**Southern Region Program Leaders Network**

**YOUTH ENTREPRENEURSHIP**

**COMPILATION OF STATE RESPONSES**

**1)**   **Is your state involved in a coordinated youth entrepreneurship effort?  If yes, please list what state and universities participating.**

**Louisanna--**We currently do not have a structured approach to youth entrepreneurship as is typically the case. However, in our Connect My Louisiana – broadband Internet education awareness campaign we do have youth who participate and primarily 4-H. Classes such as Intro to Online Business, Intro to Social Networking and others that are currently offer will certainly have a youth component as we use clickers – Turning Point software – to measure demographics such as age and where they live.

**Florida--**No

**Georgia--**Yes, Georgia, Fort Valley State University

**North Carolina--**NC State University (North Carolina)

**Tennessee**--Yes, our state of Tennessee is involved in a coordinated youth entrepreneurship effort through Tennessee State University's Cooperative Extension Program in the College of Agriculture, Human and Natural Sciences.  We have developed an entrepreneurial program entitled "L.E.T.S. - Leadership, Entrepreneurship, Technology Series" which focuses on providing equal doses of training in all three components to ensure a learning experience that will assist youth and adults in becoming leaders and entrepreneurs.

**Texas, Chris Boleman--**No. There are things happening in the county, but not a statewide effort.

**Texas, Christopher Cotton--**Yes, there are two coordinated youth entrepreneurship efforts, one is with 4-H and Community and Economic Development partnership in Cooperative Extension. The second is with Texas AgriLife Extension Service, they have a Youth Entrepreneurship project that is across the state. Cooperative Extension also has a youth Entrepreneurship program that was piloted last year in the Waller County middle schools last year.

**2)**    **What curriculum are you using?**

We have developed our own for the Connect My La project. Visit <http://www.lsuagcenter.com/connectmyla>.

[www.allterrainbrain.org](http://www.allterrainbrain.org)

Be the “e” in Entrepreneur National 4-H Curriculum

Be the E, Get in the Act, ESI, and Career Smarts

We use a curriculum that we developed which is still in its infant stage and is being further developed.  In addition, we use the "Be the "e" in Entrepreneurship Activity Guide for Middle and High School Youth from the National 4H Curriculum.  We incorporate in our trainings information we use in our small business and leadership sessions.

Mostly a curriculum out of Nebraska

Here at Cooperative Extension we are currently using the “Real world” curriculum.

**3)**    **What has been the most effective method for working with youth entrepreneurs in your state?**

\*Using the CML project as a basis, I would say when we hold classes with youth and adults involved. The mix helps both to learn.

In the communities we have worked, our most effective method has been on-line interactive computer programs; and small group, where youth create real income generating business enterprises which serves as the primary tool for instruction.

Face-to-face

Youth entrepreneurship programs/projects take place at the local level in a variety of ways – 4-H clubs, special interest programs (summer and track-out sessions) as well as being integrated into many livestock programs.

When there are grant funds to promote it and support it

The most effective method for working with youth entrepreneurs is in the classroom**.**

**4)**    **What indicators are you using to collect participation data?**

We use knowledge gained questions in each module but standard demographic questions throughout to collect these data.

N/A

Pre test and Post test

 Our state’s ES-237 system (NC 4-H ACCESS Enrollment system) captures youth entrepreneurship projects done at the local level. Youth participating in entrepreneurship projects/programs are collected and reported yearly. In addition, we capture adult and youth entrepreneurship knowledge gain in our monthly ERS (State Extension Reporting System) using these outcomes and impacts**.**

Age, gender, grade level, and whether they participate in entrepreneurial activities in a family business.

Nothing consistent

Pre and post tests

**5)**    **What indicators are you using to collect data on success?**

N/A

Number of youth increasing knowledge of entrepreneurship

Number of youth increasing skill in applying entrepreneurship concepts

Number of youth participating in entrepreneurship education type activities

Number of youth increasing knowledge and skill in agri-preneurship

Outcomes

* Number of youth (students) increasing knowledge of career/employability skills
* Number of adults increasing knowledge of career/employability skills
* Number of youth (students) increasing knowledge of entrepreneurship

 Impacts

* Number of youth (students) gaining career / employability skills
  + End Result: Increase number of youth (students) attaining employment; improvement in job status and real median income
* Number of adults gaining career / employability skills
  + End Result: Increase number of adults attaining employment; improvement in job status and real median income
* Number of youth (students) gaining entrepreneurship skills
  + End Result: Increase number of youth (students) attaining employment;
* improvement in job status and real median income
* Number of adults gaining entrepreneurship skills
  + End Result: Increase number of adults attaining employment; improvement in job status and real median income

We also will do a surveys every 6 months or so to see if people taking the classes "adopt" Internet technology, etc.

We are using the following indicators to collect data on success:

(a.) Pre and Post Tests

(b.) Post- then Pre-Evaluation

N/A

Student surveys

**6)**   **If we were to develop a Best Practices for Working with Youth Entrepreneurs Tip Sheet, what three things would you contribute?**

 Have them do something hands-on

\*Have a competition to drive learning objectives

\*Involve adults/mentors

\*Use class projects to drive learning objectives

### Motivation - Introducing them to concepts of wealth, finances –money and how it impacts to them and their community. When they understand that writing the business plan is their gateway to that idea becoming real, their motivated to get started

### Using interactive technology as a teaching tool.  It is exciting when they use creative designs of software as instruction and introduction to earning money –their way.

### Creating a “real business” to give real world experience (registering the business and getting FEIN #,  opening a bank account, marketing etc.) provides relevant and immediate business operation knowledge

### Bringing in experts on subjects regarding legal responsibilities,  importance of credit,  importance of proper insurances, and financial responsibility in keeping accurate records.

### Provide examples and exposure to successful entrepreneurs by having guest business owner to speak to group

[How do I get started with developing my own business?](javascript:show('Div591');)

* First, you need to list reasons for wanting to go into business. Some of the most common reasons for starting a business are: Be your own boss, financial independence, creative freedom and the opportunity to utilize your skills and knowledge.

[What is a business plan and why do I need one?](javascript:show('Div592');)

* A business plan precisely defines your business, identifies your goals and serves as your business resume. It helps you allocate resources properly, handle unforeseen complications and make the right decisions. A business plan also provides specific and organized information about your business and how you will repay borrowed money. A good business plan is a crucial part of any loan package. Additionally, it can tell your sales personnel, suppliers and others about your operations and goals.

[What legal issues do I need to consider before starting my business?](javascript:show('Div593');)

* Patents, copyrights, business structures, business tax forms, insurance, Bill of Rights, teen safety and child labor laws.

Entrepreneurship can be woven into any topic or subject matter.

Everyone can be entrepreneurial – you don’t have to “start your own business” to be an entrepreneur.

Entrepreneurship is about being passionate about something – believing in it and your skills to achieve your dreams.

Survey of Interest in Youth Entrepreneurship...to assess level of commitment to the process of youth entrepreneurial training.

A requirement that potential youth entrepreneurs assist in the creation of a rules and guidelines list that they must follow when participating in trainings.

Inclusion of youth in the development of a curriculum for youth entrepreneurs.

* You need to be patient with children
* You need a lot of activities for them to do
* You cannot do it with just your staff you need support from the schools with their staff.

 Submitted by: Charles E. Stamper, Sandra Thompson, & Barbara Canada