

Land Grant YES

Youth Entrepreneurship Symposium



Symposium Proceedings



The Northeast Regional Center for Rural Development



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Days Inn Penn State, State College, PA
June 4-6, 2008
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Proceedings of the Land Grant Youth Entrepreneurship Symposium

Days Inn Penn State, State College, PA

June 4-6, 2008

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Introduction

Introduction

Debra Kantor, University of Maine, and Trace Gale, West Virginia University, Co-Chairs for the Symposium

These proceedings are the product of the First Annual Land Grant Youth Entrepreneurship Symposium, Land Grant YES, held June 4-6, 2008, at the Pennsylvania State University. The symposium featured peer-reviewed presentations and was hosted by The Northeast Regional Center for Rural Development. Educators and program leaders from as far away as American Samoa met face-to-face to focus on youth entrepreneurship best practices, research findings, and future program development.

We are extremely grateful to the participants for their willingness to share information on their programs and resources, and for the remarkable quality of their presentations. Participants from geographically diverse regions provided interactive presentations on how youth entrepreneurship programs are being implemented in their communities.

- Patricia Fairchild, University of Nebraska, showcased the flexibility of their holistic, competency-based curriculum being used in clubs, camps, schools, and to create youth entrepreneur-friendly communities;
- Gina Backes, University of Illinois, described Going Solo tools, including an activity-based entrepreneurship curriculum and computer simulation game for instructors with varying degrees of business knowledge;
- Anna Koltchagova and Laura Tanzini of the North Carolina REAL (Rural Entrepreneurship through Action Learning) presented an overview of their professional development program which uses online modules and school-based workshops;
- Robert Macy and Elizabeth Kisenwether, Penn State, illustrated their use of case studies and a problem-based learning approach to develop entrepreneurial skills in a mixed class of undergraduate business and engineering students;
- Mary Emery, North Central Regional Center for Rural Development explored community change initiatives that incorporate youth engagement and entrepreneurial ventures;
- Mitzi Downing, North Carolina State University, connected the global economy and the need to prepare youth with 21st Century skills using: education, technical assistance, financial capital, business networks and leadership and policy development;



- Leona Joseph and Jacqueline Simon, Penn State University, addressed issues of nutrition and childhood obesity among youth in Philadelphia as part of an after school hands-on food education and entrepreneurship program;
- Joan Vance, Washington State University, described the use of agricultural farm tours to introduce youth to the “business” of farming and the value of sustainable methods;
- Laura Allen and Erica Tobe, Michigan State University, presented their 4-H Future Entrepreneur Clubs program integrated into both urban and rural afterschool settings;
- Ann Sherrard, University of Maryland, related their use of an annual adult rural development conference to create an opportunity for youth to develop business ideas and products;
- Alganesh Piechocinski, University of Maryland, provided an overview of the nationally used curricula Mini-Society and Be the E;
- Sheila Pendse, University of Maine, introduced their undergraduate curriculum in Innovation Engineering that prepares students to incorporate entrepreneurship in their careers--regardless of their major;
- Nickey Jefferson, Tuskegee University, shared how their program targets at-risk rural youth through community-based experiential education to create an awareness of entrepreneurial opportunities as an alternative to workforce preparation;
- Stacy McCullough, University of Arkansas, presented their “grab-and-go” activity plans to teach business basics for youth, and as vehicles for supporting rural economic development and creating a “pipeline” of entrepreneurs for the future;
- Brent Hales, University of Southern Mississippi, explained how they combine National Foundation for Teaching (NFTE) Entrepreneurship curriculum with a 9-month training program, supported with business mentors, to support youth entrepreneurial activities.

These presentations explored a variety of curricula and programs for youth of all ages from elementary school through college. Whether integrated into school curricula, afterschool programs, youth



camps, or community programs, all used experiential and problem-based learning strategies to help youth recognize and develop entrepreneurial knowledge and skills.

Over the three days spent together, participants had the opportunity to share ideas with other professionals working in youth entrepreneurship. In their overwhelmingly positive evaluations, participants expressed their plans to work collaboratively in the future to develop youth entrepreneurship programs.

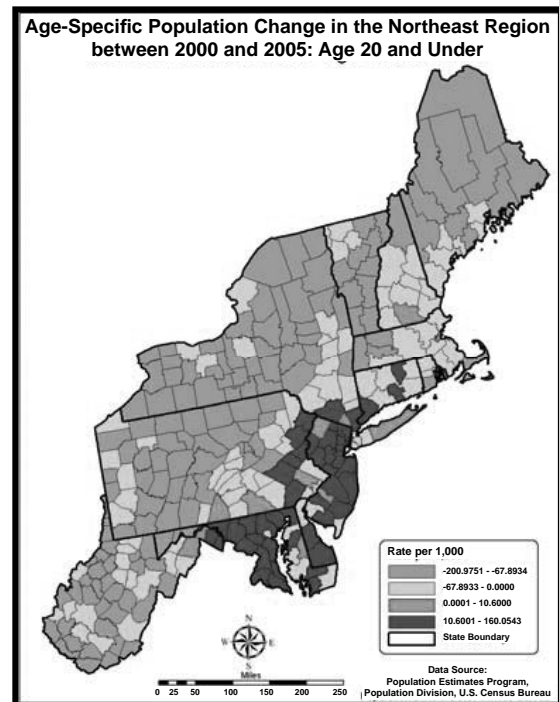
Areas of potential collaboration identified included multi-state youth entrepreneurship research and evaluation, developing an eXtension Community of Practice for youth entrepreneurship, and for convening annual regional meetings to increase networking opportunities.

The Land Grant System has the unique resources needed to accomplish these goals with its foundation of research-based programs implemented in local communities. We are delighted to share these proceedings, and hope they will be a useful tool to strengthen the youth entrepreneurial components of your programs.

Youth Entrepreneurship vs. “Generation Debt”: Motivation for the Symposium

Stephan J. Goetz, Director and Professor
The Northeast Regional Center for Rural Development
The Pennsylvania State University

Our motivation for organizing and hosting this Youth Entrepreneurship Symposium was five-fold. First, economic anxiety among many young Americans is growing as they face increasing difficulty paying for housing, education and healthcare. This generation of “Millennials” is the first to face the very real prospect of having a lower standard of living than their parents enjoyed, and has therefore been labeled “Generation Debt.” These individuals face rising college expenses, rising housing costs, and growing difficulty and expense associated with health care. We believe that if this generation of individuals is exposed to the possibility of working for themselves, they may be able to maintain or even improve their position on the socioeconomic ladder.



A second motivation, as highlighted by the adjacent map, was the concern that every single Northeast county outside of the Boston-New York-Washington corridor lost more population under 20 years of age than it gained between 2000 and 2005. As Richard Florida points out in his new book, *Who's Your City* (Basic Books 2008), once individuals in this age group leave a place, it is difficult to motivate them to move back during their working years. Exposing youth to entrepreneurial opportunities may allow them to stay in the communities in which they were born and raised while still enjoying economic success.

A third motivation for this workshop was to enable educators to share curricula and other programs. A fourth was to review and compile a suite of materials that will feed directly into the eXtension Entrepreneurship Community of Practice (EntreCoP). This effort is being led by our colleagues at the Southern Rural Development Center. With close to 300 members, EntreCoP currently ranks as the second-largest CoP in the nation.

<http://www.extension.org/entrepreneurship>

A fifth and final key workshop objective was to begin the process of organizing and delivering multi-state youth entrepreneurship training across the country via the Regional Rural Development Centers. This will be accomplished in partnership with interested Extension educators across their respective regions (i.e., CD, 4-H, FCS, ANR, etc.).

Symposium Presentations

Introducing EntrepreneurShip Investigation: A Curriculum Designed with Ultimate Flexibility

University of Nebraska, Lincoln
Presenter: Patricia J. Fairchild, Ed.D.

Authors:

Diane C. Vigna, Ph.D., Associate Professor; Extension Specialist and Content Specialist for the ESI Curriculum; Textiles, Clothing & Design; University of Nebraska, Lincoln
Patricia J. Fairchild, Ed.D., Professor 4-H Curriculum Design Specialist and Youth Entrepreneurship Specialist, Nebraska 4-H Program

Introduction

The University of Nebraska – Lincoln Extension and 4-H has created a holistic, competency-based curriculum designed for clubs, camps, schools and communities. The curriculum represents the combined efforts of the multiple resources of Nebraska’s Land Grant Institution, community organizations and agencies, and the Nebraska Department of Education.

Its mission is to encourage youth to think like entrepreneurs at a very young age and to remain within their local communities. Goals are to 1) learn who entrepreneur is, 2) learn the career and professional skills needed for success in their careers and in business and 3) learn how to start their own business. Its overarching goal is to create a youth entrepreneur-friendly community.



Situational Statement

An independent study, Opportunities for Community Support for Youth Entrepreneurs in Rural Nebraska, determined that rural Nebraska wanted a roadmap to becoming an entrepreneur that would be available at that teachable moment for youth independently of any other unique local resources. This proposed package, which culminates in helping youth to develop a business plan, is now EntrepreneurShip Investigation. It is written at a 10 year-old reading level aligned

with school standards, and it utilizes the experiential learning model throughout each activity. It has been used in middle schools and in high schools, as well as by adults.

Substantive Results

The curriculum has been piloted by 477 youth in 28 sites. Results indicate that 1) youth learned what the manuals had set as their goals, 2) they would recommend it to a friend and 3) they would like to learn more about entrepreneurship. The flexibility of the curriculum was recognized by

leaders and teachers by the variety of models created for each targeted audience.

This presentation will showcase the curriculum and share the results of the year-long comprehensive pilot. It will also showcase the flexibility of the curriculum by sharing the variety of models used in the piloting of clubs, camps, schools and communities. Workshop goals: 1) Provide an overview of the curriculum; 2) provide results of the pilots; 3) share various models utilizing the curriculum; and 4) brainstorm how they might be able to use this curriculum in their community.



Going Solo: Creative Tools for Teaching Entrepreneurship

University of Illinois

Presenter: Gina Backes

Authors:

Darlene Knipe, Extension Specialist, Marketing and Business Development, East Moline IL

Paul Schuytema, Extension Specialist, Educational Technology, Monmouth, IL

Gina Backes, Visiting Extension Outreach Assistant, Entrepreneurship Programs, East Moline, IL

Diane Baker, Unit Educator, Youth Development, East Moline, IL

Introduction

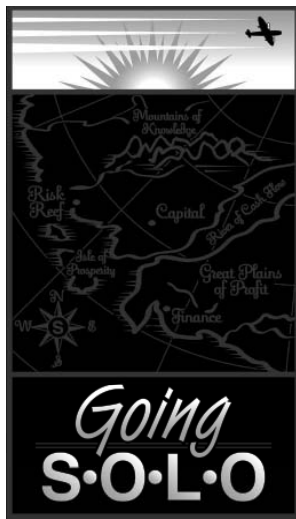
Going Solo is an activity based entrepreneurship curriculum and computer simulation game developed by University of Illinois staff and faculty in 1994. Within the first two years of the program's inception, Extension educators reached over 1,000 youth and adults with Going Solo materials in settings as diverse as summer camps for inner city youth and traditional classrooms in rural communities. Other educators were eventually enlisted to field test the curriculum. Assessments by educators at these sites were the basis for continued improvement and the development of the materials in use today.

Extension then adopted a train-the-trainer format as its delivery method of choice. Since the program's inception, U of I faculty and staff have trained over 1,500 educators both in the United States and abroad to use the Going Solo materials. Partners in these training venues have included: the Illinois State Board of Education, community colleges, the International Association of Home Economists, and the United Nations Industrial Development Organization.

Objective of Going Solo

- Create an activity-based, flexible entrepreneurial program for instructors with varying degrees of business knowledge to use with diverse audiences.

The curriculum is designed as an easy-to-use teaching resource for entrepreneurship educators. Program developers learned that many educators in entrepreneurship have little or no formal business training. With that in mind, Going Solo employed the Experiential Learning Model in its design and



consequently allows the instructor to become more of a facilitator than a lecturer. Going Solo includes learning modules addressing topics ranging from record keeping to communication skills. All business concepts are taught in an integrated fashion rather than as discreet subjects. A flexible format was built into the materials so it could be used in venues as short as one day or as long as one semester. The materials can be used for a wide range of audiences but they have been developed as a teaching resource for the educator.

The online simulation game is a “virtual jewelry market place” used to teach business basics in a hands-on highly interactive environment. Events and market conditions generated in the game allow those playing to test their business decision-making skills against competing companies. Results are reported to participants in the form of financial statements.

Objectives of the Game

- Participants will learn business concepts such as marketing and finance in an integrated fashion as opposed to studying each area as a separate discipline.
- Participants will learn the practical application of business fundamentals.
- Participants will learn that pricing, marketing, and production strategies should be influenced by the marketplace.
- Participants will learn that the performance of each company is greatly influenced by the quality and quantity of the competition.
- Participants will learn there is no right or wrong decision. Success in small business is achieved by making the best decisions under uncertain conditions.
- Participants will learn the concept of resource optimization.

Although materials were originally designed to reach high school students in traditional classroom environments, participants now use the materials in a diverse range of settings including youth camps, behavior disorder classes, and entrepreneurship classes for disabled adults, single mothers, and low income women in Caribbean countries. The Caribbean Association of Home Economists (CAHE) adopted the curriculum to teach rural women how to begin home-based businesses. That program was recognized as a Best Practice at the 2004 IFHE World Congress in Tokyo. To meet a growing interest within the Hispanic community, Going Solo has been translated into Spanish. The Extension staff introduced Bulgarian educators to Going Solo as part of the United Nations sponsored Bulgarian Education Project. The market simulation became part of their nationwide curriculum on entrepreneurship.

Going Solo continues to be a work in progress. Feedback from Going Solo educators over the years has resulted in revisions and improvements. The team sees the need to capitalize on new technologies to enhance dissemination, design, and to make the materials more user-friendly for students and instructors. This feedback has moved Going Solo into the current direction of online dissemination.

Several challenges facing the previous version of Going Solo can now be addressed:

- The managers of Going Solo were unable to provide updated curriculum in a cost-effective and timely manner. Now curriculum can be updated on a consistent basis and provide instructors with current information.

- On-going training that was specific to an instructor's needs was difficult and costly to address. Web-based Going Solo gives the team additional opportunities for training instructors, such as topic-specific podcasts and tutorials.
- Material was being illegally disseminated. Only instructors who have subscribed to the online version of Going Solo now have access to the curriculum and game.

The Excel spreadsheet Going Solo simulation game was limited. By creating an online version, instructors have access to all of the companies' information in an easy format. It allows the instructors to input data easily, create reports and charts, and create discussion forums with students. This version gives the instructor the option of permitting students to access and input information about their company online. In addition, the online simulation game gives the team flexibility in creating different virtual marketplace businesses.

Going Solo was initially funded by a mini-grant offered through the University of Illinois. Once the program began to take form, another larger grant was pursued and accepted through the University of Illinois. After the original completion of Going Solo, resources of funding came from training and selling curriculum and bead kits. Through these funds, Extension staff was able to take Going Solo to its next phase. Going Solo continues to look at cost recovery by training and subscription fees as well as partnerships within the communities.

REAL Entrepreneurship – Action Learning Approach to Entrepreneurship Education

NC REAL Enterprises

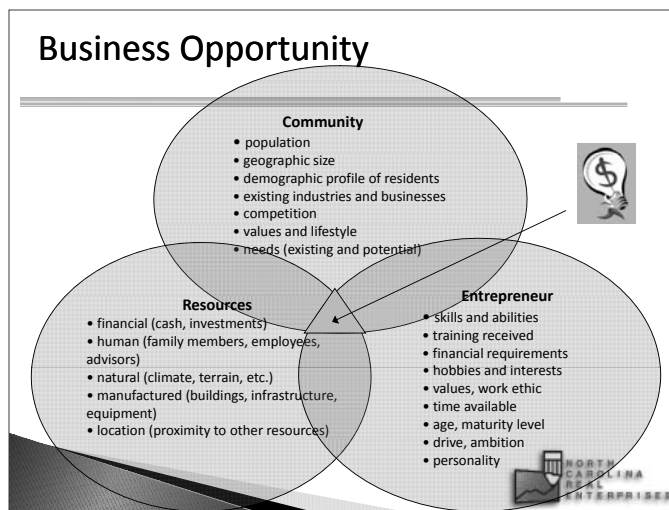
Presenters: Anna Koltchagova, Interim Executive Director, anna@ncreal.org; Laura Tanzini, Office Manager, laura@ncreal.org

Introduction

REAL Entrepreneurship (Rural Entrepreneurship through Action Learning), a program of North Carolina REAL Enterprises, incorporates financial skills, technology, mentoring, and planning for simulated and real businesses. NC REAL was formed with the sole mission of developing entrepreneurship talent among those who lacked access to quality education in rural communities. NC REAL has over twenty years of successful experience providing quality professional development for teachers who work with youth to implement school-based enterprises and small businesses within their communities. Successful teachers of youth entrepreneurship programs, like REAL, approach learning in an interactive, experiential manner that connects real-life economic decisions to students' daily learning experiences.

Organization

North Carolina REAL (Rural Entrepreneurship through Action Learning) Enterprises, Inc. is a non-profit organization whose mission is to develop entrepreneurial talent through action learning in an effort to foster the creation of sustainable enterprises throughout North Carolina, with special emphasis on low wealth rural communities. NC REAL has been helping individuals in partnership with community colleges and community-based organizations grow through hands-on entrepreneurship education since 1986.



Programs

REAL Entrepreneurship, a program of NC REAL, has been the small business skills program of choice in rural low wealth counties nationwide for 20 years largely due to the adaptability of the REAL curricula to youth and adult entrepreneurs of varying types (aspiring, survival, lifestyle, serial and growth); and because of the active learning delivery of the curriculum.

Specifically, REAL Entrepreneurship program helps participants strengthen their ability to set goals, conduct research, develop

budgets, apply financial skills, solve problems, develop presentations, and work in teams, all skills essential in a competitive, creative and increasingly global economy.

Other NC REAL programs are as follows:

- Spanish REAL Entrepreneurship course for Spanish-speaking educators and participants;
- School Based Enterprise training for educators planning to start school-based enterprises;
- Building Entrepreneurial Skills training for educators infusing entrepreneurial thinking across the curriculum;
- eREAL online training for educators to deliver the REAL Entrepreneurship course online;
- REAL Online Business Courses for participants to enhance small business management knowledge;
- Rapid Response Entrepreneurship Modules training for adults needing specific business skills;
- Youth Entrepreneurship Camp training for adults working with elementary, middle, and high school youth.

Programs exist in 43 states, 420 elementary and middle high schools, 290 high schools, 151 community colleges, four universities, and 92 community-based organizations. NC REAL has been the leader among the 10 REAL organizations in adapting the core curriculum for various populations (youth of all ages, community-based organizations, Hispanics, farmers, Thailand citizens, distance learners, growth entrepreneurs). Additionally, NC REAL has been the leader in providing REAL Institute training for teachers to use the curriculum among the states. As such, our commitment to providing quality tools and training for teachers who work in low wealth rural areas is well documented. The strength of REAL has long been grounded in the action curriculum and teacher training.

Outcomes

Currently, NC REAL is present in 8 middle schools, 37 high schools, 55 post secondary colleges and 36 community-based organizations. Demographic information indicates that fifty-five percent (55%) of REAL participants reported annual household income considered as low, 10% indicated receiving some form of public assistance, 61% were women and 33% were minorities. Based on prior outcomes from NC REAL's programs in rural counties, it is anticipated that a typical REAL program reaches 15-30 participants with 20% starting or expanding businesses within one year. For

example, in just two rural NC ARC communities, Spindale and Rutherfordton, from 2004-2006 REAL and business training of 128 adults resulted in 62 business startups and 32 expansions, with 238 jobs created! And a 2004 survey of REAL completers in NC from 2000-2004 indicated 2.5 jobs per business were created generating over \$3 million in monthly sales. For youth REAL Entrepreneurship develops skills to recognize opportunities within communities by identifying market needs and by application of new skills, thus creating a pipeline of potential entrepreneurs.

Case Study: Refining a College-level Entrepreneurship Course for High School Students

Penn State's Center for Entrepreneurship Learning

Presenters: Robert Macy, Smeal College of Business and Elizabeth Kisenwether, College of Engineering

In 2003, Penn State University piloted a one-semester course entitled "Introduction to Entrepreneurship," with the goal of developing entrepreneurial skills in a mixed class of undergraduate business and engineering students using the problem-based learning (PBL) approach. All course materials, including rich media/video are provided on-line via the ANGEL course management system. The challenge issued to each team: develop a new venture concept that could grow to a company with multi-million dollar annual revenue by year 5. Student teams had no more than two members from one major, with team size of three to six students. Starting from their new venture "vision," the teams refined their business concept as they addressed entrepreneurial issues including bootstrapping, opportunity identification, intellectual property, marketing, and financial management including fund-raising. In the PBL model, students are expected to take command of their learning, read or view the requested material prior to class, and come to class with questions on how a topic relates to their new venture idea. Faculty serve more as mentors than "chalk and talk" lecturers. Thus students experience an integrated learning experience based around a real-world entrepreneurship activity.

To measure if the "Introduction to Entrepreneurship" course could help students understand entrepreneurship and develop entrepreneurial skills in just one semester, an assessment project was conducted.

Using 4 semesters of course data, the test group was made up of 57% engineering students, 40% business students and 3% from other majors. Students were given a 63-question survey in weeks 1 (pre-test) and 14 (post-test) of each semester. The data showed students improved significantly in three areas in the 15-week class:

- Personal comfort with ambiguity
- Perceived feasibility of entrepreneurship
- Entrepreneurial self-efficacy (marketing, innovation, management, financial control)

What skills/attributes/knowledge should all Entrepreneurship students have? Option list includes:

- Vision
- Passion
- Optimism
- Recognizes opportunity: sees the world through the eyes of the customer
- Acts on opportunity
- Persistence
- Collaboration: team-oriented
- Globally aware
- Ambidextrous thinker: mixes rigor with creativity
- Tolerance for ambiguity
- Calculated risk management
- Ability to clearly define problems
- Communication skills: spoken, written, non-verbal
- Basic business skills
- Leadership
- Networking

In addition, over 90% of the students responded with either a “agree” or “strongly agree” to the following statements:

- helped me to better understand entrepreneurship
- is a good way to learn about entrepreneurship.
- I would recommend the course to someone who wants to become an entrepreneur.

The development of the entrepreneurial mindset can begin at any age, as shown by the youth pursuing profit-making activities such as lemonade stands, newspaper routes and lawn mowing services. Positioning the “Introduction to Entrepreneurship” course for pre-college students was a stated goal at the creation of the Introduction to Entrepreneurship course. With the assessment data showing positive impact on students, the next step was to support a high-school entrepreneurship course.

In Fall 2004, Nicole Matz helped make this vital step in expanding PBL entrepreneurship education. Ms. Matz is a teacher in Delaware Valley School District who approached Penn State with the request to use the Penn State ANGEL resources and teach “Introduction to Entrepreneurship” to her high school students as a half-year course. The collegiate course materials were reviewed for application and use in the high school setting, and the course was piloted at Delaware Valley High School in the 2005-06 academic year. It is still part of their curriculum. The project was a success, as measured from all stakeholders: teachers, students and administration. Innovative and viable new venture ideas were developed by the students, such as a custom chocolate store (in co-operation with Hershey Foods). “Entrepreneurship is very important to students, regardless of what career they go into down the road,” Matz says. “There’s a core set of skills that they’re learning and they’re acquiring within this setting, and no matter if they’re a teacher or a CEO of a big company or a doctor, they’re going to need to be able to think creatively, collaborate, and communicate with one another.”

(For more information see <http://live.psu.edu/story/15228>)

Community Change Initiatives and Youth Entrepreneurship: Integrating Young People into Successful Place-based Economic Development

North Central Regional Center for Rural Development

Presenter: Mary Emery, Associate Director

Abstract

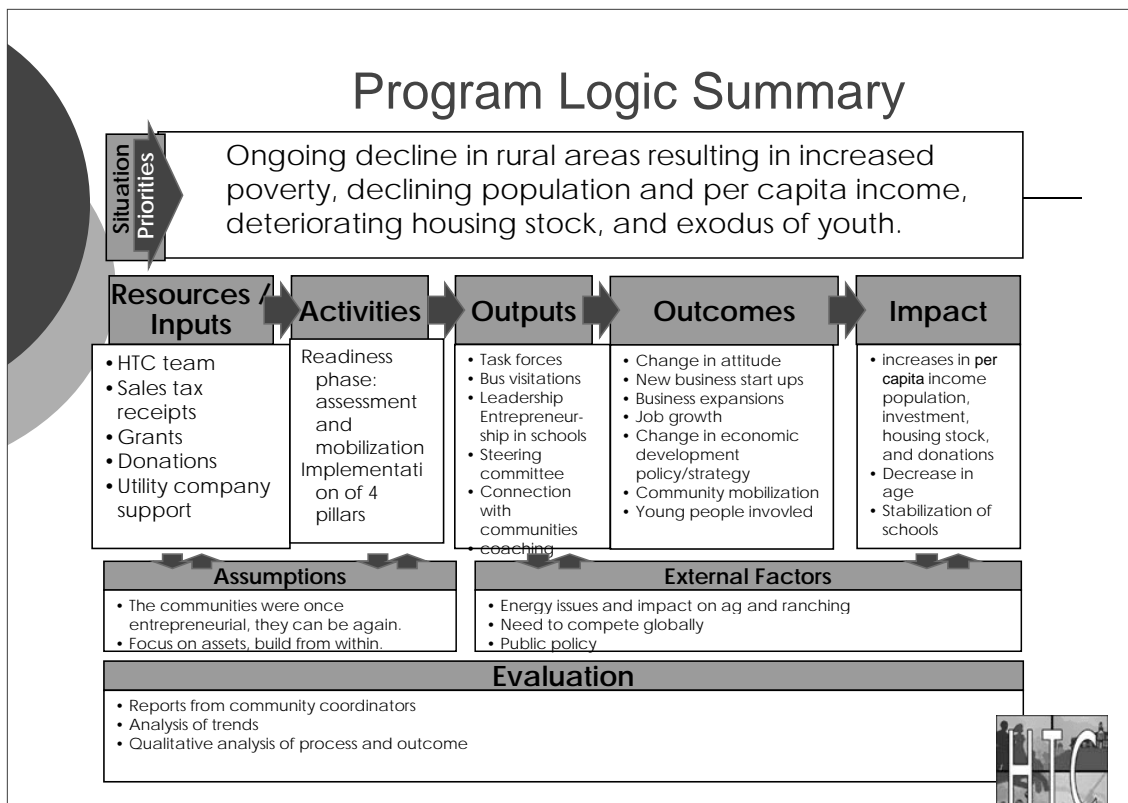
While many programs such as Junior Achievement focus explicitly on youth and entrepreneurship or small business, more and more community change initiatives are integrating a focus on youth entrepreneurship into a broader community change initiative. In this paper we report on how two community change initiatives (HomeTown Competitiveness and Community Progress) have expanded their focus to include young people not only in entrepreneurship training but also in leadership training and charitable giving. Based on case study research, we look at the impact of the broader focus on community change and youth engagement on youth entrepreneurship. Using Appreciative Inquiry to frame interviews and focus groups, we also applied the Community Capitals Framework to analyze the data and to engage focus group participants in mapping the impact of the change initiatives. Data from the case studies indicates that the broader community change focus leads to changes in cultural capital (ways of thinking and doing) that increase support within the community for youth engagement and entrepreneurial ventures.

Presentation Summary

This presentation is based on evaluation data collected from two community change initiatives that include a focus on youth entrepreneurship as part of the overall change effort. Data were collected from five Nebraska communities involved in a HomeTown Competitiveness (HTC) strategy in 2006-7 and from four communities engaged in the Community Progress Initiative (CPI). Both focus groups and interviews, framed using an Appreciative Inquiry approach, were conducted in both locations. Youth, however, participated only in the focus groups.

HTC and Youth Engagement

The HTC approach focuses on four pillars of engagement: entrepreneurship, charitable giving, youth, and leadership, which are linked in theory of change. Each community participates in a Phase 1 that concentrates on assessment in these areas to determine what strengths exist and to establish benchmarks. As a result of the findings from the first set of sites visits, Phase 1 now also includes an engagement strategy, so local people are involved in the assessment activities. As Phase 1 concludes, the local HTC strategy sets numerical goals on the number of youth they need to retain or encourage to return to address population loss, the amount of the generational transfer of wealth they need to capture, and the number of businesses that will require assistance with succession planning. Less tangible goals are set for leadership and often revolve around setting a program that includes both young people and older people, newcomers and old timers and people within as well as those without. The assessment for entrepreneurship includes visitations that result in concrete actions to retain, transfer, or grow specific businesses.



Where HTC is strong, young people participate in the leadership program and steering committee, have access to entrepreneurship training, and develop their own task force. Evaluation results indicate that HTC has a strong impact on:

- Importance of young people to the future of the community
- Importance of growing local businesses
- Community culture – ways of thinking and doing so that community members see themselves as responsible for crafting and implementing a sustainable future.

The Community Progress Initiative and Youth Engagement

The Community Progress Initiative was launched to address a decline of 40% in the number of local jobs in a traditional paper mill region. The launch engaged a number of community members in thinking about a viable, positive future for the community and how they might create that new future. Respondents feel strongly that CPI has made a difference in how people think about their community and their role in the community. CPI has spawned a number of exciting and successful programs including industry clusters, an entrepreneurial bootcamp, a redesigned leadership training, an advanced leadership institute, local progress teams and progress funds, and Speak Your Peace campaign to encourage civility. In addition, CPI has a teen leadership program that brings kids from regional high schools together to learn about leadership. CPI has also supported efforts at the alternative school to do school-based enterprise which has had difficulty getting started. Evaluation results indicate that CPI has:

- Changed community attitudes about taking responsibility for the community's future.
- Created a climate where people can bring new ideas for discussion and possible implementation.
- Changed norms around collaboration and civility.
- Encouraged people to consider the role of young people in the community today and in the future.
- Had more youth involved initially, but participation has dropped. People reported not knowing what to do about the time and logistical issues associated with youth participation. The new green cluster, however, has seen a growing number of young people.

Both programs have expanded opportunities for young people to learn about entrepreneurship and to be supported. Both programs have changed adult and youth ideas about youth participation in the community, although this impact is much stronger in HTC communities. Overall, the HTC approach appears to have a stronger influence for three reasons:

1. The community's theory of change focuses importance on young people starting businesses and taking over existing businesses.
2. The integration of youth and adults in the leadership program narrows the generation gap and thus improves communication around options and possibilities.
3. HTC focuses more strongly on entrepreneurship as the key economic development strategy and thus has actively encouraged community members to support those who think about starting a business including youth.

These are preliminary findings and both initiatives are continuing to refine their approaches.

Route 21: From Agrarian to Imagination Economies

North Carolina State University

Presenter/ Author: Dr. Mitzi Downing, Extension Assistant Professor & Youth Development Specialist at North Carolina State University

Introduction

Supported by the W.K. Kellogg Foundation, the NC 4-H program implements a multi-faceted youth entrepreneurship program that incorporates both 21st century life and career skills and interdisciplinary 21st century themes including: financial, economic, business, health and entrepreneurial literacy; global awareness; and civic engagement. Our program is building on the current research findings that support learning benefits for youth who build authentic products with tools – whether they be sand castles, computer programs, documents, graphs, LEGO constructions, or musical compositions. This presentation is intended to expand participant's knowledge of the growing research supporting youth entrepreneurship and 21st century skills through an interactive program overview that outlines the foundation of our program and shares outcomes. It is important for the Extension System to make changes in both content and delivery strategies in order to fulfill its mission to society, namely the preparation of youth for a world beyond the classroom. Therefore, our Extension System must acknowledge that the Extension programs of yesterday are not sufficient for today. To adequately prepare, youth must learn content within the context of 21st century skills.

Background

As part of its 75th anniversary celebration, the W.K. Kellogg Foundation launched a project called Entrepreneurship Development Systems for America. Through \$12 million in grants, the foundation is helping regional leaders establish comprehensive community networks that support the growth and development of entrepreneurs and their job-creating ventures. The national project is also expected to promote information sharing on effective practices in entrepreneurial development and to stimulate increased state and national interest in rural entrepreneurship policies and strategies.

Six regional projects, including a collaborative North Carolina project, were selected to receive grants of \$2 million each over three years. Other winning projects are based in Nebraska, New Mexico, Oregon, South Dakota and West Virginia. Members of all six teams will meet regularly with Kellogg Foundation representatives to share their experiences and insights.

As part of North Carolina's initiative, a large group of state agencies, nonprofit organizations, universities and community colleges formed the N.C. Business Resource Alliance to assess and improve K-12 education and services for small businesses throughout the state.



The project seeks to improve and broaden entrepreneurial education, and to support services in the state's 85 rural counties, ensuring that they reach current and prospective entrepreneurs in their home communities. Special emphasis is directed to regions with persistently high levels of poverty and to African American, Hispanic and American Indian communities, who have often been underserved by current programs.



Route 21: From Agrarian to Imagination Economies

Plans encompass five approaches to improving the entrepreneurial development system:

- Education,
- Technical assistance,
- Financial capital,
- Business networks, and
- Leadership and policy development.

Program Summary

Mastery of core subjects and 21st century themes is essential for today's youth. While schools focus primarily on core subjects (English, reading, math, science, history, etc.) the NC 4-H Youth Development's program entitled Route 21 utilized a multi faceted program model including: a professional development series for NC Extension's field faculty on 21st Century & Life; a targeted K-12 teachers education program; and a layered youth program format that engaged youth in the planning and delivery of programs aimed at enhancing their learning capacity. Our program utilized the Rigor/Relevance Framework to focus on the following emerging 21st Century Themes: Global Awareness, Financial, Economic, Business & Entrepreneurship Literacy, Civic Literacy and Health Literacy.



The Rigor/Relevance Framework is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the Knowledge Taxonomy, a continuum based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the Application Model, is one of action. Its five levels describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.

The Rigor/Relevance Framework has four quadrants. Each is labeled with a term that characterizes the learning or student performance at that level.

During the three-year program, (including a one-year planning cycle,) over 90,000 youth, 800 teachers and 300 volunteers participated in Route 21.

Ongoing evaluation programs include formative, process and outcome components with approximately 1,200 youth and adults taking part in various evaluation processes (pre-post surveys, focus groups, case studies, etc.). Data and evaluation conclusions are scheduled to be released in early 2009.

Growing Greener: Food Education for Philadelphia Youth

Pennsylvania State University Extensions

Presenters: Leona Joseph, Philadelphia Extension, Nutrition; Doris Stahl, Philadelphia Extension, Horticulture; Jackie Simon, Philadelphia Extension, 4-H/Entrepreneurship

Introduction

Overweight children and adolescents are more likely to become overweight or obese adults. Even more disturbing, current eating patterns are leading many children towards an unhealthy adolescence and early adulthood.

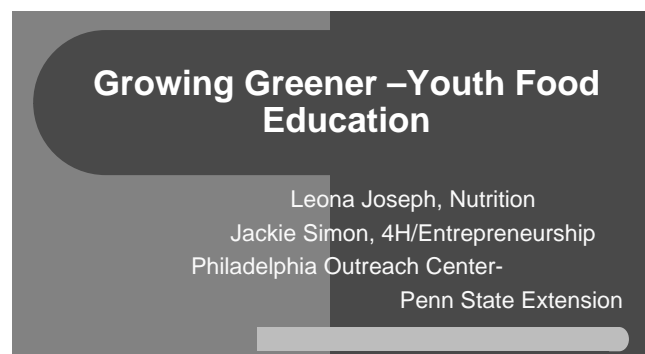
There are many reasons why children's diets are as poor as they are: 1) family eating habits; 2) little understanding of nutrition; 3) low or little availability of healthy, affordable food; and 4) a great disconnect between growing food and knowing where it comes from.

In order to address the issues of poor nutrition and childhood obesity among youth in Philadelphia, the Philadelphia County Cooperative Extension developed a comprehensive, after-school food education program. Building upon Extensions' experience in Urban Horticulture, Nutrition Education and 4-H youth development, the comprehensive curriculum teaches urban children from diverse backgrounds about agriculture in an interesting, hands-on and interactive manner in after-school settings. To date, 125 students have participated in the program.

Program development and implementation

Initial program development began in 2004 with the first implementation taking place in 2005. This initial pilot used a classroom-based model, delivering the program for the entire school year (October through May) during a 5th grade science class. As a result of the success of this collaboration, in May, 2005 the team received West Chester University's 3e Institutes' Special Educator 500 Award for Educational Excellence and Entrepreneurship. This award is presented to educators across the Southeast Region and was presented in Center City, Philadelphia.

Implementation beginning in 2006 occurred in partnership with after-school programs. In spring 2006, a 5-month mini-project was conducted at Tabor Lutheran Church with 3rd through 5th graders. As a result of the success of this mini-project, the program was implemented weekly from October, 2006 through May, 2007 at two sites, Tabor Lutheran Church and Kelly School after school programs. Each weekly session focused on either entrepreneurship, nutrition or horticulture.



In 2006, we were also able to hire a consultant to assist in formalizing the curriculum. Growing Greener consists of components from Extension curricula including 4-H Mini-Society, Professor Popcorn youth nutrition education, and various youth horticulture curriculum resources.

Continuing to refine the program, for 2007-2008 we increased the student participant

grade level to middle-schoolers, grades 5 – 8. As the curriculum is very hands-on including working with soil and preparing food, we identified these aspects to be a challenge for younger students. We also incorporated the development of writing and computer skills by having the students create items including logos, marketing flyers, plant care cards, and market signs using computer software.

Program implementation occurred at two sites, Harambe Institute Charter School and Wister Elementary School, from February through May. Unlike past programs, each weekly 1.5 hour session included a horticulture, entrepreneurship and curriculum component. Earth Boxes were introduced as the medium for the students to grow the food for their markets.

Objectives and Evaluation

The objectives of the program are to assist students in:

- Understanding how to grow plants and food production through the development of a school garden
- Learning how to prepare healthy meals and snacks
- Consuming more fruits, vegetables, whole grains and water and reducing their consumption of sugary drinks and high fat foods
- Increasing the school community's access to fresh produce by creating a school market from the garden's harvest

Evaluation methods include pre/post surveys, journal writing, and direct observation.

Impacts

For the 2006-2007 program, pre/post survey results for the 20 student participants showed the following impacts:

- 70% of the students increased their understanding of what it means to be an entrepreneur including organizing and operating a business, and assuming risk for their business.
- 70% of the students increased their ability to identify healthy choices in the MyPyramid food groups.
- 30% of the students increased their knowledge of what plants need to grow.

For collecting additional impact information, weekly journaling is required. Journal entries and Educator observations identified that youth participants developed skills including critical thinking, decision making, written expression and teamwork. Participants also realized that in an urban setting they can grow and prepare their own healthy foods and contribute to their community.

The following journal entries represent some of the anecdotal information gathered:

- We're beginning to learn about entrepreneurship. Now I know what my grandmom does when she goes to work at her business. We just made advertisements (flyers). It's so great! If you were here you'd have a great, fantastic time!
- Today we looked at the baby seed and it was big and strong. I realize this grows into vegetables we can eat.
- Today we went over what protein, calcium and nutrients do for our body.
- I can eat healthy food if I want to and can be a great man of the earth.

Youth Entrepreneurs in Agriculture – Grays Harbor County, Washington

Washington State University

Presenter: Joan Vance

Summary

The Youth Entrepreneurs in Agriculture provided a series of six farm tours, surveying a variety of agricultural operations suitable for small-scale acreage. Half of the farms were organic, or used strictly sustainable methods of production. The other half used traditional methods, with less emphasis on sustainable practices. Discussion was held both on the farm and in the classroom to compare the methods.

Objectives

- The primary objective of the farm tour program was to introduce youth to the value of sustainable methods, particularly as they relate to small-acreage farms.
- The second objective was to introduce the youth to the “business” of farming, that is, to begin exploring the financial aspects of production and marketing. The corollary to this topic is the increased value of the organic or natural product in the marketplace.
- Long-term goals of the project were to help influence future farmers to increase the number of local acres that are in sustainable production, enhancing environmental quality; to assist future farmers to increase the economic viability of the farm operations; and to make efficient use of nonrenewable and on-farm resources and integrate natural biological cycles and controls.

Results/Performance Targets

A total of 22 youth and adults attended the farm tours, with 12 attending all 6 tours. One factor we did not anticipate was that all of the participants came with the whole family; no youth attended without parents. This meant that there were several younger children attending the tours as well as the original target population of teens. As a result, our program was less rigidly focused on the teen age group than we had anticipated. Each farmer took pains to have something for the youngest children to see and do; each one also addressed many questions asked by older youth and parents.



The farmers who used sustainable methods (two were certified organic, the third markets their products as “naturally raised”) were extremely enthusiastic and very articulate about why they chose sustainable methods. Additionally, each one emphasized the financial benefits of products in this market. One farmer demonstrated multi-species production, utilizing very small units of acreage. Pastured poultry contributed to fertilizing the pastures; sheep and hogs rotated on the same area as well. Each was harvested at a different time, and together they maintained an income stream that was balanced over the year.

The dairy farmer emphasized the benefits of the organic coop to which he belongs, and which contracts with him for a year in advance, adding to the stability of his operation and enabling him to successfully plan for the future. The CSA demonstrated the extremely wide variety of produce that can be successfully cultivated both in the field and in the greenhouse in our area. Additionally, they discussed the model of pre-paid membership sales, which is a unique way to market vegetable produce.

Accomplishments/Milestones

We were able to complete six excellent farm visits, viewing seven separate operations. Each youth completed a notebook with activity sheets and handouts from each tour.

A short guideline/curriculum has been produced that can be used by others wanting to replicate this project. We expanded our original concept to provide activities for younger children.

Impacts and contributions

Each participating family has already made at least one change to their farm plans for the coming year based on information from the farm tours.

- Two of the families used the farm tour materials as part of the youths’ home school curriculum (totaling seven youth between 12 and 19).
- Two of the families decided to try a small hog operation (using natural methods) for sale and for home consumption.
- Three families decided to raise pastured poultry (also using natural methods) to augment family income.
- Two families have already planted blueberries.
- One family decided to create a separate 4-H club to feature the projects that specifically related to the farm tours.
- One family is planning a produce farm stand.

Long-term impacts remain to be measured. The intended impact is to enhance family farm sustainability, both through environmentally sound management practices and through improved financial profitability of small acreage operations.

Beyond the Lemonade Stand – Youth Entrepreneurship

Michigan State University

Presenters: Laura Allen, CYFC Career Education Coordinator, Michigan State University Extension; Erica Tobe, CYFC Program Leader, Michigan State University Extension

Situation

Nurturing young entrepreneurial leaders is necessary to build a strong economic future for our nation and our world. “Futurists predict that by as early as 2010... an amazing 50% (of workers) will be self employed or home based” (as presented at the 2002 National Association of Workforce Boards in Washington DC). Michigan’s 2005 State of the State survey found that 80% of the Michigan respondents identified youth job training as a high priority for Michigan. According to the 2005 Cherry Commission Report, many students are not prepared for life and are without the skills to adapt to Michigan’s changing workforce. The report stresses “the need for learning environments with high expectations for youth that provide them with opportunities to strengthen skills in creativity, risk taking, responsibility, and adaptability skills that will allow them to compete in an economy that values entrepreneurship.” As Michigan transitions its workforce, the state’s young people will require entrepreneurial and employment skills to allow them to excel in this new economic reality.

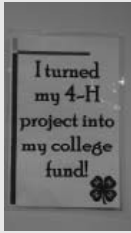
MSUE 4-H Response

Michigan State University Extension (MSUE) identified developing entrepreneurs as one of its five strategic priorities based on a state issues identification process. In response, in 2006, MSUE 4-H Youth Development received a \$23,000 two year grant to pilot the 4-H Future Entrepreneur Clubs program in eight Michigan communities. Held in mostly after school settings in both rural and urban counties, this opportunity has enabled MSUE 4-H to attract new middle and/or high school aged youth and adult volunteers to Michigan 4-H. Participating MSUE county offices self selected themselves to be a part of this initial pilot project.

County MSUE 4-H pilot sites received: \$750 mini-grants to assist with program implementation; ongoing communication with coordinators via monthly conference calls; free curricula and resources; and access to training and resources. Initially, a three day weekend was held in January 2007 for all county pilot sites. Potential youth and volunteers interested in being involved in the 4-H Future Entrepreneur program locally were invited to attend. This training provided an overview of the 4-H Future Entrepreneur program model. Training participants attended as county teams and gained resources to help jumpstart local programming. County teams were able to network with other program sites and practice activities from the curriculum used in the program. In addition, a successful youth entrepreneur from Michigan spoke to the youth and adult participants and led an activity around his business venture.

Impact

- **Michigan Impact**
 - Improve the economy of Michigan
 - Provide opportunities for new growth in Michigan through entrepreneurial opportunities.
- **Michigan 4-H Impact**
 - Attract new youth and volunteers to Michigan 4-H
 - Develop a network of youth entrepreneurs
 - Youth Entrepreneurs will give back to Michigan 4-H



June 4-6, 2008 Land Grant Youth Entrepreneurship Conference State College, PA

Curriculum

The 4-H Future Entrepreneur program has utilized two main curriculums: the “Be the E” Entrepreneurship curriculum and the National Endowment for Financial Education (NEFE) High School Financial Planning Program (HSFPP). The “Be the E” Entrepreneurship curriculum is a research based entrepreneurship curriculum developed by the 4-H Curriculum System. The curriculum utilizes three main phases: Love It, Plan It, and Do It. Youth create a business plan and learn fun ways to approach entrepreneurial ventures.

<http://www.4-hcurriculum.org/catalog.aspx?cid=178&c=Entrepreneurship>

The NEFE High School Financial Planning program is a free, seven chapter financial education curriculum that covers such topics as goal setting, budgeting, credit, insurance, and investing, to name a few. It is our belief that financial education with entrepreneurship makes our grant unique. By adding a strong financial education component, youth will be even more successful as entrepreneurs. *<http://hsfpp.nefe.org>*

To help county sites begin to develop their clubs in their local communities, campus coordinators created blended (suggested) lesson plans for integrating the “Be the E” and “NEFE HSFPP” curricula with their clubs. Several additional websites, resources for educating youth about the topic areas, and handouts have been collected and placed in a Financial Education and Entrepreneurship Resource List which has been shared with county teams and potential future entrepreneurship sites.

4-H Business and Entrepreneurship Expo

On June 18-20, 2008, a 4-H Business and Entrepreneurship Expo was held on the campus of Michigan State University as part of 4-H Exploration Days and as a finale to the grant. This three day, nine classroom hours expo will educate and involve approximately 65 youth and 25 adults about the world of entrepreneurship. Youth will have the option to sell their products during the event and will leave with the ability to develop a business plan. The 4-H Business and Entrepreneurship Expo will feature three tracks: Raising, Marketing, and Profiting from your Market Livestock Project; Growing your Youth Farm Stand Business; and General Business: Be Your Own Boss. In addition, the 4-H Business and Entrepreneurship Expo will feature a local Michigan Entrepreneur and world renowned chef, Timothy Young, who will speak to the youth about niche marketing and incorporating technology into your business.

Program Evaluation

To evaluate the 4-H Future Entrepreneurs Club project, an additional \$40,000 grant was awarded by FACT (Families and Communities Together Coalition at Michigan State University) to hire a graduate student half time and assess the success of the project. The evaluation project has included a post test assessment of the youth and volunteer participants, a control group assessment of similar youth, and focus group assessments of youth and volunteers in four community sites. The evaluation is targeted to be released in September 2008.

For More Information

For more information on the Michigan 4-H Future Entrepreneurs Program, please contact Erica Tobe, MSW, Michigan State University Extension (MSUE) Children, Youth Families, and Communities (CYFC) Program Leader for Youth Financial Education, tobee@msu.edu (517-355-9655) or Laura Allen, Michigan State University Extension (MSUE) Children, Youth Families, and Communities (CYFC) Career Education Coordinator, lacourse@msu.edu (517-432-7632).

Youth Market: Rural Entrepreneurship Experience

University of Maryland

Presenter: Ann Sherrard Extension Educator, 4-H Youth Development, anns@umd.edu

Authors:

Ann Sherrard, 4-H Youth Development Educator

Willie Lantz, Agriculture and Natural Resources Educator University of Maryland, Garrett County Maryland Cooperative Extension

Cheryl DeBerry, Agriculture Marketing Specialist, Garrett County Economic Development

Introduction

Experiential learning entrepreneurship program incorporates a youth component into the county effort to improve the economic status of families in a rural Appalachian area. The success of the youth market project demonstrates that young people can benefit as participants in alternative agriculture ventures. They can become contributing members of their households as they develop life skills, gain money management experience, and explore new product markets.

Target Audience

Youth ages 10-16 and their families with interest in participation in a local community market

Program/Curriculum objectives

Youth market goals are focused in two areas:

1. Conference experience – youth gain knowledge and skills through participation in a youth tract at the annual rural development conference
2. Vendor experience – youth develop a successful small business idea

The conference youth tract is an all-day event that offers young people an opportunity to develop a product, conduct market research, set prices, market their product, calculate profit and loss, and make marketing adjustments. The fact that the conference is held annually allows for returning youth to develop new products and gain vendor experience in successive years.

Skills gained from participation in the conference are put to use in a real-life vendor experience. The young vendors are offered a guided small business start-up, first at a youth-only market and later as a youth vendor at the regular farmers market.

Results: Four annual economic development conferences attracted more than 400 participants. The youth tract was attended by 59 youth. Participants demonstrated increased knowledge about conducting market research, marketing concepts, conditions for adjusting prices, and calculating profit or loss. Returning youth participants developed their own products based on earlier years experience, assisted with teaching the less experienced youth, and reported an increase in profits.

Twenty-one youth participated as vendors at farmers markets. They sold a variety of items including honey, eggs, vegetables, plants, jewelry, candy, baked goods, crafts, and art. Youth vendors recorded





an average profit on their 4-H project records in the first year of \$112 per participant. In year four, youth vendors increased their profits with several recording up to \$925 profit during the summer season. Seven youth participants reported continued success as vendors in a community market setting.

In addition to the evaluation of profits, written evaluation of the program was completed by gathering information from participants about their knowledge gained in areas such as market research techniques, making change, and calculating profit and loss. Participants were asked about their overall satisfaction with their experience and if they had interest in continuation with sales at a youth market. In addition, observations of youth behavior was recorded, such as demonstra-

tions of youth adjusting prices based upon market situations, adapting marketing strategies during the course of the day, and improving their product offerings in subsequent years.

Partners supporting the youth market project include:

- Mt Fresh Producers Association – local farmers market
- Garrett County Economic Development – county government
- Rural Development Corporation – two-county board appointed by county commissioners with the goal of increasing agricultural economic development
- Garrett College – community college
- Sponsors/donors, local businesses and organizations – including Farm Bureau, banks, Farm Credit, local farms

Mini-Society and Be the E (In Brief)

University of Maryland
 Presenter: Alganesh Piechocinski

Mini-Society

“Mini Society” is an experience-based program developed by Dr. Marilyn Kourilsky, a professor at UCLA and vice president of the Center for Entrepreneurial Leadership at the Ewing Marion Kauffman Foundation in Kansas City.

The curriculum is designed to teach entrepreneurial, economic and citizenship concepts to youth 8-12. In this innovative program youth will establish their own society, print their own currency, open their own businesses and create their own society. Through the course of the program, they will possibly have the opportunity to explore government, economics, law and math. After every session, youth try to determine one concept learned and write about it. In addition to the subject-area, the children will experience added benefits. They will



work cooperatively and actively in problem solving – trying to find creative and workable solutions to the numerous problems that occur in any society. Each student will have a voice in the decision-making process. (Group discussion meetings/town meeting). We personally have found that as a result of this program, youth are anxious to learn more about our government and how it operates both economically and legislatively.

Be the E

“Be the E” Entrepreneurship curriculum is designed for Middle and High school youth. It consists of a series of three levels: Love it! Plan it! And Do it! Each activity creates the experiential learning model to teach youth business and leadership skills. Youth have the opportunity to learn and explore many businesses and personal interests. Through the experiential learning process, youth gain the ability to apply the knowledge and skills learned accordingly.

Innovation Engineering™

University of Maine

Presenter: Sheila Pendse; Foster Student Innovation Center

Introduction

As the state’s center for research and innovation, the faculty and students at the University of Maine (UMaine) are leading the state’s research and technological advancements in areas such as composite materials engineering, aquaculture, and information and biotechnologies. UMaine is committed to giving its students the knowledge and skills to be full participants in the innovation-driven future of the state. A critical component of this initiative is the addition of the Foster Student Innovation Center (FSIC), which opened in October, 2006. The Center provides a comprehensive program to encourage innovation, business and social entrepreneurship and technology commercialization.

UMaine is implementing a novel undergraduate curriculum in Innovation Engineering™ that will prepare students to incorporate innovation and entrepreneurship in their careers, regardless of their major. Unlike creativity programs that focus simply on the birth of the “new and novel” product or service, Innovation Engineering™ will provide students with a systematic approach to inventing, evaluating, and communicating ideas with commercial viability. This systematic approach is based in established theory and practice as well as cutting-edge research in fields such as psychology, business, and engineering. Unlike entrepreneurship programs that focus on the “entire business enterprise,” Innovation Engineering™ focuses on the number one determinant of success — the idea. It is a disciplined “engineering” approach that will distinguish Innovation Engineering curriculum from other entrepreneurship and creativity programs.

Objectives

An interdisciplinary new discipline and minor called Innovation Engineering™ is created with the purpose of bringing together students from engineering and sciences, business, the arts, education and humanities as Innovation teams. The goal is to give students knowledge, tools and inspiration to become innovators and entrepreneurs. Classes in Innovation Engineering™ are designed to help students develop, refine, and successfully communicate their bright ideas.

This UMaine trademarked educational program is designed to prepare students who desire to innovate within established organizations as well as those who wish to pursue entrepreneurship. All students are expected to learn a set of reliable and reproducible systems for inventing and communicating innovative ideas that pertain to their employment environments – whether students find themselves working in business, public schools, government, an artists’ cooperative, or a hospital. Students are also encouraged in developing particularly local environmental based projects in order to develop environmentally safe products.

Resources

The new campus-wide minor program is being developed with the guidance of UMaine alumnus Doug Hall who has been recognized by Inc. Magazine and A&E as one of America’s top innovators. He regularly works with Fortune 500 companies to help them innovate new products and processes. Doug Hall began working closely with University of Maine faculty, staff, and students to develop the initial curriculum. A group of faculty and staff went to Doug Hall’s Eureka Ranch boot camp (www.eurekaranch.com) in the fall of 2007 to practice first hand applying these innovation systems to real companies. Participation to the camp was supported by a grant from P & G’s (Proctor and Gamble) Higher Education Grant Program. The program is also supported by a curriculum development grant from the NCIIA (National Collegiate Innovators and Inventors Alliance).



Work Plan

There are four courses that form the core of the minor, which students will supplement with two additional related courses in their disciplines. The first course, What is an Idea, teaches students a system for generating and recognizing great ideas. The second course Expressing Your Ideas teaches students how to effectively communicate their ideas, and the third course, Making Your Idea Real, teaches students how to refine an idea by finding its flaws as quickly and inexpensively as possible. The fourth course, Project Innovation emphasizes the real world application of concepts explored in the first three courses. Students are presented with real world business problems, and then challenged to work in teams to develop potential solutions, real solutions with written concepts and rapid prototypes. In the course, students learn team dynamics by working in a team to fully develop an innovative solution.



As part of the interdisciplinary nature of the program, a team of three faculty members teaches each course. Faculty teaching these courses came from departments including Biological and Chemical Engineering, Electrical Engineering Technology, English, Communication, New Media, Music, and Education. Most of the faculty teaching these courses has experienced the boot camp of Doug Hall’s Eureka Ranch.

Students who wish to pursue their innovative ideas beyond the course will be able to take advantage of resources from the FSIC. The FSIC’s business and project incubation program assists students

with protecting ideas and finding seed money, connections to needed resources, and experts for their business. The FSIC provides informal learning opportunities such as a speaker series featuring outstanding entrepreneurs and innovators. The Center also creates innovation teams by matching students, faculty and outside entrepreneurs to combine the expertise necessary to make a successful product.

Alabama Entrepreneurial Initiative (AEI) ETP 33B: A Strategy for Work Force Development

Tuskegee University Cooperative Extension Program (TUCEP)

Presenter: Nickey Jefferson Ph.D. Tuskegee University Cooperative Extension Program
nljefferson@tuskegee.edu

Authors:

Rory L. Stephens, County Agent (Barbour & Bullock)

Gwendolyn Johnson, County Agent (Greene & Hale)

Nickey Jefferson (State Program Leader)

Introduction

Connie Harper, Director of the Occupational and Industrialization Center (OIC) of Montgomery, requested the assistance of TUCEP in the OIC “Youth Entrepreneurship Initiative.” OIC targeted at risk youth enrolled in the general education program (GED). The purpose of the training was to create an awareness of entrepreneurial opportunities as an alternative to workforce preparation.

Utilizing the National Foundation for Teaching Entrepreneurship curriculum, county agents Rory Stephens and Gwendolyn Johnson conducted the third six-week workshop with the GED students. The class met twice a week for four hours exposing youths and adults to an on-going program and curricula that emphasizes entrepreneurial education.

The NFTE curriculum consisted of basic personal finance, business legal structures, and financial statements, tracking cash flow, market research, and use of the Wall Street Journal. The students thought of a business idea to be implemented in their local community, conducted market research, and developed a business plan. The “Business Plan Presentation” consisted of the business idea, economics per one unit, fliers/coupons, and a jingle.

Situational Statement

Alabama’s Black Belt Region is the targeted twelve-county programming area for Tuskegee University Cooperative Extension Program. Persistent poverty in this region is being perpetuated by financial distressed schools systems, lack of economic development, unskilled labor forces, high unemployment rates, high school drop-out rates, and an excessive number of social services participants. The Alabama Entrepreneurial Initiative is an effort to provide informational community-based



experiential educational opportunities to rural youths and adults interested in exploring entrepreneurial endeavors.

Assumptions

The future economic development of the Black Belt will depend on establishing future entrepreneurs. Shifts in the Black Belt's economy point to the need to prepare youths and adults for employable futures and small business development.

External/Environmental Factors

Alabama ranks high in income disparity, the gap between rich and poor. There are inadequate school systems, lack of job opportunities in industry, out migration, and lack of available financial resources to support minority businesses.

Target Audience

The targeted audiences are the rural-urban population: youths, adults, community leaders, and public officials.

Substantive Results

The hands on activities and guest entrepreneurs expanded the student's knowledge of entrepreneurial career options and entrepreneurship leadership skills. The instructors at OIC report that the NFTE students have benefited from their training and have used their skills on a day-to-day basis. Much to everyone's surprise, these students exhibit increased attendance at school, assume leadership roles, and have a better graduation rate than non-participants. The instructors at OIC have started to discuss entrepreneurship and relate it to other subjects, such as math, social studies, and government.

The social and economic value of the program is that the students understand the economic system (local, national and global). The majority of economic development within the community is focused on training to become an employee and not an employer. We want our young people to have the knowledge and pride to become employers. Some may realize entrepreneurship is not for them and others may do it on a part-time basis. It is important to know that they have the knowledge to become their own boss. TUCEP and OIC will continue to implement the youth entrepreneurial initiative.

Entre-WHAT? Business Basics for Arkansas Youth

University of Arkansas

Presenter: Stacy McCullough

Introduction

Entre-WHAT? Business Basics for Arkansas Youth was initiated as a means of supporting rural economic development by facilitating the creation of a pipeline of Arkansas entrepreneurs for the future. The program is being developed through a partnership between Extension's Community and Economic Development and 4-H Youth Development. The primary goal of



Entre-WHAT? is to provide a fun and engaging experiential program to:

- Introduce Arkansas youth to the exciting opportunities that entrepreneurship offers.
- Provide Arkansas youth with the knowledge, skills and tools they need to determine if starting and growing a business is right for them, now or in the future.
- Establish a support system for Arkansas youth entrepreneurs.
- Attract new youth to Arkansas 4-H.

Curriculum

The following curriculum components are currently available and being used throughout the state:

- **Introductory Program:** The Entre-WHAT? introductory program curriculum consists of five 50-60 minute sessions. It is a hands-on experience where participants come up with an idea for a business, develop a basic business plan, create their product and/or a marketing scheme, sell their product or service to fellow participants, and determine if their business was profitable. The program is targeted to 4th and 5th graders and can be conducted in the classroom, as an after-school program, or in a camp setting.
- **Entrepreneur Camp:** Entrepreneur camp is a statewide two-day camp held at the C.A. Vines Arkansas 4-H Center. Modeled after the Entre-WHAT? introductory program, the camp combines entrepreneurship education with the camp experience. Other life skills taught include communication, decision-making, teamwork, learning, relationships, management, and understanding self. Target age for this program is youth, ages 9–12.
- **Entrepreneurship Education Activities:** A series of activities have been developed that can be used as a onetime event or sequence of activities for leadership groups, existing 4-H groups, school enrichment programs, or other purposes. Activities are available for youth of different ages. Activities focus on topics such as generating entrepreneurial ideas, civic entrepreneurship, exploring characteristics, business planning, effective advertising, market research, opportunity cost, record keeping and financial analysis.

Anticipated Outcomes

The program theory underlying Entre-WHAT? is that engaging youth in experiential entrepreneurial education will create more awareness among youth about entrepreneurship as a career choice and result in better-prepared business owners, employees, and entrepreneurs in the future. Spillover effects with regard to adults may also arise, including more adults seeking information and education about entrepreneurship as well as increased awareness and support of local entrepreneurs by community leaders and public officials. In aggregate, these effects should lead to a stronger economy for the State of Arkansas.

In order to facilitate the development of an effective evaluation strategy, a program logic model has been developed. Several short, medium, and long-term outcomes have been identified through this process. Short-term outcomes focus



on knowledge gained as a result of the program and increased awareness among youth and adults about the potential of entrepreneurship as a career path. Medium-term outcomes include active participation in educational programming as well as increased support for youth entrepreneurs from local communities. Long-term outcomes include an increase in entrepreneurial activity by youth and adults as well as solicitation of additional education to enhance entrepreneurial skills.

Program Success Stories

Since June 2007, over 150 youth have participated in components of the Entre-WHAT? program. Evaluation results, measured through pre- and post-tests, have been positive and demonstrate increased knowledge of concepts related to entrepreneurship and business development. Over 80 percent of youth participants surveyed indicate that they would consider being an entrepreneur and would like to learn more about entrepreneurship.

Other positive impacts are being observed as well. After camp in February 2008, one 4-H leader shared the following:

I just wanted to pass on to you that I had 6 kids from my club at the entrepreneurship camp and they all had a great time. One of the girls is very shy and I was worried about her. She did great and was one of the group that designed the t-shirt. At our next club meeting and since, she has talked more than she ever has. Even my daughter Molly commented about it on the way home how much Meagan had talked at that meeting. They were all very excited about the things they learned and had a great time.

Reports of entrepreneurial activity have also emerged. At a program in Dallas County in August 2007, one youth developed a business plan for a lawn care businesses. In spring 2008, with the help of his parents, he purchased a commercial Exmark lawn mower and has begun his business. After the state camp in 2008, a county Extension agent shared news of another business venture:

Just thought I'd let you know that the young man from Searcy County who attended the 4-H entrepreneur camp last month came back and started a small venture. He has opened a booth at a local flea market & is the youngest exhibitor/seller. He said he really loved the camp and is very excited.

Planned Program Expansions & Enhancements

The success of the initial Entre-WHAT? program features has resulted in demand from county Extension agents, youth, and parents for additional activities and curricula. In addition, members of the business community have expressed an interest in supporting the program. As a result, several program expansions are planned including: competitive and noncompetitive activities, additional curricula, a website featuring learning opportunities and a spotlight on youth entrepreneurs in Arkansas, individualized entrepreneur support, and youth entrepreneurship education partnerships.

SMYEP: Engaging Youth In Southern Mississippi

University Southern Mississippi

Presenter: Brent Hales

Project Description

The University of Southern Mississippi, Jones County Junior College, the Small Business Assistance Center, the Area Development Partnership, Harrison County Economic Development Authority, the Economic Development Authority of Jones County and multiple public school districts developed the Southern Entrepreneurship Program (SEP) in Forrest, Harrison, and Jones Counties. This

program was piloted in 4 schools in the 2007-2008 school year and will be expanded to no less than 10 schools in the fall of 2008.

The purpose of this program is: (1) to reach out to 15-30 young adults per school district and facilitate the development of new entrepreneurs by providing basic business development training over two nine-month courses; (2) to provide participants with mentors currently in business in the school districts; (3) to reduce youth brain drain by providing opportunities for youth to build futures locally and thereby promote regional economic development; (4) to help the University and its partners improve their effectiveness in the region by introducing an innovative and creative program in partnership with other regional organizations to meet critical needs of new and existing firms; (5) to conduct on-going evaluation efforts throughout the program development and implementation process to assure that all tasks are completed in an efficient and effective manner; and (6) to provide each successful program participant with access to funding support to start their businesses.



In brief, the SEP program will enable the program partners to empower the youth of this region to develop and maintain homegrown businesses. The intention of the partners is also to develop a practical and state-of-the-art Youth Entrepreneurship Program that can be used throughout the Mid-South Region.

The Objectives of the Southern Mississippi Youth Entrepreneurship Program are:

Objective 1. To identify one or two classes of fifteen students per school district to participate in the nine-month training program. In year two, an additional four school districts will participate in the program. Program participants will be identified in collaboration with the partnering school districts. School districts will engage the proposed training in their existing career discovery classes.

Objective 2. To provide entrepreneurship training through the National Foundation for Teaching Entrepreneurship (NFTE) program to the participants. This program includes basic accounting and marketing training and also results in the development of a business plan.

Objective 3. To provide students with QuickBooks training enabling them to be more effective in their fledgling business efforts.

Objective 4. To increase the likelihood of new entrepreneur success by engaging existing business leaders to serve as mentors for the program participants. Ideally, program participants will be partnered with mentors in similar business fields.

Objective 5. To provide stimulants for new business development by providing program graduates opportunities to obtain private funding options. Program participants will present business plans constructed in the program to panels of funders for funding consideration. Business plan competitions will also be held with monetary awards and support services provided to award winners.

Objective 6. To conduct on-going evaluation efforts throughout the program development and implementation process to assure that all tasks in the effort are completed in an efficient and effective manner.

Objective 7. To enhance and sustain the work of The University of Southern Mississippi and its local partners by enhancing their ability to maintain an ongoing entrepreneurial development program with local funds.

SEP will enable the students to see opportunities for themselves in the region post-high school and college; the school districts to provide better educational opportunities to their students; the partnering counties with homegrown businesses; the University and Community Colleges with perspective students; and, the region with a better overall quality of life as our best and brightest are retained.

Immediate Outputs

- Up to 500 newly trained business owners in four years.
- Up to 250 new jobs created from the new businesses (including the 500 program participants) are expected by the end of the two-year project.

Intermediate Outcomes

- Increased number of small business owners in the Pine Belt region
- Trained workforce
- Potential development of new clusters – mentors
- Intergenerational transmission of business skills
- Increased leadership skills

End Outcomes

- Increased economic development
- Increased entrepreneurialism
- Decrease in brain drain
- New networks of opportunity



Next Steps and Outcomes

Discussion on the last day of the Symposium:

Breakthroughs:

1. eXtension COP
2. Evaluation/Research
3. Extension Integration Initiative (Ag., CRED, 4-H, Families & Health, etc.)

Goals:

- Integrate youth entrepreneurship into all areas of extension
- Recognition of youth entrepreneurship as an important piece and the tools to help accomplish this
- Access funding(mini grants) that can then be used in the communities or identify current funding
- Develop a toolkit that can be used by all program areas (must point out how all programs fit in)
- Connect youth entrepreneurship to solutions to population decline
- Key concepts in teaching entrepreneurship & resources
- Bring entrepreneurship into the schools as a curriculum (more simple and exciting).
- Identify and market the “Best of the Best” for the kids
- Bring in ag. education with resources to support this
- Address different levels
- Evaluate programs for inclusion
- How to tie into other programs
- Build curriculum around concepts and modules
- Identify what is missing (explain initiative and goals and invite others to the table, or invite ourselves to their table)
- Build bridges with other organizations
- Partnerships from the outside
- Build a network of colleagues across the country and have an outer circle to bridge with
- Involve FBLA
- Youth entrepreneurship will now be a national initiative not just regional

How:

- Bring youth in
- Identify who we are trying to benefit (educators) – YES Carolina already has a program similar to this; this could be a resource for us.
- Identify existing resources in your own state and include in the toolkit
- Have a map identifying state based programs by extension and non-extension
- How do we keep a toolbox current
- How do we highlight extension

- How do we fund our work adequately
- How do we make it a national initiative
- How do we market youth entrepreneurship for all extension
- How tie into science; tech initiative
- Cross reference across COPs
- Send program description to COP
- Develop and sell to extension leaders so they support
- Create a compelling case (funding, concept & plan)
 - Make it comfortable to the bureaucracy
 - Tap into existing initiatives
 - Show how this links to everything else in extension (must be short)
 - Solution to jobs and business
 - Show that there is a demand

Situation:

Our Assumptions

- We are in a transition/economic turmoil; we need to be looking for skills for the next economy
- Youth entrepreneurship is a solution to job loss
- Engages youth in their community and gives them a buy-in
- We are seeing this as an acceptable role for extension to play
- Extension educators are not comfortable incorporating youth entrepreneurship
- May not recognize entrepreneurial elements that already exist
- Extension could be viewed as a leader in the field
- No way to tap into
- Collaboration
- Youth are learning life skills in these programs
- Youth are interested in entrepreneurship

Program Activities:

- Brent created a NING site for social networking. The majority of the attendees agreed to log into the site at least twice a week.
- Brent will be the administrator of the NING site
- Bo mentioned that possibly we could combine NING and eXtension
- <http://projecteye.ning.com>

Impacts/Outcomes

- Information sharing/increased knowledge
- Easier implementation of the program for educators; increased efficiency
- Within 5 years 50% of extension programming includes youth entrepreneurship
- Increase in youth startup
- Increase in first generation college enrollment
- Increase in high school graduation
- Job creation
- For every 10-1 startup
- Of startup 50% create additional jobs
- Reducing outmigration/brain drain

- Opportunities for entrepreneurs to come back due to development of infrastructure
- Create a structure to support entrepreneurship (agency support)
- Skills (decision making, problem solving, leadership)
- Increase knowledge about entrepreneurship in extension
- Teach extension educators how to connect the dots to life skills
- Provide the extension system with a strong set of resources
- Reduce the intimidation people have about youth entrepreneurship; greater recognition of the value of youth
- Youth mentoring to other youth and other adults within the community
- Business succession planning/already doing

Resources/Inputs:

- Mitzi's presentation/knowledge
- Partners
- Curriculum
- Basic travel money to get the group together
- Institutional support
- Core people to put this into a proposal
- Resource development
- Subcommittees
- Identify how we are different from other programs
- Lots of work done
- Kids can help us sell this
- Integrated NRI (look for support from AES)
- Regional Center support
- Bank of America may support business succession plan
- 38 Listening Sessions



Challenges:

- Objective process for inclusion in the toolkit
- Keep politics out

Next Steps:

- Identify project leader
- Need to get national program leader buy-in across extension (NPL, CRED)
- Tell our own story better
- Create a work environment for this project
- Funding
- Build project plan/logic

One Pager:

- Stacy McCullough will work on the first draft of a one pager and post to NING by June 15
- Everyone will have until June 30 to provide feedback. Feedback will be done by posting a BLOG on NING; others can then comment to the BLOG.

Additional Notes:

Collect “stories”/Best Practice on conference call with eXtension by July 30

Regional trainings

Contact AES

Seed funding needed to get the initiative going

Develop a curriculum for educators to use in training sessions with extension

Create a multi-state training plan (through regional centers)?

Could youth entrepreneurship research highlights be added to eXtension site?

Possibly use Adobe Connect to showcase the program

The initiative is to integrate youth entrepreneurship into all of extension programming

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