

# Land Grant Youth Entrepreneurship Symposium

Your Brainpower...

# Challenges

- Access:
  - Currently, many of the best programs and resources are cost prohibitive for 4-H
  - How do non-land grant institutions get connected in to all of these resources?
  - Youth educators must get on board with social networking or youth will leave us behind...
  - Not everyone has, or permits, internet access for their children - therefore, internet based resources may be exclusive.
  - The movement of ideas regarding entrepreneurs and entrepreneurship in general is directly tied to the ability of program participants to change the perspectives of policy gatekeepers.
- Outcomes / Targets
  - Legal entrepreneurship skills same as those of illegal operations.
  - How do we direct entrepreneurial skills toward legal activities?
  - What about marketing and long term sustainability
  - How do you measure impacts? How do you communicate success?
  - We need to develop a culture where it is more than just acceptable to return to your own small town

# Challenges

- Delivery / Teaching:
  - There is a failure to connect 4H programs to entrepreneurship
  - The jump to entrepreneurship is difficult for those in extension who do not have a business background
  - “We have done a good job teaching our youth how to be consumers“, however, we haven't done a good job teaching the how to bring a product to market.
  - Helping educators become comfortable or to think outside the box with youth entrepreneurship
  - We need to cultivate the ability to integrate 4H, AG, FCS, CD program resources
  - Linking extension programs/working across program areas (hort, nutrition, youth dev.) how do you find resources (time, money) to support this?
- Content:
  - How can programs be more closely tied to reality?
  - Youth entrepreneurship efforts - how might they vary in rural versus urban areas?

Objective 1:  
To identify a “breakthrough”  
project in the area of youth  
entrepreneurship.

# Opportunities

- **Linkages & Partnerships Across Extension Units:**
  - Linking extension programs/working across program areas (hort, nutrition, youth dev.) How do you find resources (time, money) to support this?
  - Ability to integrate 4H, AG, FCS, CD program resources
  - Easily implemented with local county programs at ag events (educators always looking for ways to involve youth)
  - What a great way to bridge youth entrepreneurship into other extension unit activities
  - The idea of having youth entrepreneurs participate in the local farmers market
  - Youth entrepreneurs demonstrating product or selling during adult conference is a nice idea/option to educate the public about youth entrepreneurship
  - Michigan has developed draft materials for incorporating current 4H programs and linking them to entrepreneurship
  - Connect with urban extension programs
  - Put an entrepreneurial portion into every club even if its just a mention (how to make what they are doing into a business)
  - Entrepreneurship curriculum bridges several content areas CRED 4H, ag, technology, H/T create curriculum effectively that provides this bridge
  - Youth component to farmers market and wkg w/org committee - can earthbox be utilized?
- **And Beyond:**
  - How do youth entrepreneurship programs link their grads to ongoing support through community economic development programs?
  - Youth entrepreneurship in agriculture: we need to grow capacity of community farms through youth education (extension's mission)
  - Going solo should partner with a extension
  - Tying into community colleges appears to be a big deal
  - Connect with collegiate entrepreneurial organizations
  - Is there a way that this group can partner with NIFTY and identify key partners
  - How do we find a NIFTY curriculum without being a franchise?
  - ESI seems like a curriculum that could be leveraged for projects all over
  - Localized food markets emerging, great tie to entrepreneurship, back to significance of "relationships" even in community setting

# Opportunities

- **At-risk / Underserved Populations:**

- Entrepreneurship for at risk students changing experience in illegal work to life making tools
- Tie between meth lab issue and legal opportunities for entrepreneurship

- **Leverage Technology:**

- Integration of online and classroom components and flexibility to use in conjunction with other curriculum
- What are we doing to support young entrepreneurs beyond training, ie. Mentoring, networks

- **Engaging / Equipping Educators:**

- Helping educators become comfortable or to think outside the box with youth entrepreneurship
- Is there a newsletter available so we can share our programs as well as strengthen our relationships - more networking between all of us is important
- Role of adult volunteers in supporting youth entrepreneurship
- Connect our existing 4H programs to the entrepreneurial skills they already embody

- **Informing Ourselves – Research, Evaluation, Learning:**

- Developing some evaluation strategy to monitor the impacts of youth entrepreneurship on the persons and communities
- Can we find a way to do consistent evaluation across programs to be able to comparison and local at variables across programs?
- There are great programs from the past that could inform our present programs need a way to find these programs
- Build research highlights on the impacts of youth entrepreneurship programs on the participants, families, communities, etc.

# Targets for Youth Entrepreneurship Curriculum & Programming

- underserved populations
- special needs population
- focusing on youth, Include families and parents
- underserved youth, youth aging out of foster care
- connecting 4H entrepreneurship to non-traditional audiences and older youth/GED academic focus
- entrepreneurship for at risk students changing experience in illegal work to life making tools
- tackle them while they are at a young age
- looking at entrepreneurship (family) as group - not just an individual-based activity
- Middle-school / high-school
- We need to grow capacity of community farms through youth education

# Benefits / Desired Outcomes

- Participant Level:
  - We need to develop a culture where it is more than just acceptable to return to your own small town
  - We need to grow capacity of community farms through youth education (extension's mission); expanding to niche markets – enabling the ability to stay on family farm in hard economic times
  - Illegal vs. Legal opportunities "transformation of thought processes"
  - All kids win, skills translate to other things
  - Youth participating in entrepreneurship programs learn life skills even if they don't pursue their own business venture
  - Youth entrepreneurship can lead to increased self esteem particularly for disadvantaged youth
  - Transfer/integrate skills from illegal activities to entrepreneurial efforts
  - Youth retention could be a good objective of 4H progress
  - Being a success in your local community means keeping kids in the area
  - 4H nurtures the same independent characteristics that the public school system stamps out
  - 4H horizontal and vertical youth entrepreneurs - friendly community
  - Entrepreneurship can be a vehicle for healthy lifestyle promotion

# Benefits / Desired Outcomes

- Programming Level:
  - Linking extension programs/working across program areas (hort, nutrition, youth dev.)
  - Integration of online and classroom components and flexibility to use in conjunction with other curriculum
  - Incorporate youth in program development and implementation
  - How do youth entrepreneurship programs link their grads to ongoing support through community economic development programs?

## Objective 2:

To add value to the youth component of the eXtension Community of Practice on Entrepreneurs and their Communities.

# Benefits / Desired Outcomes

- Programming Level:
  - Linking extension programs/working across program areas (hort, nutrition, youth dev.)
  - Integration of online and classroom components and flexibility to use in conjunction with other curriculum
  - Incorporate youth in program development and implementation
  - How do youth entrepreneurship programs link their grads to ongoing support through community economic development programs?

# eXtension

- Youth Entrepreneur Social Networking
  - Youth educators must get on board with social networking or youth will leave us behind
  - We need a hub/network where YE can talk to each other, "facebook"...
  - Young entrepreneurs would benefit from an online network or regional network for the to share ideas and solve problems.
  - social networking blogs for you on eXtension
- Regional eXtension business expos
- Youth entrepreneurship specific eXtension resource and tools
- Include youth in committees/community of practice
- Use of internet to support youth entrepreneurship
- Is there a newsletter available so we can share our programs as well as strengthen our relationships - more networking between all of us is important
- We need integration of online and classroom components and flexibility to use in conjunction with other curriculum.

## Objective 3:

To discover and learn about best practices we can beg, borrow and steal “shamelessly”.

# Best Practices to Steal Shamelessly

- Entre-what? - External, 3-yr funders and day camps
- ESI - multi-disciplinary approach is one key to success plus at the county level it spreads out the workload
- ESI - use of internet to support youth entrepreneurship
- ESI - use of strength quest to find out what kids are good at
- ESI - new resources/curriculum great resource sharing
- ESI - involvement from communities is crucial for a program to be successful
- ESI - network youth engaged in ESI via the internet (i.e. social networking)

# Best Practices to Steal Shamelessly

- Mini-Society - Be the E (middle school) WOW (Middle school) get in the act (middle school/high school) - great entrepreneurship curriculum, RISE is also a great middle/highschool 4H piece
- Mini-Society - jewelery - nice product that allows for cultural customization and by vendor - basic relatively inexpensive for youth
- Mini-Society - 50-50 groups
- Mini-Society - use of funny money and auction simulations to teach finances
- Mini-Society - great ideas for creating on line technology for curriculum implementation and teacher training

# Best Practices to Steal Shamelessly

- Youth Market - what a great way to bridge youth entrepreneurship into other extension unit activities
- Youth Market - the idea of a youth market encourages students to think like an entrepreneur and see the reaction of potential customers
- Youth Market - the idea of having youth entrepreneurs participate in the local farmers market
- Youth Market - youth entrepreneurs demonstrating product or selling during adult conference is a nice idea/option to educate the public about youth entrepreneurship
- Youth Market - love the youth market idea tied to local farmers markets with mentors, growing capacity/community wider
- Youth Market - approaching YE programs in steps allows progression
- Youth Market - mentors for the youth really matter - they take the reality to a whole new level
- Youth Market - recurring theme helps to create a hook - gets people excited and allows to follow up with more in-depth educational components

# Best Practices to Steal Shamelessly

- Growing Greener - growing greener program could benefit/feed food incubator
- Growing Greener - role of adult volunteers in supporting youth entrepreneurship
- Growing Greener - use of journals to track progress, measures success and to pull quotes and examples from
- Growing Greener - taking a hands on approach is an excellent way to engage youth and teach businesses basics
- Growing Greener - involving parents through option to purchase foods and learn nutritional cooking
- Growing Greener - in classrooms, it is important to have a teacher working along side kids
- Growing Greener - good idea: using bonus bucks as an incentive to do some of the more tedious aspects of the project
- Growing Greener - students use the produce for themselves taking home as reward for their work

# Best Practices to Steal Shamelessly

- Going Solo - solo seems a great program would love to see the sample of the curriculum, it seems a bit expensive
- Going Solo - use of newspapers to spark an idea for a new business idea
- Going Solo - integration of online and classroom components and flexibility to use in conjunction with other curriculum
- Going Solo - looking at entrepreneurship (family) as group - not just an individual-based activity
- Going Solo - access to all age groups is unique to the solo program
- Going Solo - one minute programs
- Going Solo - going solo jewelry simulation provides a fast paced engaging method to attract youth to consider entrepreneurship
- Going Solo - one minute lesson concept
- Going Solo - "hobbies and headlines" market nice - great idea
- Going Solo - love the online version, nice to teach about online banking (firm literacy)
- Going Solo - teach through active learning is key for making entrepreneurship skills real/ jewelry, plants, other/ interaction and feedback are critical

# Next Steps

- Discussion of direction to take for “breakthrough” project.
  - Who is involved?
  - How to proceed?
  - What to take on?
- Discussion of how we can add value to the youth component of the eXtension COP on Entrepreneurs and their communities?