



Appalachian Regional Commission

Appalachian Youth Entrepreneurship Education Springboard Award

2002 & 2003 Award Winners

Sponsored by:
**Appalachian Regional
Commission**

In Partnership With:
U.S. Department of Education

National FFA Organization

Future Business Leaders
of America

DECA

Consortium for Entrepreneurship
Education

Development District
Association of Appalachia

ARC's Entrepreneurship Initiative

The Appalachian Regional Commission (ARC) views entrepreneurship as a critical element in the establishment of self-sustaining communities that create jobs, build local wealth, and contribute broadly to economic and community development. Appalachia needs to cultivate resourceful entrepreneurs who not only create value by recognizing and meeting new market opportunities, but who increase the value-added within the Region.

In 1997 ARC launched a multi-year, \$25.6 million Entrepreneurship Initiative to build entrepreneurial economies across Appalachia. Through the Initiative, the Commission seeks to build an infrastructure to support an entrepreneurial economy, and promote the culture and vision needed to ensure the continuation of these efforts. The 311 funded Entrepreneurship Initiative projects are projected to help create over 1,300 new businesses and create or retain over 7,500 jobs.

ARC has focused programmatic efforts in four areas that support the infrastructure necessary for creating entrepreneurial economies:

- **Improving access to private investment** for local businesses through the development of new venture capital funds and micro-credit debt funds;
- **Educating current and future entrepreneurs** through new training programs in middle schools, high schools, and community colleges;
- **Strengthening local economies** by identifying and capitalizing on particular industries in which communities have a competitive advantage; and
- **Nurturing new businesses** by creating and maintaining business incubators throughout the Appalachian Region.

The Appalachian Youth Entrepreneurship Education Springboard Awards are supported by ARC's Entrepreneurship Initiative.

For more information about ARC's Entrepreneurship Initiative, including a listing of funded projects, visit: www.arc.gov/entrepreneurship or contact Ray Daffner, manager - Entrepreneurship Initiative, rdaffner@arc.gov.

Appalachian Youth Entrepreneurship Education “Springboard” Award

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Appalachian Youth Entrepreneurship Education “Springboard” Award

In November 2001, the Appalachian Regional Commission (ARC), in partnership with the U.S. Department of Education and the National Commission on Entrepreneurship, announced the creation of an awards competition to recognize outstanding youth entrepreneurship education programs. These programs—targeted to rural areas—often serve as a “springboard” for Appalachian residents to launch their own businesses, creating jobs in their communities and further diversifying and strengthening the Region’s economy.

The winners of the Appalachian Youth Entrepreneurship Education “Springboard” Award represent the Region’s most successful business training programs targeted for rural young people.

The 2002 winners are:

- Estill County High School, Irvine, Kentucky
- Tupelo Middle School, Tupelo, Mississippi
- ACEnet, Athens, Ohio
- Walhalla High School, Walhalla, South Carolina
- Lonesome Pine Office on Youth, Big Stone Gap, Virginia
- Randolph County Vocational Technical Center, Elkins, West Virginia

The 2003 winners are:

- Hale County Technology Center, Greensboro, Alabama
- Monroe County High School, Tompkinsville, Kentucky
- Ripley Union Lewis Huntington High School, Ripley, Ohio
- East Stroudsburg High School – North, Dingmans Ferry, Pennsylvania
- Carroll County Public Schools, Hillsville, Virginia
- United Technical Center, Clarksburg, West Virginia

Each award recipient receives a \$2,000 grant award to support the ongoing work of the recognized program. In addition, an outstanding teacher and student from each of the winning programs is honored in Washington, DC, at the annual meeting of the Development District Association of Appalachia.

ARC Federal Co-Chair Anne Pope commended the 2003 Springboard winners. “The educators receiving this award are inspiring Appalachian youth to reach as far as their imagination and energy can take them,” she stated. “By giving our young people the confidence and know-how to initiate their own business ventures, they are helping to prepare the Region for the challenges of the 21st century. They deserve both our support and our recognition.”

ARC congratulates all “Springboard” Award winners. The Commission also salutes all of Appalachia’s youth entrepreneurship training programs that contribute so much toward the strengthening of the Region’s economy by helping to spark new entrepreneurs, boosting new businesses, and creating new jobs in our communities.

PROGRAM GOALS AND SELECTION CRITERIA

The goals of the Appalachian Youth Entrepreneurship Education “Springboard” Award program are to develop advocates for youth entrepreneurship among community and business leaders, encourage schools and community-based organizations to utilize youth entrepreneurship as part of their curriculum, and provide support to successful programs to continue or expand activities. Eligible programs may be affiliated with public schools, private nonprofit educational institutions, community service organizations, local development districts, or community action agencies. All programs serve young people within the 13-state Appalachian Region. For-profit organizations and private individuals are not eligible to apply.

The winning programs were ranked as the most successful entrepreneurial education programs in Appalachia for rural young people by a panel of independent experts. The winning programs were selected according to the following criteria:

- **Programs which demonstrate how students gain competency in four critical elements of entrepreneurship: opportunity recognition, idea generation, venture creation and operation, and creative thinking;**
- **Programs with clearly defined and measurable outcomes that provide value to the participants and to the local community; and**
- **Programs which are sustainable and can replicate themselves.**

Partners supporting the Appalachian Youth Entrepreneurship Education “Springboard” Award include: the Appalachian Regional Commission, the U.S. Department of Education, the National Commission on Entrepreneurship, the National FFA Organization, Future Business Leaders of America, DECA, the Consortium for Entrepreneurship Education, and the Development District Association of Appalachia.

This awards program was developed as a component of ARC’s Entrepreneurship Initiative, which seeks to create homegrown businesses by fostering a culture of entrepreneurship and by building the infrastructure that underpins an entrepreneurial economy.

2002 AWARD WINNERS

Estill County High School Irvine, Kentucky Connie Witt, Instructor

Designer Tickets and More is a school-based enterprise developed as a supplement to the Business Management course. When a free piece of ticket-making software arrived in the mail, the idea for the venture was born.

Estill County High School was host for a district basketball tournament when the business originated in 1998, making tickets for the tournament. Students learned to work with customers in the community to meet the needs for new products. Creative thinking and problem solving skills enabled the students to

“Along the way, my students have given me a lesson or two as well. One time, something got fouled up and a group of students were trying to fix the situation—in a very creative way I must say. One of my students turned to me and said, ‘Adapt and overcome. Adapt and overcome.’”

expand to meet the growing needs of the community. The services requested from local business, and demand from students to participate, became so great that another entrepreneurship class was developed, enabling the business to operate year-round.

The enterprise now makes note cards, brochures, flyers, menus, business cards, bumper stickers, mugs, message boards, and many other special orders. Today the enterprise

is so successful that the business’ equipment now includes three computers, a sublimation printer, a color laser printer, several inkjet printers, two scanners, a labeling machine, heat presses, T-shirt making equipment, and a vinyl sign maker.

As material is covered in the classroom, the information is directly applied by the students to the operation of the business. Students developed the name of the business, company policies, operating procedures, staff positions, and evaluation procedures. The current business has co-CEOs, an office manager, three production departments, a sales department, and a marketing department. Students receive employee evaluations weekly from student department heads, the student CEOs evaluate the department heads, and the teacher evaluates the CEOs.

Students also deal directly with the business community: the sales departments calls on potential customers, the marketing department works with the local newspaper to get publicity in the community, an office supply business works with students to source supplies at discount prices, and a printing company acts as a general business resource and mentor.

Said instructor Connie Witt, “Along the way, my students have given me a lesson or two as well. One time, something got fouled up and a group of students were trying to fix the situation—in a very creative way I must say. One of my students turned to me and said, ‘Adapt and overcome. Adapt and overcome.’”

Currently this program is only at the high school. However, students from this class introduced entrepreneurship to the 5th grade of the local elementary school. Under the guidance of the high school students, the elementary classes had a competition to develop a business and operate it at a school fair. Each elementary class was provided with start-up venture money, and the class with the greatest profit went on a field trip to a related business. The idea of this school-based enterprise has also been shared at state vocational conferences.

Tupelo Middle School
Tupelo, Mississippi
Jennifer Robinson, Excel Tech Instructor

Seventh and 8th grade students and teachers at Tupelo Middle School are using the Excel Technology SELECT program (Excel Tech), in combination with Junior Achievement's Enterprise in Action program, to help students develop advanced technology skills and then apply these skills in a number of entrepreneurial ways. Through Junior Achievement's Enterprise in Action program, and the use interactive business simulation software to model real world business experiences, students develop business skills and tools to create student-run enterprises.

Using their advanced tech skills, students perform many advanced technology duties for teachers, including computer installation, repair, setup, troubleshooting, and even training. Students also perform Internet searches, create PowerPoint presentations, program brochures, and flyers. In addition to "helping out", the students have also created a business venture—a video yearbook that will be sold to the student body. The students are even marketing the video yearbook through a "commercial" that they

created, which will be aired via television broadcasts in the school.

“ Our program takes classroom learning and combines it with real application. By helping adults understand the technology, the students gain more self-confidence, which I believe carries over into their other classes.”

The students are also creating a school web site. In order to finance the web site project, the students created a calendar making business, using their knowledge of Microsoft Publisher. They now provide personalized calendars for a \$10 fee, scanning photos, importing them into software, printing and binding them, and managing

the daily revenue. With the revenue, they have voted to hire a professional Microsoft FrontPage trainer from a local Internet service provider to help train them in web site development.

In addition to profit-making enterprises, the students also participate in community projects that are entrepreneurial in nature. The school purchased 20 laptops that were used by residents of a retirement community, with the Excel Tech students installing software and becoming tutors for the elderly population. In addition, the students purchased computer parts, assembled them into computers, and donated them to a local elementary school.

Site visits to high technology companies give students glimpses into the bigger world of entrepreneurship. They see how supply and demand works, learn about customer and business relations, and see the link between what they learn and technology used in private businesses. Said Jennifer Robinson, Excel Tech instructor, "The students have an opportunity to apply what they've learned, to 'put it to the test.' In other courses, for example, you may study foreign languages, but you may not have a chance to go that country. Our program takes classroom learning and combines it with real application. By helping adults understand the technology, the students gain more self-confidence, which I believe carries over into their other classes."

Due to the success of the Excel Tech program, the local school board adopted it in the school curriculum and will continue to fund the salary of the program teacher. The program is being used as a model throughout the state of Mississippi; middle and high school representatives have visited the school from all over the state wishing to replicate the program. The program has also been highlighted at local and regional education conferences.

ACEnet

Athens, Ohio

Iain Miller, Student Entrepreneurship Training Program Curriculum Coach

The Student Entrepreneurship Training (SET) program is a one-year course that introduces high school juniors and seniors to the basics of entrepreneurship through the process of planning, developing, and starting their own business. In the 2001-02 school year, the program was taught in 14 Appalachian high schools over a five county area and involved 207 students. The SET curriculum is divided into two semesters. The first semester focuses on the development of a mock business plan for a technology business. During the second semester the students choose an actual business and again create a business plan. The intention is for this business to be operating and generating income by the end of the term. In the 2000-01 class, six students developed successful businesses to provide computer consulting, including web page design, computer networking, and trouble shooting services.

The SET course curriculum is designed to build leadership skills by maximizing student collaboration problem solving, and critical thinking. Business development activities are based on a model of learning that utilizes experience, reflection, and application of knowledge in a cyclical process. Technology and computer skills are infused throughout the curriculum, and students are furnished with web editing and graphics software, as well as a 15-station computer lab with scanner and digital camera. Successful SET

“There is both social and economic benefit in the creation of vision, entrepreneurial passion, future businesses, and a sense of extreme accomplishment.”

program graduates should: exhibit entrepreneurial characteristics, work well in teams, communicate effectively, be creative and critical thinkers, display leadership skills, and have a sense of responsibility to their community.

The SET program works with 14 high schools that provide instructors for each course and a range of local business owners who host field trips and serve as guest speakers. Additionally, ACEnet provides loan funds to promising student businesses. During the 2000-01 academic year, 144 students in seven schools graduated from the SET program.

ACEnet’s Student Entrepreneurship Training program is intended to address the issue of “brain drain,” the loss of the best and brightest students in rural communities to better paying jobs or colleges outside of the region. The SET program equips students with the skills, knowledge, and incentive they need to find and create good jobs close to home. Said Russ Combs, ACEnet’s director of Tech Ventures, “There is both social and economic benefit in the creation of vision, entrepreneurial passion, future businesses, and a sense of extreme accomplishment.”

Walhalla High School
Walhalla, South Carolina
Harriett Templin, Entrepreneurship Director

The Walhalla High School Entrepreneurship program promotes a climate for idea generation that leads to and connects with opportunity recognition. The program was begun in 1998, and now enrolls 48 students; in fact, 26 students were turned down in 2001 due to lack of an available period to teach the class! This year, over 40 new student businesses were created in the entrepreneurship program. One student business, Marketplace Restaurant, is now in its third year of operation, and five other student businesses have been operating for multiple years, including a goat farm and a produce stand.

The program has two course components. In Entrepreneurship I, students are engaged in higher order thinking activities and are challenged to “think out of the box.” In Entrepreneurship II, students as a class develop a school-based business.

In Entrepreneurship I, students develop an Entrepreneurship Ledger to reflect their growing knowledge base. They research famous and local entrepreneurs, and identify entrepreneurial characteristics. Students develop a business idea and work alone or in groups to create a Business Venture Portfolio. Students present this Business Venture Portfolio to an EntreBoard, a community-based panel that interviews the student, views the portfolio, and determines whether the EntreBoard will provide resources to back the venture.

In Entrepreneurship II, students develop a school-based business as a class. Students are divided into committees to research all aspects of opening and operating a business: market survey, securing capital, bookkeeping, pricing, and inventory control. The business opens only after all research and planning are complete. The business is evaluated each week by the class; problems are addressed and necessary changes made.

Walhalla High School is committed to entrepreneurship; it builds success among disenfranchised students, especially females from low-income families. Entrepreneurship is a great leveler; students from all programs work together, including those from honors programs, technical programs, college prep programs, ESL programs, exchange programs, and programs for students with learning disabilities.

An entrepreneurship component is now taught to all 9th grade students, introducing them to entrepreneurial thinking as soon as they arrive on the high school campus. Seven high school teachers have been trained in the tenets of entrepreneurship, and all three area elementary schools have been assisted in adding entrepreneurship as a component of their social studies curriculum.

Lonesome Pine Office on Youth
Big Stone Gap, Virginia
Bill Smith, Youth Activity Coordinator

This school-based enterprise was established with the support of the Nickelsville Ruritan Club, the Scott County School System, the Rural Area Development Association, the Heart of Appalachia Tourism Authority, and the Virginia REAL Enterprise program. The program was established in October 2001 to teach children aged 14–21 how to own and operate their own business: a 100-year-old corn meal and flour mill at historic Bush Mill.

Six students participating in the Rural Area Development Association (a community action agency) program worked on making repairs to the millrace and the historic mill after school and on weekends.

“The Stay for Life Project at Bush Mill is a combination of the old and of the new. It’s a combination of a 100-year-old mill and our young people. It forges a connection between them and the history of the community.”

During the Christmas season, students worked with Ruritan Club members to open and promote the “Country Mill Store” at Bush Mill, the first attempt at a retail outlet for the corn and flour products.

In an area where community pride has been damaged by years of hard times, this project has awakened the desire to reinforce the bonds

between youth, their mentors, and their home place. Civic pride is being strengthened as people, young and old, lend their talents to the creation of this enterprise. Ruritan Club volunteers worked with the youth to repair the millrace that diverts water to the huge overshot waterwheel. The four remaining millers in the area are passing on their skills to the youth as they work on the actual mill and grind corn. Old ways are combined with new ideas as the minds of these youth are opened to both the past and future through this experience. Said Bill Smith of the Lonesome Pine Office on Youth, “The Stay for Life Project at Bush Mill is a combination of the old and of the new. It’s a combination of a 100-year-old mill and our young people. It forges a connection between them and the history of the community.”

The Lonesome Pine Office on Youth provides technical support for the development of the school-based enterprise, and provides support for the REAL Enterprise youth entrepreneurship curriculum. The Nickelsville Ruritan Club is the caretaker of the mill and works with the youth providing instruction, supervision, and mentoring. The Scott County School System is beginning development of the school-based enterprise connecting Bush Mill with marketing and education efforts at Twin Springs High School. And the Heart of Appalachia Tourism Authority is providing support for promoting Bush Mill in tour books and on web sites.

In addition to creating a school-based enterprise, a historic landmark is being restored and repaired, bringing tourism and retail opportunities into the area. The sense of accomplishment and satisfaction that is attained by all who participate in the project serves to strengthen the entire community.

Randolph County Vocational Technical Center
Elkins, West Virginia
Debra Conrad, Business Education instructor

“Owning Your Own Business” is a program used in an Accounting I class, and was designed to provide skills and knowledge so students could develop their own small businesses. The components of this program include the selection of a business, development of a business plan, creation of a marketing strategy, budgeting and investments, advertising needs and cost, and production of a salable product. The students in this class consisted of 15 girls in the 11th and 12th grades.

The students established six businesses: Santa’s Stitches (Christmas ornaments), the Gingerbread Factory (handmade desserts), Swing and String Angles (ornaments), Bunches of Punches (tin pictures), A Sure

“One young lady came to class one day very upset... she told me a young man in another class who agreed to assist her with a promotional portion of her business was treating her like a ‘dumb blonde.’ I asked her to share her feelings with the class, and we had a discussion on how to deal with difficult people. This is a valuable lesson, one that cannot be bought or taught in a classroom.”

Sign of Christmas (decorations), and Cookies, Candy, and More. The businesses opened in December 2001 and had total sales of \$975 and profits of \$632. Of the six businesses, five operated at a profit, and one at a loss.

To receive a grade for this project, the students were required to maintain accounting records and record labor costs. They were taught pay-

roll and tax management. Students also acquired skills in the areas of advertising strategies, cost accounting, sales, demographic research, and teamwork.

Once students determined their operating costs, they were required to find investors for their businesses. This required them to research the demand for their product, and identify important demographic information on the community, including median family income, age distribution, and employment rates in-home and outside the home. The students raised from \$13 to \$40 in start-up capital for each business.

Students also worked closely with local business and community leaders. Students created an advertising campaign for their businesses involving the local radio station and newspaper. Two of the six student businesses contracted production of portions of their products to local businesses. All six student businesses purchased supplies from local businesses. And five business and community leaders provided support and mentorship to the students, including the director of the Chamber of Commerce, a member of the County Commission, and the local owner of a CPA firm (all of whom were women!).

“One young lady came to class one day very upset,” said Debra Conrad, course instructor. “I asked her what was wrong and she told me a young man in another class who agreed to assist her with a promotional portion of her business was treating her like a ‘dumb blonde.’ I asked her to share her feelings with the class, and we had a discussion on how to deal with difficult people. This is a valuable lesson, one that cannot be bought or taught in a classroom.”

This program will continue next year as part of the Accounting I class, and 50% of the graduates from this class have enrolled in an Accounting II class for next year. “Owning Your Own Business” has been incorporated into other business programs at the Randolph County Vocational Center. This program has been presented at regional education conferences both in state and out-of-state.

2003 AWARD WINNERS

Hale County Technology Center Greensboro, Alabama Nancy Compton, Instructor

NuGeneration Technologies is a school-based enterprise which helps network, repair, and troubleshoot computers in the local community.

In the spring of 2001, students were recruited to participate in a new entrepreneurship program at Hale County Technology Center, which included the formation of a school-based enterprise. Students were interviewed by the instructor and the superintendent and accepted for a fall program start. The program began in the fall of 2001, with students developing a business plan for NuGeneration Technologies for presentation to a community support team. The community support team included representatives from a local bank and phone company, as well as business faculty from the school system.

At first, the students wanted to build and sell computers. After realizing they could not compete with Dell and other computer manufacturers, the students decided to focus on computer support activities. One of the first contracts undertaken by NuGeneration Technologies was the wiring of the county's 95-

“One of the first contracts undertaken by NuGeneration Technologies was the wiring of the county's 95-year old courthouse for internet access.”

year old courthouse for internet access. Other activities have involved providing support and repair services for the school system's computers.

Through their activities, the students have gained competency in computer networking, repair, and applications. They have also honed skills in areas like team-

work, problem solving, decision making, and work ethics. Public speaking has also been an important part of marketing NuGeneration services to the community. And the students have learned how to identify opportunities in small rural communities.

This business was created with the support of PACERS, a University of Alabama program designed to help individuals, schools, and rural communities grow through hands-on entrepreneurship education. PACERS works in 20 schools throughout the state, providing technical assistance for the start-up and operation of school based entrepreneurship programming. PACERS employs curriculum and teacher training designed by the national REAL Enterprise program, which emphasizes experiential learning as a core component of its entrepreneurship program.

Currently, other schools systems in Alabama are considering replicating the NuGeneration Technologies program.

Monroe County High School
Tompkinsville, Kentucky
Mitzi Holland, Instructor

In Monroe county, 60% of high school graduates go directly to work upon graduation. Unfortunately, due to the significant loss of employment in the apparel industry, the unemployment rate is high and few jobs are available locally. The Falcon Market was designed to help students learn both ‘employability skills’, and to discover what it takes to successfully run a business. In the Falcon Market, students learn budgeting, pricing, invoicing, how to market products, and web page design. Each student has a specific role, or job.

The Falcon Market is a customized printing business where students use computers, scanners, digital cameras, and other hardware to design and create personalized products. Sublimation printing is used to produce customer license plates, mugs, picture frames, clocks, shirts, caps, and more.

As part of the course of study, students learn about entrepreneurship and the pressures on businesses to relocate to low cost production areas. They learn how to price a product for profit, and involve industry partners to assist with the creation of the enterprise. Local businesses assist the students with developing systems for record keeping, sales strategies, and pricing. Mock marketing sessions with local business owners are used to improve marketing skills.

“Each student team member receives 10% of the income on the merchandise they create and sell for a scholarship fund. One of the graduates of the Falcon Market even started a tent rental business to help finance his college education.”

The students sell products to local customers, including local businesses. They have created a web site for the products, developed product brochures and display booths, and have even

created a commercial that was broadcast over the local cable access channel. Students work before and after school on this enterprise.

Each student team member receives 10% of the income on the merchandise they create and sell for a scholarship fund. Upon graduation they receive these monies to assist with their on-going education. One of the graduates of the Falcon Market even started a tent rental business to help finance his college education.

Currently, other classes in the school are utilizing the guidelines for entrepreneurship developed by the Falcon Market and are establishing their own enterprises in areas such as the Landscape Design class. Other schools in the region have also taken notice of the Falcon Market, and have visited the school to observe the enterprise.

Ripley Union Lewis Huntington High School
Ripley, Ohio
Douglas Bahnsen, Instructor

This agriculture education program is a comprehensive high school program that offers students the opportunity to study vocational education in agriscience and agribusiness. Competencies in safety, research, environment, plant science, animal science, mechanics, as well as marketing, business management, and leadership development are all taught.

The entrepreneurship portion of the program is promoted through the Supervised Agricultural Experience Program (SEAP). One focus of the program is to find new opportunity to utilize the resources once used in tobacco production. The Ripley community is in the middle of an economic crisis related to steep declines in the production of tobacco. Some of the resources that were used to produce tobacco, including hydroponic production methods, are being transferred to the production of other crops on an experimental basis.

In 1999, the SEAP program began utilizing these production methods to grow leaf lettuce, herbs, and other bedding plants. Students use their home farms as an outdoor working classroom to increase their awareness of new growing opportunities. Students also have entered science fairs using the knowledge and skills that came directly from this instruction. And they are using their learning to implement production practices and determine marketing channels for these products. Opportunities for students to fill new market needs are extensive.

“The bottom line is that it is hard to teach an old dog new tricks, but this program allows the teaching of young individuals to try new experiences and to go forth and put them into practice.”

Income is beginning to be derived from the student production systems. For example, one student has invested in the production of leaf lettuce and shown the operation to be profitable.

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This program has also had an impact on the local community. Many older tobacco producing families are unwilling to learn new and non-traditional methods. The data and results collected from the student entrepreneurship projects have also been presented to adults to help impact their current business practices.

Over 500 students have been involved in this program, and seventy-five adult community members and 150 educators have had this information presented to them as well. “The bottom line is that it is hard to teach an old dog new tricks, but this program allows the teaching of young individuals to try new experiences and to go forth and put them into practice.”

Program partners in this effort include the Joint Vocation School and a state university research center. FFA is incorporated into the program through intra-curricular activities, and local businesses, such as agricultural supply firms, provide technical support and product to the students.

East Stroudsburg High School – North

Dingmans Ferry, Pennsylvania

Carol Huffman, School to Career Coordinator / Marie Geffers, Gifted/Enrichment

TT Biz is an interactive, internet-based educational program designed to educate high school students about the travel and tourism industry. The curriculum is divided into ten work elements, which include topics such as entrepreneurial opportunities, marketing, economics and finance, and business plan development. Eleven students enrolled in this course which took place over a 15-week course of study.

Throughout the program students make site visits to local industry leaders to tour facilities and ask questions. The school provides transportation for these site visits and release time for the lead teacher. The final project required groups of students to develop a business plan and a marketing plan which was presented to an audience of school administrators, local business owners, and parents.

As they developed the business plan, the student groups quickly realized that many talents were required to set up a business. Through course requirements which included completing budgets, design-

“As they developed the business plan, they began to discover each other’s strengths to succeed as a group. Students were challenged to improve their time management and critical thinking skills, as well as learning how to delegate and how to prioritize.”

ing advertisements, creating web sites and producing PowerPoint presentations, the students realized that no one person would be able to do these jobs well. They began to discover each other’s strengths in order to succeed as a group. Students were challenged to improve their time management and critical thinking skills, as well as learning how to delegate and how to prioritize.

TT Biz was created by Junior Achievement International with support from the American Express Foundation.

Local tourism businesses and the regional tourism promotion agency sponsored the local program. East Stroudsburg High School will continue to offer this course for credit, and local business sponsors have committed continuing support for these activities. Other county schools will also be offering the program in the coming academic year.

Carroll County Public Schools
Hillsville, Virginia
Kim Adair, Entrepreneurial Education Coordinator

Southwest Virginia has experienced tremendous economic crisis over the last five years, with more than 3,500 jobs lost, mostly in the apparel industry. Unemployment has risen to 300% of state averages. Studies have shown that the future of the region depends on business diversification and the establishment of entrepreneurial businesses. To address these economic challenges, local economic development organizations and county and municipal leaders began to develop the Crossroads Entrepreneurial Institute. One portion of this broad community effort focuses on youth entrepreneurship, and has rapidly spread into a regional youth, adult, business, and education partnership.

Two programs sponsored by the Kauffman Foundation, EntrePrep and Mini-Society, have been successfully implemented in the Carroll County school system. Mini-Society teaches entrepreneurship, economics and citizenship to students in grades 4 through 7. In Carroll County, this program began

with training teachers, 4-H agents, and community volunteers. To date, more than 400 students have gone through the program.

“As noted by a local municipal leader, “What you are doing with EntrePrep and Mini-Society is offering Little League for business.”

EntrePrep targets students in transition from their junior to senior years. It is an out-of-school program consisting of an orientation session, a weeklong summer residential institute, a 150-hour internship with an entrepreneurial business, and follow-on workshops. In its initial year, 2001, twenty-one students successfully completed the program. As noted by a local municipal leader, “What you are doing with EntrePrep and Mini-Society is offering Little League for business”.

The Crossroads Rural Entrepreneurial Institute incorporates these components, and also includes a business incubator for emerging firms, a Small Business Development Center to provide technical assistance to regional firms, an adult high school and continuing education programs, and a university center.

In addition to local partners, Virginia Cooperative Extension, Virginia Tech, and the Virginia Department of Agriculture have supported efforts. Funding for the Institute has been obtained from the U.S. Economic Development Agency (EDA), the Community Development Block Grant (CDBG) program, and the U.S. Department of Agriculture.

**United Technical Center
Clarksburg, West Virginia
Michael Murray, Instructor**

ProStart is a nationally certified chef training program sponsored by the National Restaurant Association. This two-year program is designed to teach students the basics of safety, sanitation, food preparation, restaurant accounting and service.

At United Technical Center, the ProStart program is tied to a ‘class-based business enterprise’ run by the students. A management structure for a food service enterprise is developed by the class. Students estab-

“Several graduates have opened their own catering companies and restaurants. The students are currently opening a restaurant, catering business and coffee shop at the local YWCA. All the profits from this enterprise will be donated to the YWCA.”

lish staffing requirements, and rotate through a range of positions in the enterprise, including general manager, accountant, and even wash the dishes. The students complete a daily menu; menu layouts are discussed and priced, and a dry run of menu items is organized prior to actual production.

The class undertakes regular catering work, under contract, to a range of local public and private sector customers. And students work in and help manage three local restaurants developed out of the class: a Grill, a Bistro, and a Diner.

The program is self sufficient; the money required to purchase the ingredients is generated from sales. With revenues generated from the enterprise, students are also able to fund educational trips to restaurants and colleges, and enter national competitions – including the National Restaurant Show.

Several graduates have opened their own catering companies and restaurants. Several have been inspired to attend college. They have also created culinary products that have been sold, with all profits being donated to the local United Way. The students are currently opening a restaurant, catering business and coffee shop at the local YWCA. They will be working under the direction of a certified chef, and will be able to fulfill the internship hours required under the ProStart program. All the profits from this enterprise will be donated to the YWCA. Future plans include developing a student run bed and breakfast, with a Lodging Management course component, with all profits to be donated to a local community service organization.

Partners in this program include the local Small Business Development Center, a state college culinary program, and the WV Department of Hospitality.

2002 APPLICANTS

Eva School

*Kimberly Dockery
Eva, AL*

Oakman High School

*Susan Winsett-Walton
Oakman,AL*

Junior Achievement

*Tanya Applebaum
Gainesville,GA*

YMCA Camp High Harbour

*Ken O'Kelley
Gainesville, GA*

Owsley County High School

*Donna Cann
Booneville, KY*

Estill County High School

*Connie Witt
Irvine, KY*

Monroe County High School

*Mitzi Holland
Tompkinsville, KY*

Waynesburg Elementary School

*Mary Jo Gibson
Waynesburg, KY*

Wurtland Elementary School

*Barbara Cook
Wurtland, KY*

Tupelo Middle School

*Jennifer Robison
Tupelo,MS*

**The Institute for
Entrepreneurship**

*Barbara Drago
Albany, NY*

Schoharie Central School

*Lisa Collins
Schoharie, NY*

Caldwell County Career Center

*Carol Wright
Hudson, NC*

ACEnet

*Lee Wood
Athens, OH*

**Foothills School of American
Crafts**

*Aaron Smith
Nelsonville, OH*

**Junior Achievement of Stark Co,
Inc.**

*Jody Levitt
North Canton, OH*

**Ripley-Union-Lewis-Huntington
Jr./Sr. High School**

*Douglas Bahnsen
Ripley, OH*

**Adams County/Ohio Valley
School District**

*Roy Hill
West Union, OH*

**Adams County/Ohio Valley
Business & Education Forum**

*Elaine Collins
West Union, OH*

**Young Men's Christian
Association**

*Susan Fleck
Hollidaysburg, PA*

**Central Westmoreland Career
Technology Center**

*Clentin Martin
New Stanton, PA*

Walhalla High School

*Harriett Templin
Walhalla, SC*

Bradley Central High School

*Heather Keller
Cleveland, TN*

Oneida Special School District

*Nancy Williamson
Oneida, TN*

Lonesome Pine Office on Youth

*Bill Smith
Big Stone Gap, VA*

Entreprep

*Gary Horton
Hillsville, VA*

**Randolph County Vocational
Technical Center**

*Debra Conrad
Elkins, WV*

**Marion County Chamber of
Commerce**

*Charles Reese
Fairmont, WV*

Riverside Elementary

*Deborah Harris
Williamson, WV*

2003 APPLICANTS

Thompson High School

*Shauna Williams
Alabaster, AL*

Hale County Technology Center

*Nancy Compton /James Essex
Greensboro, AL*

Monroe County High School

*Mitzi Holland
Tompkinsville, KY*

People Encouraging People

*Darren Newsome
Beattyville, KY*

Tupelo Middle School

*Beth Geno
Tupelo, MS*

Gallia County Junior Achievement

*Lorrie Neal
Gallipolis, OH*

**Ripley-Union-Lewis-Huntington
Jr./Sr. High School**

*Douglas Bahnsen
Ripley, OH*

University of Rio Grande

*Carol Smith
Rio Grande, OH*

**Junior Achievement of East
Central Ohio**

*Jody Levitt
North Canton, OH*

Youth Technology Enterprise

*Lynn Rough
Oil City, PA*

**East Stroudsburgh High School -
North**

*Carol Huffman /Marie Geffers
Dingmans Ferry, PA*

Carroll County Public Schools

*Kim Adair
Hillsville, VA*

Marion Primary School

*David Hoffman
Marion, VA*

Preston County Schools

*John Cox
Kingwood, WV*

**Ravenswood High School / FFA
Chapter**

*Jason Knopp
Ravenswood, WV*

Valley High School

*Anne Buckbee-Nunnery
Smithers, WV*

**Randolph County Vocational
Technical Center**

*Curtis Corley
Elkins, WV*

United Technical Center

*Michael Murray
Clarksburg, WV*

2002 SELECTION COMMITTEE MEMBERS

Ms. Nancy Smith Brooks, Director

*Appalachian Regional Commission Liaison Office
U.S. Department of Education
Washington, DC*

Miss Ronni Cohen, Program Director

*Green Street Works
Claymont Elementary School
Claymont, DE*

Mr. Brian Dabson, President

*Corporation for Enterprise Development
Washington, DC*

Dr. Keenan Grenell,

Visiting Associate Professor

*University of Wisconsin at Milwaukee
Department of Political Science
Milwaukee, WI*

Ms. Rhonda Holman, Vice President

*Kauffman Center for Entrepreneurial Leadership
Kansas City, MO*

Ms. Joy Padgett, Director

*Governor's Office of Appalachia
Columbus, OH*

Mr. Erik R. Pages, Policy Director

*National Commission on Entrepreneurship
Washington, DC*

2003 SELECTION COMMITTEE MEMBERS

Ms. Nancy Smith Brooks, Director

*Appalachian Regional Commission Liaison Office
U.S. Department of Education
Washington, DC*

Mr. Brian Dabson, President

*Corporation for Enterprise Development
Washington, DC*

Mr. Ralph Goolsby, Program Manager

*West Virginia Development Office
Charleston, WV*

Ms. Carol Majors, Senior Director

*Kauffman Center for Entrepreneurial Leadership
Kansas City, MO*

**Ms. Priscilla McCalla, Professional
Development Director**

*DECA, Inc.
Reston, VA*

Mr. Erik R. Pages

*EntreWorks Consulting
Arlington, VA*

Ms. Harriett Templin, Entrepreneurship Director

*Walhalla High School
Walhalla, SC*

Resources for Youth Entrepreneurship

Appalachian Regional Commission
(www.arc.gov/entrepreneurship)

Consortium for Entrepreneurship Education
(www.entre-ed.org)

*-National consortium of entrepreneurship education providers.
Publishes Entrepreneurship Everywhere — a guide to resources and models for Entrepreneurship Education*

Ewing Marion Kauffman Foundation
(www.wmkf.org)

-National supporter of entrepreneurship programming.

Junior Achievement
(www.ja.org)

-Leading entrepreneurship education provider for youth.

KidsWay
(www.kidsway.com)

-Leading entrepreneurship education provider for youth.

National Foundation for Teaching Entrepreneurship
(www.nfte.com)

-Leading entrepreneurship education provider for youth aged 7–19.

REAL Enterprises
(www.realenterprises.org)

-A leading provider of entrepreneurship education to rural youth.

Young Entrepreneurs Organization
(www.yeo.org)

-A global, nonprofit educational organization for young entrepreneurs.

ARC's Mission

Created by Congress in 1965, when Appalachia was considered “a region apart” from the rest of the nation, the Appalachian Regional Commission (ARC) is a unique federal-state partnership working to bring all of Appalachia’s 23 million people into America’s economic mainstream. ARC’s mission is to be an advocate for and partner with the people of Appalachia to create opportunities for self-sustaining economic development and improved quality of life.



The **Appalachian Region** includes all of West Virginia and counties in 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. The Region contains 410 counties, with a combined area of 200,000 square miles.

APPALACHIAN REGIONAL COMMISSION

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STATES' CO-CHAIR

Governor Mark Warner

ALTERNATE FEDERAL CO-CHAIR

Richard J. Peltz

STATES' WASHINGTON REPRESENTATIVE

George W. “Bill” Walker

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*Department of Economic and
Community Affairs*

OHIO

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Joy Padgett

Director

Governor's Office of Appalachia

GEORGIA

Governor Sonny Perdue

Heidi Green

*Director, Intergovernmental Affairs
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PENNSYLVANIA

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*Deputy Secretary, Community Affairs
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*Pennsylvania Department of Community
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Ewell H. Balltrip

Executive Director

Kentucky Appalachian Commission

SOUTH CAROLINA

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MARYLAND

Governor Robert L. Ehrlich Jr.

Audrey Scott

Secretary

Maryland Department of Planning

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Matt Kisber

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*Department of Economic and Community
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Chief of Staff

Office of the Governor

VIRGINIA

Governor Mark Warner

William C. Shelton

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*Virginia Department of Housing and
Community Development*

NEW YORK

Governor George E. Pataki

Randy A. Daniels

Secretary of State

Department of State

WEST VIRGINIA

Governor Robert E. Wise Jr.

Bobby Lewis

Director, Community Development Division

West Virginia Development Office

NORTH CAROLINA

Governor Michael F. Easley

James McCleskey

Director

State of North Carolina's Washington Office

Appalachian Regional Commission

1666 Connecticut Avenue, NW
Suite 700

Washington, DC 20009-1068

Telephone: (202) 884-7799

e-mail: info@arc.gov

www.arc.gov/entrepreneurship

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