levels. It is an integral component of the high school marketing education program, which also includes classroom instruction and work-based learning. Wisconsin DECA's mission: "Prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe." DECA enhances preparation for college and careers by providing intracurricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community, and promoting competition. DECA student members leverage their DECA experiences to become academically prepared, community-oriented, professionally responsible, and experienced leaders.

Wisconsin DECA has mentored students for almost 60 years. Wisconsin DECA was chartered in 1962, and the first state conference was held in 1965. Students build skills through DECA competitions, conferences, and leadership opportunities directly aligned to the standards for Marketing, Management, and Entrepreneurship. DECA offers experiences for middle school, high school, and collegiate members, allowing for growth and exploration to partner with classroom experiences. For more information on DECA, please visit the [Wisconsin DECA website](http://www.wideca.org) at [www.wideca.org](http://www.wideca.org).

### **Industry-Recognized Credentials**

Industry-recognized credentials (IRCs) are certifications, credentials, or licenses that are vetted by employers and recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. Earning industry credentials while in high school helps students prove their competence and improve their employment prospects, sometimes immediately after graduation. CTE courses are designed to improve career-based learning, and many IRCs fit perfectly into the curriculum and can be added to the student's resume following certification.

## Dual Enrollment and College Credit Opportunities

Dual enrollment includes a variety of programs through which high school students are enrolled simultaneously in both high school and college to earn credit through each. A dual enrollment course can take place at the high school, at a college or university, or through an online or distance course. Local school districts partner with higher education partners to provide training for instructors to offer these courses, or avenues for students to participate in courses on campus or online. Successful completion of the coursework by a student will not only gain them a grade toward high school graduation, but also transferable credits for their postsecondary education.

## Discipline Standards Structure

The Wisconsin Standards for Marketing, Management, and Entrepreneurship follow a specific structure:

### Standards Formatting

- **Discipline:** CTE program area
- **Strand:** Instructional topic within the discipline
- **Standard:** Broad statement that tells what students are expected to know or be able to do
- **Learning Priority:** Breaks down the broad statement into manageable learning pieces
- **Performance Indicator by Learning Progression:** Measurable degree to which a standard has been developed or met

### Standard Coding

Standard areas for Marketing, Management, and Entrepreneurship in this code structure include:

- Digital Marketing (DMKT)
- Economics (ECON)
- Entrepreneurship (ENT)
- Marketing and Business Exploration (EXP)
- Principles of Marketing/Marketing I (MKT)
- Management/Marketing II (MGT)
- Retail Management (RMGT)
- Sports and Entertainment Marketing (SEM)

## Key to Standards Coding



## Sample of Standards Table

| Standard: MME.EXP.2: Economics<br>Students will analyze how an economy functions and how resources are allocated in society. |   |  |  |
|--|---|--|--|
| Learning Priority  | Performance Indicators (By Learning Progression)  |  |  |
|  | Beginning (b)   | Intermediate (i)   | Advanced (a)   |
| MME.EXP.2.A: Describe how productive resources are limited, and people must make choices in how they are used.               | MME.EXP.2.A.b.1: Define "economic wants."   | MME.EXP.2.A.i.1: Identify economic choices students make.  | MME.EXP.2.A.a.1: Analyze economic choices that have both present and future consequences.  |
| MME.EXP.2.B: Differentiate the methods that are used to allocate resources.  | MME.EXP.2.B.b.1: Explain why no individual method of distributing goods and services can satisfy all wants and needs. | MME.EXP.2.B.i.1: Differentiate between how resources are allocated in traditional, command, market, and mixed economies. | MME.EXP.2.B.a.1: Examine the following economic questions that all economies must address: What goods and services will be produced? How will they be produced? Who will consume them? |

### Performance Indicator by Learning Progression

The 2024 Wisconsin Standards for Career and Technical Education (CTE) mark a shift in how progress is recognized in a CTE subject area. The new standards describe three levels of proficiency or mastery of industry expectations: beginning, intermediate, and advanced. This contrasts with the 2013 CTE standards, which focused on performance indicators by three grade bands: PK-5, 6-8, and 9-12.

Given the wide range of delivery models used, CTE does not lend itself to grade bands. In other words, CTE programming may be nonexistent or robust at the elementary or middle school levels. A beginning course, for example, may be offered in any grade. The 2024 CTE standards, more appropriately, shift from looking at knowledge and skills acquired by the end of certain grade levels to the increasing mastery a student acquires as they pursue their desired career pathway, regardless of the grade the student begins on that path. Here then are the three levels in more detail:

- Beginning: Developing awareness
- Intermediate: Building foundational knowledge and skills
- Advanced: Implementing specific knowledge and skills

**Standard: MME.EXP.2: Economics**

**Students will analyze how an economy functions and how resources are allocated in society.**

| Learning Priority   | Performance Indicators (By Learning Progression)   |   |   |
|---|--|---|---|
|   | Beginning (b)  | Intermediate (i)  | Advanced (a)  |
| <b>MME.EXP.2.A:</b> Describe how productive resources are limited, and people must make choices in how they are used. | <b>MME.EXP.2.A.b.1:</b> Define “economic wants.”   | <b>MME.EXP.2.A.i.1:</b> Identify economic choices students make.  | <b>MME.EXP.2.A.a.1:</b> Analyze economic choices that have both present and future consequences.  |
| <b>MME.EXP.2.B:</b> Differentiate the methods that are used to allocate resources.                                    | <b>MME.EXP.2.B.b.1:</b> Explain why no individual method of distributing goods and services can satisfy all wants and needs. | <b>MME.EXP.2.B.i.1:</b> Differentiate between how resources are allocated in traditional, command, market, and mixed economies. | <b>MME.EXP.2.B.a.1:</b> Examine the following economic questions that all economies must address: What goods and services will be produced? How will they be produced? Who will consume them? |

The standards were designed to be flexible based on the unique needs of each Marketing, Management, and Entrepreneurship program. Courses are meant to be aligned to the standards through the scaffolding of student learning and level of mastery desired. Each learning priority has one or more performance indicators by learning progression, reflecting a sequential flow of learning and a continuum from beginning to advanced. Course design may consist of the full continuum or may begin and end with any learning progression level. Furthermore, the performance indicator descriptors may cross over or overlap each other from one level to the next. For example, the beginning level may include some foundational knowledge and skill-building connected to the intermediate level versus solely focusing on developing awareness.

In addition, within each strand, three levels of performance indicators have been identified for each learning priority. Performance indicators progress across the table from beginning to intermediate to advanced. Similar to standards-based grading practices, the knowledge, skills, and mastery levels increase from beginning to advanced across each learning priority. While the ultimate goal is to demonstrate the knowledge and skills at the advanced level, program structure and levels of student mastery may require marketing instructors to utilize a combination of all three levels of performance indicators within a strand.

Note also that some topics, such as the marketing mix and promotion, were covered within one strand of the 2013 MME Standards. The 2024 standards have been updated to include core marketing concepts embedded within each strand. For example, the marketing mix will be covered within the majority of strands with performance indicators created specifically for that strand.

More aligned to postsecondary curriculum than past standards, the 2024 CTE standards provide programs an opportunity to help students build content knowledge, explore careers pathways, and plan for postsecondary options. They also align with industry requirements, ensuring they meet current needs, yet are flexible enough to absorb inevitable changes in industry processes and the economy as a whole.