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Mapping Your Entrepreneurial Success

In his book of 1911, *Theory of Economic Development*, economist Joseph A. Schumpeter broke with traditional thinking about business, and in effect, placed the entrepreneur at the center of all economic progress.

Although his ideas didn't fully catch on until decades later - when the importance of entrepreneurship became apparent - there are lessons to be learned about his example of turning things on their heads and taking a different perspective – especially in our efforts to map our entrepreneurial destinies as institutions.

As a symbolic depiction emphasizing relationships between elements, mapping is a way to set a course for your relationships with others outside your organization. Many maps are static or fixed, while others are dynamic and interactive.

Tether to Your Mission

To map your entrepreneurial progress, start by taking a hard look at your mission and how the institution sees itself. Tether your entrepreneurial thinking and strategies to the goals of your college. Check your progress against those goals to determine what you're accomplishing and in what areas. If you think your mission or vision needs re-alignment, then do it.

A good mapping tool is listening. Don't assume just because you hear one thing, you can assume a certain conclusion is valid. For example, when I first started at TCCD, I was consistently told that as an organization, we were extremely well perceived in the community and highly valued. Yet, our endowment hadn't budged from $9 million in over 20 years. You might assume - and wrongly so, as I did - that all the accolades and affinity for the place would yield greater financial support. It didn't.

Challenge Assumptions

We turned the assumption upside down and looked deeper into what stories we were telling to people who could contribute. What we learned was that we weren't telling any stories to people who could contribute because, in fact, we didn't even know who they were or where and how to reach them. Breaking with the traditional approach of undertaking an 18-to-24-month-long fundraising feasibility study with an independent firm, we struck out on our own, tapping existing relationships in the community, asking for meetings with people we knew as local leaders and listening hard to learn where the institution's mission and the community's interests intersected. As a result, we have identified 50 top donor prospects and are about to launch a major initiative to significantly surpass our previous fundraising levels.

Whether we make the fundraising goal or not (and there's good evidence we will), the exercise we undertook was efficient, entrepreneurial – and valuable. By listening better and challenging our assumptions, we learned a lot. Similarly, NACCE is also an organization that has transformed itself by taking a hard look at itself and turning itself on its head to challenge long-held assumptions.

Acting Outwardly

Academic institutions have historically focused inwardly. Today, however, we need to be more outwardly focused to thrive. And, we need to have a solid sense of our mission and what we bring to the community. For example, as a company, Uber has a solid understanding of its mission: moving people. It moves millions of people around and doesn't own a single vehicle.

Entrepreneurial thinking enables you to capitalize on your college's assets. No matter what stage you're at, you're going to have to deploy entrepreneurial skills to make changes. Begin with some research. Come up with a strategy and find connections within the community that align with your college's mission.

To measure your entrepreneurial success, ask yourself if you are:

- Leveraging your institution's reputation
- Maximizing partnering opportunities
- Capitalizing on the resources you have currently or could have via collaboration

The economy and the world are changing rapidly. Twenty years ago, what we knew about medicine doubled every eight years; today it doubles every 90 days. Professionals with IT degrees from colleges like Yale are taking courses at community colleges to learn the latest software. Work places and employer needs are changing quickly. Research indicates that 80 percent of jobs in 2050 don't even exist today! Community colleges and their partners are in a prime position to map their entrepreneurial success by creatively meeting these needs. ●

Gene Giovannini, Ed.D.
Board Chair, National Association for Community College Entrepreneurship
Chancellor, Tarrant County College District

Editor's Note

SUMMER/FALL 2017

NACCE Wants to Hear from YOU!

I had the chance to speak with several thought leaders on a variety of topics for this issue of *Community College Entrepreneurship*. I was particularly pleased to talk with Paulo Narciso, director of the AARP Foundation Income Impact Area and the *Work for Yourself@ 50+* program. Several NACCE members are partnering with AARP on this initiative to help older adults determine if self-employment is for them. I also spoke with Edmund "Butch" Herod, director of the West Houston Institute at Houston Community College. His vision helped shape this unique facility where physical design and aesthetics encourage interconnected programs and spaces and entrepreneurial thinking.

NACCE's board chairman, Eugene Giovannini of Tarrant County College District, spoke enthusiastically about mapping entrepreneurial success as an organization. The winners of NACCE's inaugural "*Presidents for Entrepreneurship Pledge* College of Excellence Award" are highlighted in this issue, as are several NACCE members who participated in various innovation challenges around the country. Also, you'll find a thought piece on the looming shortage of community college leaders and an article about how cross-functional learning teams affect entrepreneurial learning.

Please send us articles or ideas about entrepreneurs in your community college, FabLabs or innovation hubs. We love hearing about what you're doing to help students evolve as innovators and entrepreneurial thinkers! Send your article or story idea to Carol Savage: editor@nacce.com

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FOR INFORMATION
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NACCE serves two audiences: college administrators and faculty members. In recognition of this, we feature icons for each audience that will help steer readers towards news articles that should be of special interest to them. Of course, some articles contain content that is of interest to both groups, so they will feature both icons.

FACULTY MEMBERS

COLLEGE ADMINISTRATORS

6 **Mapping Entrepreneurial Excellence**

Articles

Columns

Features

PICTURE THIS

1. Forsyth Tech's team of nanotech students placed first in the National Science Foundation's 2016 Community College Innovation Challenge (CCIC). Team members include (l to r) Jack Landgraf, Philip York, Shannon Coalson, Adam Afifi and nanotechnology instructor, Mehrdad Tajkarimi. **2.** Community college students participating in the Innovation Challenge pause for a celebratory photo. **3.** Graduates of GPI's program are ensuring that students, faculty and communities can capitalize on the opportunities available through federal government contracting.

The Many Benefits of Cross-functional Learning Teams

By J. Burton Browning, Ed.D. chairman, Business, Engineering & Technology; and
Zada Wicker, M.B.A., RHIT, CCS, CCS-P, director, Health Information Technology, co-director,
Healthcare Business, Brunswick Community College, Supply, North Carolina

Editor's Note: Following is a condensed version of a white paper published by the co-authors. They were inspired by an article that appeared in Winter/Spring 2016 issue of Community College Entrepreneurship, "Teaching E-Ship Across Disciplines," by Diane Sabato and Caron Sada.

If retention of students and faculty, student and faculty engagement, and the ability to foster "work-worth-doing" are of importance, then Cross-functional Learning Teams (CFLTs) are a strategic solution that should be considered by progressive educational leaders.

Cross-functional teams or "X-Teams" in the business world are not new. They typically consist of people with different strengths from various departments who are brought together to solve a problem. Cross-functional teams started at Northwestern Mutual Life, but were quickly adopted by other firms. Motorola, 3M, and other corporate giants, for example, frequently used cross-functional teams to achieve business success.

Solving Real-world Problems

Experts who have written about CFLTs cite "entrepreneurship, creativity and communication" as three of the many benefits derived from implementing cross-functional teams. Adapting this business approach to problem solving, (with major changes in implementation and makeup), for educational settings is beneficial to both professors and students. CFLTs comprised of students and faculty brought together to solve a problem can be critical to educational success.

In academic settings, CFLTs differ from business cross-functional teams, and are different from interdisciplinary teaching. The people involved are not necessarily subject-matter experts, as in business cross-functional teams, but should have the ability and desire to research what is needed and be willing to work on a problem of some social significance.

Students in CFLTs have to possess the capability of solving a part of the problem or learn what is needed as a group to help solve it. They experience several benefits of working in this framework: they are learning about problem solving and team work; are performing work worth doing (real world problems); are engaged beyond the formal classroom; and gain unique experience as a result of the professor's engagement in the process. The goal of the CFLT in the academic setting is to solve a problem of value and not just intermix elements of several different learning areas (e.g. science with math).

Roosevelt stated, "Far and away the most valuable thing in life is the opportunity to perform work worth doing." CFLTs play a key role in projects that have some meaning or value. The project doesn't necessarily have to cure cancer, but it does have to have some value or use beyond just "learning about the subject."

For instance, bees are dying off around the world and no one has a solid reason why. Since bees pollinate roughly 80 percent of grown food, this is a major concern. Thus, working on a bee-monitoring project has real value.

At Brunswick Community College (BCC) in Supply, North Carolina, students working

students are excited and want to come to learn because of CFLTs, the need for post-problem intervention goes away.

Retaining good faculty is equally as important. Cross-functional teams build excitement for faculty, staff, and administration. They highlight best practices, provide marketable student examples, and, if designed properly, can influence change in a field or society.

Students and faculty who work on CFLT projects do so by their own choice, have no grade attached, and are free to quit when they wish. However, we have found that students

Cross-functional teams build excitement for faculty, staff, and administration.

Cross functional learning is not interdisciplinary education, where each of the disciplines are represented and focused on the best way to enhance their subject (or enhance the student's understanding of them) while examining a question or problem. CFLTs explore many learning areas including: student concept learning, problem solving, student engagement, professor engagement, retention for both students and professors, real-world problem solving, and self-marketing (once you get one success, this methodology sells itself). Lastly, the entire process frequently brings a sense of pride to the participants.

The four key parts of CFLTs are:
- A project is worth doing (i.e., has meaning beyond the classroom)
- It is not narrowed to only one general focus
- It is not only related to student interest and success but also faculty and staff success
- The teams provide built-in marketing and excitement for internal and external constituents (self-marketing).

Problem Solving & Teamwork

Students and faculty learn to identify the problem, identify logistical issues, and determine a solution. Inherent to this is the team building that must take place, not only for the "brainstorming" start, but also for the actual design and solution implementation. There are not many situations in the world of work where these skills are not needed. Add to this that the students work with the faculty on the project, and you have a great learning tool when compared with tests, homework, and hypothetical classroom activities. Certainly, project management skills are a major informal, yet required, part of this process.

In the early 1900's President Theodore

in CFLTs are learning to install and manage beehives. Computer programming students wrote software to track bee management, such as medication and feeding. IT and electronics engineering students modified hive bodies for temperature sensing and created a solar-tracking panel to charge computer equipment. They created hand-made directional WIFI antennas and 3D-printed bee feeders. They also used 3D printing to make ant-resistant hive stands and build a wireless video monitoring system.

Other students are working on flight pattern analysis, hive audio analysis, and bee vision recognition. During phase two, new projects will be added such as trying to create honey with valuable medical properties from targeted flower planting near the hives.

In short, working on this project is "work worth doing" to use Roosevelt's phrase. Students are interested in real-world projects, much more so than problems from the end of a textbook. Real-world projects with meaning also "market" themselves. In an age when professors are required to teach, research, and market programs, a CFLT approach to learning automatically markets the program(s) via student excitement, engagement, and retention. Trust that students will "buzz" about what they are doing!

Student and Faculty Retention

Keeping good faculty and students is an added benefit. CFLTs are a conduit to enhance retention for all groups concerned and enhance completion rates through student retention and excitement.

Often, institutions of higher learning seem to focus on student retention via aggressive post-problem intervention. A better approach is to retain students via pre-problem intervention. If

invested in CFLTs are resistant to quitting and put extreme effort into their projects -- to the point that they have come in to work over spring or winter breaks.

It is helpful for the CFLT designer to identify and invite some students or faculty to participate as the need is identified. Students are often flattered to be invited to participate as are faculty. One of the key aspects of CFLTs is that no student or faculty member should ever be forced to be a part of a team. CFLTs are a great way to boost student self-confidence, work with at-risk students, and afford students a resume-building experience. When you really do good work, people will often seek you out for help or to learn from you. If you create a brand that is really known for something A CFLT model generates excitement and sells itself.

To read this paper in its entirety, see * "Cross-Functional Learning Teams" (CFLT) (c) 2017 J. Burton Browning, Ed.D. & Zada T. Wicker, MBA. ●

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Sabato, D. & Sada, C. (2007). "Teaching E-ship Across Disciplines." Community College Entrepreneurship. NACCE Winter/Spring 2017.

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NACCE board chairman Gene Giovannini (left) and NACCE President and CEO Rebecca Corbin (right), presented *College of Excellence Awards* to (from left to right): Shari Olson, president of South Mountain Community College, Phoenix, AZ; Tracy Green, VP of Strategic & Institutional Development, Lorain County Community College, Elyria Ohio; and J. Larry Keen, president, Fayetteville Technical & Community College, Fayetteville, NC. Two additional colleges, San Mateo Community College, San Mateo, CA, and Madisonville Community College, Madisonville, KY, also received *College of Excellence Awards*.

Five Community Colleges Hailed for Entrepreneurial Excellence

NACCE President and CEO Rebecca Corbin announced the winners of a national competition for entrepreneurial excellence among its member colleges. Five community colleges from throughout the country received the *Presidents for Entrepreneurship Pledge College of Excellence Award*. Dozens of colleges submitted nominations to the inaugural competition.

The five winning colleges are:

- **College of San Mateo, San Mateo, CA**
- **Fayetteville Technical Community College, Fayetteville, NC**
- **Madisonville Community College, Madisonville, KY**
- **South Mountain Community College, Phoenix, AZ**
- **Lorain County Community College, Elyria, OH**

The colleges received their awards during the NACCE Presidents' and Chancellors' Breakfast at the AACC Conference on April 24, 2017. In addition to being recognized at the conference, the colleges will receive: feature articles in NACCE's *Community College Entrepreneurship;* be highlighted as innovators on NACCE's social media platforms; and be identified as subject-matter experts for future articles, speaking events, and other venues.

The winners were culled from a list of 14 semifinalists. Participants in the competition had to be current *Presidents For Entrepreneurship Pledge* participants. A panel of non-NACCE board members and non-participating college presidents selected the winners. The semifinalists included: **Bucks County College, PA; Catawba Valley Community College, NC; Harper College, IL; Hillsborough Community College,**

FL; Howard Community College, MD; Madison Area Technical College, WI; Patrick Henry Community College, VA; Paul D. Camp Community College, VA; and **Tallahassee Community College, FL.**

"The *Presidents for Entrepreneurship Pledge* serves as the foundation for entrepreneurial leadership in our member colleges," said Corbin. "If you are doing innovative work, you deserve to be recognized and share what you are doing as part of our best-practice examples on a national level. This is the essence of the *College of Excellence Award*."

About NACCE's PFEP
In 2011, NACCE initiated the PFEP to ignite positive change across campuses and in the classroom. In early 2017, NACCE launched a competition for NACCE member colleges that have signed the PFEP, inviting them to self-nominate as a college of excellence in one of the PFEP's five steps to advance entrepreneurship in their communities. The five steps are:

- Create or expand internal & external teams dedicated to entrepreneurship
- Increase entrepreneurs' engagement in community colleges
- Engage in industry cluster development
- Leverage both community college and community assets to spur innovation and job creation
- Create "buzz" and broad exposure of your college's commitment to entrepreneurship

For more information about the PFEP, contact Rebecca Corbin at corbin@nacce.com

Fab Lab ICC Wins Design Contest

By Kassie Sanderson, contributing writer, Fab Lab ICC,
Independence Community College, Independence, Kansas

It was a proud moment three ways around for NACCE, the Fab Lab at Independence Community College (Fab Lab ICC), in Independence, Kansas, and Ashley Tatman, whose award design claimed first place in a national design contest sponsored by NACCE.

Earlier this year, NACCE hosted a national competition for entrepreneurial excellence among its member colleges. Five community colleges from throughout the country received the *Presidents for Entrepreneurship Pledge College of Excellence Award.* As part of the competition, Fab Lab ICC students and members were invited to compete for cash prizes for design of the actual award to be presented to the colleges. Tatman, who works as a community outreach and graphic design specialist at a regional health care facility, used the Fab Lab ICC membership she receives through the hospital to come up with the contest's winning design.

Tatman created two designs – one that could be used with a 3D printer and a certificate-type award. "After I submitted my work, I went about my business, but when Jim Correll contacted me to let me know I had won the contest, I was very surprised I had won," said Tatman. "It was really fun to work on the project. The cool thing about this is that while I won the $250 cash prize, I was told I'd also be featured on NACCE's website and in its quarterly magazine." The design contest was a first time "prototype" open to ICC students or Fab Lab ICC members.

Design entries had to be the original work of the entrant. "This was quite an honor for us with NACCE choosing ICC and the Fab Lab ICC from among its 300 member community college to facilitate this contest," said Jim Correll, Fab Lab ICC director.

Innovation Required

"We were looking for innovators who could design a piece that was a degree more inspired than your typical wall plaque," said Correll. "We felt the award should have visual appeal and clearly reflect the objectives of the competition, which recognizes community colleges for excelling in one of five areas of entrepreneurship."

"The award I had envisioned could be created with the 3D printer. That was my hope – it was a trophy of sorts, and the other design I submitted was meant to be a paper-type award, like a certificate, or possibly a plaque," said Tatman. "I wanted to do something outside the box." NACCE chose to have the design etched on metal that was mounted onto wooden plaques and presented to each of the winning colleges.

Tatman, who is a mother of three, including twin girls, gave credit to the Fab Lab ICC for giving her the opportunity to compete and use its facility. "It was a very neat experience to see the impact my designs make," Tatman said. "The Fab Lab is really cool, and I couldn't have done it without them. In the future, I hope to venture into plasma cutting where you can cut metal. I really like designing; it's what I enjoy doing."

"I wanted to do something out of the box."

ASHLEY TATMAN

Tim Haynes, Fab Lab ICC manager, provided technical assistance to design contest winner Ashley Tatman.

Ben Dillard, III, president of Florence-Darlington Technical College in Florence, South Carolina, signed NACCE's *Presidents for Entrepreneurship Pledge* (PFEP) in May with NACCE President and CEO Rebecca Corbin.

Sign Up NOW!

Florence-Darlington Technical College (FDTC) is the latest NACCE member college to sign the *Presidents for Entrepreneurship Pledge* (PFEP). Through the *PFEP*, community college presidents commit to advance entrepreneurship in their communities and create an entrepreneurial culture on their campus and multiple access points to support local startups and small businesses. FTDC provides comprehensive and advanced technical education with an emphasis on workforce development and nurturing entrepreneurs.

Join a growing number of community colleges throughout the country that commit to the five pledge action steps:

- Create/expand internal and external teams dedicated to entrepreneurship
- Increase entrepreneurs' engagement in community colleges
- Engage in industry cluster development
- Leverage community college and community assets to spur innovation and job creation
- Create "buzz" and broad exposure of your college's commitment to entrepreneurship.

NACCE. PRESIDENTS FOR ENTREPRENEURSHIP

HP LIFE/NACCE Welcome New Ambassador

By Leah Deppert, manager, Marketing and Communication, NACCE

NACCE is happy to continue its partnership with HP LIFE in 2017. NACCE's partnership with HP LIFE helps community college students across the United States learn core business areas including operations, marketing, finance, communications and more. It is with these skills that students are able to create their own jobs or spur innovation as employees in other firms.

Here's some news about what's coming up this year:

Quarterly Webinars focused on newly released HP LIFE courses, how current NACCE members are using HP LIFE, and next steps for you to get involved.

Action Step: Attend our next webinar on September 7 from 3-4 PM EST. Register today at www.nacce.com/WebinarMenu!

Our HP LIFE Ambassadors

We have welcomed a new **HP LIFE/ NACCE Ambassador** to our team! Kimberly Simons, professor of Business Administration at Madisonville Community College, Madisonville, Kentucky, has joined our HP LIFE/NACCE team. Kim has used HP LIFE for the past five years and is a huge advocate of this free resource. Along with Kim, we are happy to continue to have with us as a HP LIFE/NACCE Ambassador

Darcie Tumey, program coordinator for the Business Administration Program at Catawba Valley Community College in North Carolina. She has been an active HP LIFE Ambassador since 2012 when she incorporated the HP LIFE modules into multiple courses and presented them at several conferences. Darcie is an avid supporter of individuals gaining entrepreneurial knowledge because these concepts can be applied in both the non-profit and for profit sector.

Darcie Turney   Kim Simons

Action Step: Want to hear how these two educators use HP LIFE in their classrooms and entrepreneurship programs? Send them a note! Kim's email is kimberlyl.simons@kctcs.edu and Darcie's email is dtumey@cvcc.edu.

HP LIFE won a **prestigious online learning award** from Brandon Hall Group for "Best Advance in Social Learning Technology." Congrats!

International News

HP recently announced a commitment to build and deploy 48 Internet-enabled mobile learning labs (see photo below) aimed at driving digital literacy, education programming, entrepreneurship training, and other community services in rural India. HP LIFE has also been chosen as a primary resource in the government of the United Kingdom's digital strategy! This sets the vision and policy for the country's digital economy for the next five years.

We would love to hear how you are using HP LIFE in your classrooms, communities, and organizations. *How has using HP LIFE helped your students succeed?* If you would like to be featured in an HP LIFE/NACCE success story, please contact Leah Deppert at deppert@nacce.com. ●

www.life-global.org/go/nacce

City University of New York Hosts Capital One Innovation Challenge

Students participating in the City University of New York (CUNY) and Capital One Community College Innovation Challenge Finale on May 26 in New York City presented their final "Lessons Learned" presentations and plans for next steps with their business ideas. The 100+ students in the competition received seed funding totaling $15,000+ from Capital One to conduct market research to test their products and services. In their final presentations, students shared their proof of concept research and made a "go or no-go" recommendation about moving forward with the business.

A few students invested a portion of the seed funding to purchase business attire, data or online search services. Most of the students spent their seed funds on Metro cards, enabling them to travel throughout the New York area to conduct 20 or more interviews about their business idea with potential customers.

Students reported to the audience about the outcomes of these interviews and how they affected their future plans. Each presentation began with a short video reflection and culminated with an announcement of the student's decision about whether to move forward with the business. Largely, the students decided to move forward with their businesses, which ranged from a local farm produce delivery service, to numerous mobile applications designed to solve problems such as helping the homeless or overcoming a bad seat on a flight through a customer exchange program. The Capital One team that participated in the judging portion of the program determined in the weeks following the completion whether to make additional grants to students based on their presentations and the judges' comments.

Transformational Experience

In addition to the competition, the challenge offered students networking opportunities and design thinking principles. The Innovation Challenge was the creation of Kingsborough Community College and Queensborough Community College. Most of the participating students were from CUNY community colleges.

Events like this are transformational for students because they bring the real world of proof of concept business planning into the academic experience. "The generosity of Capital One made it possible for students to compete and to receive cash prizes and seed funding that they can invest in newly created businesses," said NACCE President and CEO Rebecca Corbin. "NACCE is pleased to recognize Capital One for its multi-year support of entrepreneurial learning events. I particularly enjoyed working on the project along with long-time NACCE member Edgar Troudt, Ph.D., an assistant dean at Long Island University, (formerly of Kingsborough Community College), and Jose Villa, senior business banker at Capital One Bank." ●

Rebecca Corbin (far right), president & CEO of NACCE, presents a proclamation to Capital One for its vision and support of the innovation challenge initiative. Pictured are: Theresa Bedeau, vice president of Community Development and Banking at Capital One and Philip Loew, associate director, NYC Regional Innovation Node Office.

Contact: corbin@nacce.com

Forsyth Tech and Red Rocks CC Students Shine at Innovation

The National Science Foundation (NSF) once again recognized Forsyth Technical Community College (FTCC) as a leader in innovation by selecting the college's student team among the top ten finalists in the 2017 Community College Innovation Challenge (CCII). Although this year's team did not win, this is the second consecutive year that a Forsyth team has made the top ten national finals.

The 2017 FTCC team presented its work on renewable roof tile systems that use alternative technology to generate more electricity from the sun and some electricity without the sun.

Both teams participated in a rigorous multi-month process requiring them to develop innovative, research-based solutions to real-world scientific challenges.

Winning Tradition

In 2016, Forsyth's team won first place in the CCII challenge, beating out 30 teams and over 170 individuals who entered the competition. The team won for its innovative approach of applying nanotechnology to maximize the efficiency of greenhouses through solar energy. This year's team was interdisciplinary, consisting of students studying biotechnology, nanotechnology, engineering and science. Conversely, the 2016 team members were all nanotechnology students. "Having an interdisciplinary team allows collaboration, discussions, and thought about other points of view and other ways of solving the problems," said Dwaine Davis, chairman of FTCC's Physical Sciences Department. "To be named in the top ten national finalists two years in a row is just an outstanding accomplishment," Davis said. ●

Contact: ddavis@forsythtech.edu

The second-place team from Red Rocks Community College consisted of (from l to r): Joe Murdock, faculty advisor; Bruno Salvatico; Isaac Kerly; John Sanchez; and Bill Cherrington, industry partner.

Red Rocks Community College Rocks Innovation Final

A team from Red Rocks Community College of Lakewood, Colorado, came in second in the National Science Foundation's nation-wide Community College Innovation Challenge (CCIC). The RRCC team's project, *Attackerspace Learning Environment-Security Technologies*, is a network that allows students to experience a holistic approach to cyber security and learn how to defend against real-time attacks in a small enterprise network. This is the second time in three years RRCC has fielded a team that advanced to the finals.

"I'm very proud of the students in our program for being chosen as one of the final 10 teams," said faculty advisor Joe Murdock. "This year's students have worked extremely hard over the past year creating an environment that mimics a real business network. This allowed them to build and break a real environment, outside of the classroom. Their dedication to the advancement of their skills is great to see."

Innovation Boot Camp

For their efforts and great ideas, all 10 finalist teams travelled to Arlington, Virginia for an Innovation Boot Camp on June 12-15 co-hosted by NSF and the American Association of Community Colleges. This intensive professional workshop provided the community college innovators with immersion in the thinking, skills, and tools that help transform innovation into entrepreneurship. Students also networked, interacted with experts, and received coaching and mentoring, as well as guidance during sessions and activities that helped them further refine, develop, and implement their novel solutions to real-world problems.

About the Community College Innovation Challenge

Today, more than 40 percent of U.S. undergraduates are enrolled at community colleges. Groups underrepresented in STEM as well as first-generation college students make up a significant portion of students on community-college campuses. NSF-funded projects at community colleges support STEM students transferring to four-year colleges, as well as receiving education and training to become part of the high-tech workforce in fields as diverse as biotechnology, cyber security and advanced manufacturing.

Red Rocks Community College serves over 10,000 students per year online and at two campus locations in Lakewood and Arvada. ●

Contact: www.rrcc.edu

NACCE Colleges Awarded Grants for AARP Foundation Initiative

Four NACCE member community colleges are taking part in an innovative program recently launched by the AARP Foundation with support from The Hartford. The Work for Yourself@50+ (WFY@50+) initiative helps low-and moderate-income adults gain the knowledge, support and resources necessary to consider self-employment and entrepreneurship as a career choice. The program includes grant-supported workshops offered by local organizations, including community colleges.

The workshops are offered throughout the country to help people identify their marketable traits, talents and skills. Specifically, they help participants examine self-employment pathways in contracting, freelancing, microbusiness and social enterprise. The program aims to provide support for adults age 50 or over with household incomes below $40,000.

Older New Business Owners

To encourage diversity, the AARP Foundation developed workshop guides in English and Spanish, and is working with local community groups to encourage participation in the program. While workers age 55 or older made up 12 percent of the workforce in 1994, their numbers nearly doubled to 25 percent by 2014, according to the Bureau of Labor Statistics. For individuals who have not been self-employed previously, however, the path to self-employment may seem confusing and difficult to navigate.

NACCE helped promote the program to its member community colleges, and NACCE president and CEO Rebecca Corbin served as a reviewer and communications partner, helping to solicit qualified proposals from community colleges. "We are a natural partner for hosting and promoting the WFY@50+ program," said Corbin. "Our member colleges are well positioned to provide the support and resources to participants after the workshops, which is a vital component of the program."

The NACCE members participating in the WFY@50+ program and receiving grants ranging from $10,000 to $20,000 each are:

- Eastern West Virginia Community & Technical College Foundation, Moorefield, West Virginia
- El Camino Community College, Torrance, California
- San Juan College Enterprise Center, Farmington, New Mexico
- South Arkansas Community College, El Dorado, Arkansas

Program Origins

"WFY@50+ fits with our vision of addressing economic opportunities for lower and middle-income older adults interested in exploring entrepreneurship as a way to supplement their incomes," said Paolo Narciso, director of the AARP Foundation Income Impact Area, including the WFY@50+ program. "We conducted research and found there was considerable interest from older adults in earning opportunities. In fact, 77 percent of those surveyed said they were interested in learning more about entrepreneurship. We then conducted focus groups throughout the country to affirm these needs with greater granularity, and these groups confirmed our findings."

The workshops help individuals learn about earning additional income through entrepreneurship via local organizations, according to Narciso. "We choose partners based on different criteria, but our major one is that they are able to provide post-workshop support in terms of further education or training, guidance, mentorship, and even access to loan sources in the local community," he said.

> "WFY@50+ fits with our vision of addressing economic opportunities for lower and middle-income older adults interested in exploring e-ship as a way to supplement their incomes."
>
> **PAOLO NARCISO**

Introducing a New Toolkit for Decision-Making and Action Planning

By Elizabeth Binning, Product and Learning Specialist, GrowthWheel International, Brooklyn, New York

NACCE has just started a new partnership with GrowthWheel, a visual and cloud-based toolbox for decision-making and action planning for entrepreneurs. In partnership with NACCE, GrowthWheel is offering a certification and training course through which participants learn how to use the GrowthWheel Toolbox and integrate it into an entrepreneurship-training program. The course is a mix of presentations, open discussions, case studies, independent work, and group work activities.

GrowthWheel is a visual way of looking at areas of business that entrepreneurship educators already teach and entrepreneurs are already experiencing. Instructors can build a curriculum entirely based on GrowthWheel or simply plug and play some of the 20 GrowthWheel modules into an existing course. For instructors, the GrowthWheel Toolbox offers absolute flexibility.

360-degree Perspective

Using GrowthWheel, entrepreneurship programs can attract the best client companies for student projects and maintain the relationship by working with a 360-degree perspective, focusing strictly on top priorities and creating actionable output from each interaction. Advisors, faculty, and student teams can significantly benefit by using visual tools and a structured process adapted to the individual client company.

"NACCE is proud to partner with GrowthWheel to provide a certification and action-oriented toolbox for decision-making and action planning for startup and growth companies created in incubators and on the campuses of many our community colleges," said Rebecca Corbin, NACCE president and CEO. "GrowthWheel's track record in delivering exceptional training, products, and

services around the world makes it an ideal partner for us and our members."

GrowthWheel was designed and developed in Copenhagen in 2005. "It was actually first used for training programs," said founder and CEO David Madié. "Since then we have mainly focused on getting the tool in the hands of 2,000 business advisors to use with real-life entrepreneurs. With this new partnership, we are taking GrowthWheel back to its roots."

GrowthWheel's curriculum, which can be customized for individual needs, helps structure the learning experience around four challenges most common to startup companies:

- **Creating an attractive business concept**
- **Building a strong organization**
- **Establishing lasting customer relations**
- **Maintaining profitable operations**

Taking a Deep Dive

With the cloud-based platform, GrowthWheel Online, students can take a deeper dive and instantly see visual data about the progress of decisions and actions they are working on, as well as the outcomes they have achieved in their project. Faculty can monitor student progress and see aggregated data for the entire class, which can be used for discussion and evaluation. The output of everything the students work on can be printed as PDF files for review by peers or as assignments to be completed.

Regardless of how faculty members use GrowthWheel, students and client companies can benefit from the structured focus and emphasis on making decisions and taking action. Today over 200,000 entrepreneurs in 30+ countries use the GrowthWheel Toolbox. Through this new partnership, the toolbox and the certification program will be available for NACCE members at discounted prices and offered in conjunction with the annual conferences in the years to come. ●

Learn more at www.growthwheel.com/educators and sign up for the introductory webinar here: www.growthwheel.com/webinar
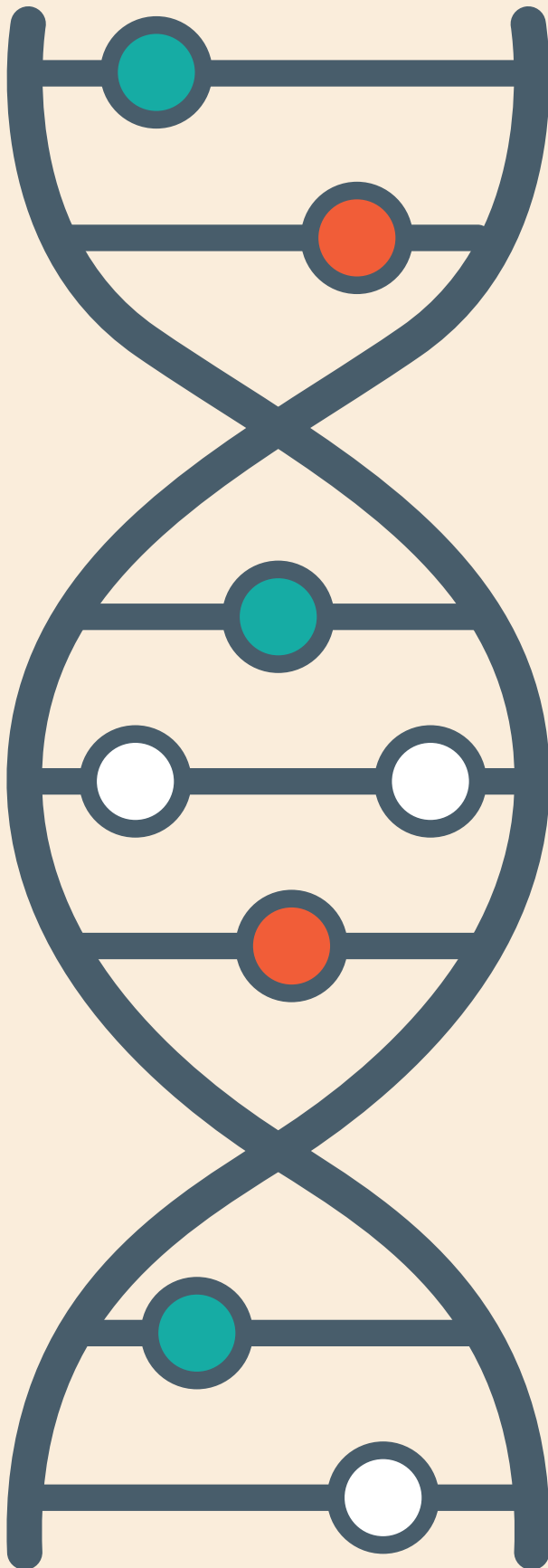
Mapping E-ship into Organizational DNA

By Bree Langemo, J.D., president
The Entrepreneurial Learning Initiative, Mentor, Ohio

The World Economic Forum[1] states the need to move entrepreneurship from the perimeter to the core of education. Yet, all too often, we see entrepreneurship on the perimeter housed in business departments as a certificate or degree that requires the self-selection of students. At the same time, the term entrepreneurship is widely misunderstood and not relatable to most. To move entrepreneurship from the perimeter to the core, we need to redefine the term in a way that anyone can embrace and then map entrepreneurship into the organizational DNA.

Living the Entrepreneurial Mindset

One institution that lives and breathes entrepreneurship at its core is the Monterrey Institute of Technology and Higher Education (TEC) in Mexico. TEC is a private, non-profit educational institution widely recognized as one of the most prestigious universities in Latin America. TEC was also recently ranked in the top 20 most entrepreneurial universities in the world. With 31 schools in Mexico and 21 international sites, TEC educates approximately 90,000 students each year at the high school, undergraduate, and graduate level. With a stated mission to educate leaders who have an entrepreneurial spirit, a humanistic outlook, and are internationally competitive, TEC contributes greatly to Mexico's educational, social and economic improvement.

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> we need to redefine the term in a way that anyone can embrace
> and then map entrepreneurship into the organizational DNA.

Over the past few years, the Entrepreneurial Learning Initiative (ELI) and TEC have built a strong partnership focused on cultivating an entrepreneurial mindset with a humanistic outlook. With ELI's global reach and dedication to expanding human potential through entrepreneurial mindset education, clear mission alignment has driven a successful partnership. After certifying over 200 teachers at TEC in 2016, ELI's Ice House Student Success Program rolled out as a required course to approximately 7,500 high school students across 37 campuses at TEC's Preparatory school (Prepa Tec) last January. ELI worked closely with Prepa Tec to customize Ice House, establish outcomes and evaluation tools, and provide final reporting of the implementation.

Leading with Entrepreneurship at Every Level

Ice House was customized for Prepa Tec by incorporating relevant data and content, including the story of TEC's founder, Eugenio Garza Sada, an entrepreneur who was known for his humility and humanism. From humble origins, Don Eugenio grew his family business, the Cuauhtemoc Brewery, into a successful conglomerate, but his crowning achievement was founding the Monterrey Institute of Technology and Higher Education in 1943. Although Don Eugenio was extremely wealthy, he lived a frugal life, choosing to reinvest his resources. Don Eugenio once said, "Profit is not rent money for selfish pursuits, instead it is reinvestment for economic and social progress." Don Eugenio left behind a legacy of entrepreneurship and humanism in TEC that is now being shared through the Ice House Student Success Program.

The Ice House customization also incorporated entrepreneurial students and alumni from Prepa Tec as video case studies. One such student is Julian Rios, who combined his interest in robotics with his quest to help women like his mom detect breast cancer in its early stages. Using what he learned about biosensors at Prepa Tec, Julián came up with the idea of putting sensors in women's bras to provide more efficient and reliable cancer detection.

In the Mexican version of Ice House, Julian shares how a compelling vision drives one's persistence even in the midst of self-doubt, challenge and setbacks. He comments: "If I fail, I'm gonna learn a lot, and I'm gonna have more experience than most people have in their lives or the opportunities that most people have in their lives. So, failure is an option, but the thing that I could win or the prize of making this, of saving women, saving people like my mother is much bigger than the possibility of failure."

Competing with 50 other students from around the world, Julian recently received the Global Student Entrepreneur Award from the Entrepreneurs' Organization, a global network of entrepreneurs with 163 chapters in 52 countries. Julian has received significant international attention from the *Huffington Post, New York Post, London Telegraph*, and other media as well as support for his product. Julian's compelling goal, humanistic outlook, and drive serves as a stellar example to his peers at Prepa Tec.

Measuring & Celebrating Entrepreneurial Success

In addition to customizing Ice House, outcomes were established that aligned with TEC's vision. Prepa Tec was seeking a shift in entrepreneurial attitudes, behaviors, and skills as well as an increase in 21st century skills needed to be internationally competitive. Prepa Tec also sought to increase student engagement and student ownership of their academics and their future. Ice House lesson assignments and specifically tailored lesson plans were aligned to achieve results, and evaluation tools were incorporated to measure success. Evaluation tools included a pre- and post-entrepreneurial mindset report, a student engagement report, and an assessment of the entrepreneurial process and personal vision statement process that students completed. Teacher, tutor, and parent surveys as well as focus groups were conducted.

Data is being compiled and evaluated, but early results show a few great successes. Approximately 83 percent of student respondents agreed they were engaged and interested in the program, and 85 percent agreed that, overall, the Ice House program was a good experience. One student commented that "the Ice House Student Success Program inspired and engaged me with the perseverance and determination of an entrepreneurial mindset needed to succeed academically and in life." Significantly, 97 percent of surveyed teachers indicated that the Ice House lessons were impactful, and 94 percent recommend the continued use of the program. While around 11 percent of surveyed parents were unsure of impact at the time of the survey, 86 percent responded that their child was more focused and took ownership of their learning. Eight-five percent of parents also saw a positive change in their child's attitudes and behaviors toward a willingness to solve problems and think creatively about solutions. Eighty percent of parents saw a shift in their child's willingness to help others and make a positive impact in the community.

One parent recognized the innovation of the program and stated: "Congratulations…for developing this behavior in the kids, as it is very important today, so that they teach themselves to realize their full potential, and to be clear that their mission in life goes beyond just having good employment and obtain good dividends, but also have a great social and human responsibility, where their interaction with the community must form a country and a world much better than we have."

TEC will surely continue to lead the way in mapping entrepreneurship into its DNA, which requires living the entrepreneurial mindset, leading with entrepreneurship at all levels, and measuring and celebrating entrepreneurial progress. ●

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[1] World Economic Forum Entrepreneurship Education Workstream Final Report, June 2011, http://www3.weforum.org/docs/WEF_ GEI_ UnlockingEntrepreneurialCapabilities_ Report_2011.pdf
[2] Princeton Review's 2017 Most Entrepreneurial Universities, https://www. princetonreview.com/ press/ top-entrepreneurial-press-release/
[3] "Eugenio Garza Sada: Empresario Sencillo con una Mirada Llena de Futuro," Noticas del Tecnológico de Monterrey (2013), http://www. itesm.mx/wps/wcm/ connect/snc/portal+informativo/por+tema/ educacion/70anostecdemonterrey016_25feb13

A Great Season for Entrepreneurship and Community Colleges

By Paula Watts, Founder, Government Procurement Innovators LLC, Ellenwood, Georgia

The times are certainly changing and change often brings uncertainty – and opportunity. Traditionally, the Republican Party supports a policy of small government. In keeping with this, in the spring, the White House's budget director, Mick Mulvaney, directed federal agencies to identify near-term staff cuts in line with the president's proposed budget for 2018. Often, the federal government reduces its size by contracting federal jobs out to small businesses. *Why?* The success of those businesses yields an increase in employment.

Preparing for the Future

There are many stakeholders and potential problem-solvers to consider in the equation, but community colleges can play a significant role. The hotel and entertainment industries, and, more recently, the sports industry, have experienced phenomenal growth over several decades. This growth led academia to take action by developing coursework, curriculum and sometimes entire departments to prepare students for employment opportunities in these industries.

Our federal government has demonstrated significant growth over a longer period of time and presents similar opportunities. The U.S. awarded over $100 billion in contracts to small businesses in 2016. Those contracts were for virtually every product and service imaginable. The federal government is a giant consumer that contracts for products and services. In fact, our government is the world's largest single purchaser of goods and services.

The phenomenal growth in federal government contracting is clearly present. It has existed for quite some time, but there has been no significant movement from

academia to address it in a meaningful way. Entrepreneurs need to learn about these opportunities and be properly trained and become acclimated with the language and terminology that is unique to the industry.

Small businesses participating in federal government contracting also require employees with a particular skill set and knowledge base and the ability to speak and understand the industry language. These attributes make them valuable and easily marketable.

Maximizing Contracting Opportunities

Community colleges have the resources, expertise, infrastructure and people to contract directly with the federal government, provide hands-on experience for students, and generate much-needed supplemental revenue. Some community colleges are already participating in federal government contracting, but few are maximizing the available contracting opportunities. I

am unaware of any that provide specific coursework or curriculum to prepare entrepreneurs and students for the business and employment opportunities that federal government contracting represents.

The Small Business Administration (SBA) is designed to assist entrepreneurs and small businesses procure government contracts. It operates as a tremendous resource to gain information, financial support and some direction. However, the SBA is overwhelmed, understaffed and spread too thin across the country to be the sole solution.

That is why I founded Government Procurement Innovators LLC, (GPI) and its online training program. We are championing this cause, meeting the need and partnering with community colleges to ensure that students, faculties and communities can capitalize on the opportunities available via federal government contracting.

The key words in this scenario are collaboration and partnership. Both are present when observing successful trends in higher education to ensure educational programs are relevant and affordable. This collaboration will yield gainful employment and provide viable pathways for students' entrepreneurial pursuits.

I hope this message sparks serious inquiry and is broadly shared among the academic community. It's clear that the need and opportunity are available now! ●

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> Some community colleges are already participating in federal government contracting, but few are maximizing the available contracting opportunities.

Tsunami or Threatening Wave? Shifts in Community College Leadership

By Charles E. Taylor, Ph.D., managing director, Diversified Search, Cleveland, Ohio

Alarm bells began sounding five years ago when the American Association of Community Colleges' (AACC) survey of the future plans of the leaders of their membership found that community college leaders (presidents and CEOs) were planning to retire at an alarming rate. Eighty percent of the community college leaders surveyed indicated they planned to retire during a ten-year period beginning in 2012. Some have referred to this forecast as the "Leadership Tsunami."

The impact of the predicted retirement rate for community college leaders will be largely a function of the effectiveness of needed changes with respect to the sources of community college leadership talent. One could assume that the problem is long-standing and simple; as the baby boomer generation retires, there will continue to be a gap. A closer examination reveals a significantly more complex set of leadership talent source issues.

However, we are not always made aware of why these changes are occurring. Community college senior leaders, particularly presidents, are leaving their positions in increasing numbers and for a variety of reasons. Presidents are fired, asked to resign, or find themselves involved in so many dysfunctional stakeholder relationships that they simply move on to other opportunities they hope will be a better fit. And, there are those who after long years of effective leadership arrive at that point time that is right for new ideas and energy - and RETIREMENT! For whatever reasons, the increasing numbers of community college leaders exiting the ranks each year matters.

Ashley A. Smith, reporter for *Inside Higher Ed,* writing about community college presidencies in upheaval, provides the following numbers indicating the increase in community college president transitions over the past several years:

Year	No. of Transitions
2011-12	134
2012-13	158
2013-14	262
2014-15	269
2015-March 2016	203

Supply and Demand

Some community college leaders and observers believe that we are on our way to a significant leadership deficit because of factors such as those described in Smith's report. The broader spectrum of "nonprofit leadership" offers some insight from their similar leadership transition experience.

In a 2006 Bridgespan study, The Nonprofit Sector's Leadership Deficit, it was predicted that there would be a huge need for highly qualified nonprofit leaders, resulting from growth of the nonprofit sector and a period of accelerated retirement of baby boomers retiring from leadership positions. In 2015, a follow-up study found that their predictions were essentially on target as the need for senior leaders of nonprofit organizations grew dramatically over the eight-year period from the initiation of the study.

However, they also found that as the need grew, so did the supply. Nonprofit organizations were able to find the leadership talent they required. Unfortunately, the leadership deficit issue is not resolved in the nonprofit sector because the number of vacancies in leadership positions continues to grow at a pace that current pathways to those positions will be soon, if not already, insufficient to meet current need.

The Bridgespan study found that the number of nonprofit leaders leaving their positions each year had little to do with the anticipated wave of retirement. In the last two years of the study, six percent of the leaders did retire. However, the major reason people left nonprofit leadership positions is a combination of events commonly referred to as "turnover." In contrast to the six percent who retired, 12 percent left their positions to go to other organizations and another seven percent were asked to leave. When leaders in the study were asked about future plans, one third of the respondents indicated they intend to leave within the next two years.

Increase in Leadership Transition

For those of us who work on the supply-side of community college leadership, as well as other sectors of higher education, we can identify with the situation in nonprofit organizations. Despite continuing increase in community college leadership transition, at present a sufficient number of talented people are seeking to be the successors to those who are leaving community college leadership positions.

However, there is some empirical evidence that the number of leadership seekers is declining. During the past decade, the number of applicants for a community college presidency would typically be in the 50-60 range. Perhaps one third of the applicants would have background and experience consistent with the requirements for the position. Today, the number of applicants has dropped to the 40-50 range. But because the portion of the applicant pool with sufficient background and experience to be considered serious candidates has also dropped to approximately one fourth, it won't be long before the ascending trend line for vacant leadership positions and the descending line of available, appropriate talent cross, marking the critical point of need for intensely transformational actions to improve and sustain the quantity and quality of leadership for the nation's community colleges.

Creating Opportunities for Innovation

"Me and school don't get along," observes Jeffrey Chen, a student innovator and engineering prodigy who has paved a path to a career in engineering and possibly entrepreneurship as a result of his experiences at Houston Community College's West Houston Institute (WHI).

Chen's sentiment applies to traditional academic settings, something the institute most definitely is not. "The institute is a place where innovation, creativity and entrepreneurship synergistically merge to maximize creativity," said Edmund "Butch" Herod, the institute's director whose vision five years ago helped shape the unique facility.

"The institute is open and seamless in both physical design and aesthetics to encourage interconnected programs and spaces to facilitate collaboration, inventiveness and entrepreneurial thinking," he said.

Located in Houston, Texas, the $45 million, 112,000-square-foot building is situated on 23.4 acres. Scheduled to officially open this fall, (its Design Lab is already open), WHI is a state-of-the-art innovation center that embraces 21st century work philosophies. Its essential elements include:

- A 10,000 square-foot MakerSpace
- Teaching Innovation Lab
- IDEAS Academy
- State-of-the-art science rooms
- Creative learning commons
- A leading-edge conference center
- Group learning rooms
- Computer rooms
- Center for Entrepreneurship
- K-12 program

Pace of Change Accelerating

Herod believes community colleges are uniquely agile in adapting to rapidly accelerating work and industry changes. "We are well positioned to lead innovative approaches to meet economic challenges," he stated. "Historically, our mission has been to prepare students for success at work or college. We're very attuned to the needs of employers, corporations, and small businesses, and we're in a prime position to structure and change things quickly."

The institute's IDEAS Academy (Innovation, Design and Entrepreneurship Integrated into the Arts and Sciences), teaches students about creativity, design thinking and entrepreneurship. "Entrepreneurial thinking is essential for students and workers in 21st century academic and work environments," observed Herod. "We teach mindset and skill sets. In our continuing education division, we are moving to alternative credentialing and other skills-based training. If we're not going to be responsive to business and industry demands, they'll do it themselves," he said.

Driving Innovation

The WHI's MakerSpace/Design Lab has begun offering local residents the opportunity for continuous learning, enabling students like Jeffrey Chen to design and create unique products. "Jeffrey has emerged as a leader in the lab space, positively impacting other students as a role model and building things like a 3D printer, a drone and even a large video wall," said Herod. "He may not enjoy the traditional classroom experience, but he has demonstrated a keen aptitude for design that has already earned him multiple engineering job offers."

WHI's STEAMworks is a major outreach program that provides opportunities for K-12 students and members of underrepresented populations to experience and become engaged in innovation, design thinking, entrepreneurship, and the arts and sciences. It brings students and their teachers to the institute through workshops, camps and competitions.

"Giving students opportunities to try something new gives them confidence. It gets them engaged in things maybe they've never considered previously," Herod said. "We have an engineering program with the University of Texas at Tyler. Potential students thinking about engineering may see oodles of math courses ahead of them, which can be a turnoff. But when they see a design that is the result of applied math, they see opportunities in engineering that maybe weren't apparent before. It helps them engage more readily and get excited about the possibilities."

Infectious Culture

The institute's "Collaboratorium" and a conference center encourage innovative collaboration.

"We're going to help people throughout the ideation process," Herod explained. "At WHI, you can go to the MakerSpace, the e-ship center or other spaces on campus – all where creativity is the foremost priority. The more creativity you can fit on campus, the more it elevates students and outcomes. Since we started the prototypes for the institute, students are more purposeful and excited. An ecosystem with an entrepreneurial culture is infectious."

The Learning Commons are purposely-designed open spaces that flow into each other, encouraging collaborative learning opportunities, according to Herod. "We created lots of computer kiosks, white boards and comfortable seating areas where students can discuss ideas stimulated by prompts on white boards and share ideas and learn from their peers. Interconnectivity is one of the beauties of the institute," he said.

"Critical thinking, collaborative skills, and entrepreneurial mindset are imperative for individuals seeking opportunities in the 21st work environment," Herod stated. "At the institute, we are very excited about helping students attain these attributes." ●

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Taking the Lead in a New Certification Program

By Christine Pigsley, Ph.D., Associate Professor & Program Director,
Applied Organizational Studies, Minnesota State University-Mankato, Eagan, Minnesota

NACCE and Westchester Community College in Valhalla, New York, have teamed up to pilot the development of a rubric and standards that could lead to the creation of a national certification program for colleges, non-profit organizations, and for-profit education or training programs that prepare individuals for self-employment. The goal is to encourage workforce investment boards (WIBs) nationwide to recognize the certification as a way to identify high quality programs offering entrepreneurship education. At the heart of this certification is a comprehensive rubric that identifies the core competencies required to successfully run a new business in the United States.

As part of the certification process, a NACCE-approved team will review organizations (and their curriculum) that apply to become certified training providers. Only organizations that demonstrate the ability to address each core competency will be approved as Certified Small Business Entrepreneur Providers. The certification will remain in effect for five years or until curriculum changes exceed 25 percent of the originally certified content, whichever occurs first.

Problems Addressed

A new certification would address several issues:

- Self-employment training programs may offer motivation and support but fail to provide the specific skill training that will result in the sustainable small business outcomes that create jobs for the participant and other individuals.
- Workforce training funds are allocated to programs based on participant choice or relationships between organizations and the governing body without a standard of quality established on a national scale.
- Workforce personnel are experts in measuring success and program quality in traditional employment programming, but have little knowledge of how to evaluate the quality of self-employment training programs.
- Accreditation of college programs is related to the overall higher education institution and does not directly correlate to the workforce development standards needed to meet economic development goals.

Workforce and other employment and economic development agencies have typically funded a myriad of credit and non-credit entrepreneurship and small business ownership training programs with little ability to measure the resulting level of competency among program participants. There is no immediate measure of success as compared to traditional employment where income is achieved relatively soon after placement.

A nationally recognized set of standards required to successfully start and run a new business will play a critical role in measuring competencies. Using these competencies, the U.S. WIBs could equitably evaluate the return on investment of self-employment, micro-enterprise, or entrepreneurship programs and make more effective training investments.

> "A nationally recognized set of standards required to successfully start and run a new business will play a critical role in measuring competencies."

Certification Benefits

The benefits of the certification are numerous. Workforce centers and workforce investment boards may choose certified programs to maintain high quality and consistency among self-employment training providers. Uncertified programs would need to provide additional documentation to verify the comprehensive nature of their curriculum and evidence for successful outcomes from their training program in self-employment.

Would-be entrepreneurs will have a simple way to determine if a training program provides the key skill development curriculum that will support them in establishing and sustaining a small business enterprise. A national registry will enable easy access to a list of currently certified programs that will assist them in their pursuit of self-employment.

Third-party certification will decrease the need for providers to describe their training in detail to workforce center staff. Certification can offer training providers preferred status with workforce centers and could be a requirement for grant-supported projects.

Next Steps

NACCE will soon establish two demonstration projects to test the viability of this certification and identify national funding for the project. Community colleges and entrepreneurship organizations will volunteer to be a part of a beta test of certification review based on the rubric and will track participant outcomes during the demonstration period.

WIB board partners in the demonstration projects will work with the NACCE team to develop a process for workforce development staff to approve training participants and place them in certified programs. The WIB partners will also help the demonstration by offering access to data (income, public assistance tracking, etc.) to track participant outcomes during the demonstration period. WIB's in the targeted states will work collaboratively to provide matching or in-kind funds to support the demonstration project. Stay tuned as NACCE moves forward with this nationwide initiative. ●

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NACCE NEWS

Congratulations to **Christine Pigsley, Ph.D.,** who has been named associate professor and program director of Applied Organizational Studies at Minnesota State University Mankato. Christine is a regular contributor to *Community College Entrepreneurship.*

NACCE MEMBER NEWS

Montgomery County Community College (MCCC) of Blue Bell, Pennsylvania, was recently named one of the "Most Promising Places to Work" according to a study by *Diverse: Issues in Higher Education*. MCCC is one of only 11 community colleges nationwide and the only one in Pennsylvania named to the list. In its survey, *Diverse* examined colleges with a focus on workplace diversity, staffing practices and work environment, and professional development opportunities. *Diverse* is a weekly publication dedicated to reporting on minority issues in education. Congratulations!

Butte College in Oroville, California, was recently selected as one of 20 California community colleges to participate in the California Guided Pathways Initiative. The guided pathways initiative makes it easier for students to progress through their programs to achieve their degree, certificate, and transfer goals. The objective of the project is to provide better clarity to students about the sequences of courses they will need to take to meet their degree, certificate, and transfer goals and to align programs and services with these pathways.

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What's On Your Calendar?
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This year's conference will help participants leverage their communities and relationships through entrepreneurial thought and action. Take advantage of a host of preconference workshops and conference keynote speakers and presenters, along with five different tracks, including:

- Chancellors & Presidents' Entrepreneurial Leadership
- Experiential Teaching Practices & Curriculum
- Innovative Student Success Practices
- Creative Workforce Development & E-ship Center Development
- Inventive Institutional Advancement & Fundraising

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Marcia J. Ballinger, Ph.D.

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"Hidden Figures"

FAVORITE BOOK
Thank You for Being Late by Thomas Friedman

WHAT GOT ME INTERESTED IN MY WORK
Growing up in a community that was focused on transforming from manufacturing to a new economy.

SUCCESS IS...
Realizing your dreams

PET PEEVE
Not putting urgency into solutions

FAVORITE QUOTE
"I tell my students: when you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else." – Toni Morrison

CURRENT PROJECT/S
Part of our mission is to empower economies to grow through innovation, and our new Campana Center for Ideation and Invention opening next spring will facilitate a big part of that work. The center will give our community's inventors, entrepreneurs and business owners access to state-of-the-art digital manufacturing equipment that can help them remain innovative and competitive in a global economy.

WHAT IMPACT HAS NACCE HAD ON YOUR COLLEGE'S ENTREPRENEURSHIP EFFORTS?
NACCE creates an incredibly positive and productive sense of comradery among entrepreneurial-focused community colleges. We're separated by thousands of miles and serving such diverse constituents, but we all come together—through NACCE—to share ideas and best practices, and to celebrate the collective work we do. And that's really energizing.

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San Juan College

San Juan College (SJC) in Farmington, New Mexico, received a first-round grant of $16,372 and $10,000 in the second phase. It offers the workshops through its Enterprise Center using materials developed by the AARP Foundation. "The content really drills down to get participants to answer the question about what they're skilled at," said Judy Castleberry, director of the Enterprise Center. "The material is very well developed and includes some valuable financial content."

So far, 58 people have participated in the SJC workshops during the first phase, which ended in March 2017. More workshops are planned for the summer and fall. "I find it very fulfilling when I see light bulbs go on, and participants have a 'This is really possible!' moment," said Castleberry. "We're also seeing a lot of networking going on. This is one of the things I really like about the program. It focuses on what you do after the workshop."

Because of San Juan College's grant, participants have continued their entrepreneurial development through classes in QuickBooks, Microsoft Office and other helpful business skills. Mentoring, networking and outreach are also part of the post-workshop resources made available through local partner organizations.

Good Partners

"We are well positioned to be resources in the community for all kinds of things, including entrepreneurship for older individuals," said Castleberry. "I know people taking the workshops are finding them valuable because they continually ask for more content and hang out after the workshops to talk and brainstorm!"

The other reason community colleges are good partners, according to Castleberry, is their commitment to lifelong learning. "We are here whether you're getting a GED, career training, certificates, a degree, or help determining if you're suited to start a business at age 50+. People aren't as likely to walk on to any college campus and say, 'I think I want to start a business.' Here, that is possible because of our community emphasis and commitment to lifelong learning," she said. The program began with 13 grantees/partners and now has 29 in 38 markets coast to coast.

AARP Foundation officials hope to increase the number of people participating in the WFY@50+ program to 7,000 by the end of 2017. "Even if they decide not to pursue self employment, it is a valuable learning experience for older adults and could potentially serve as a springboard for exploring other possibilities," Narciso said. "We are going to continue to increase economic opportunities in the population we serve and make sure they get the chance to explore options that may enhance their economic wellbeing." ●

For more information about AARP Foundation's Work for Yourself@50+ program, call 888-339-5617 or visit www.aarp.org/workforyourself.

Note: Paolo Narciso will be a featured speaker at NACCE 2017 October 8-11 in Tampa, Florida.

We may already be at that point. The world is changing in many dimensions and at an alarming pace. Fortunately, there are a number of important efforts underway to bring new understanding and ideas for what needs to be done and how to do it. The Aspen Institute's comprehensive work detailed in its report, "*Renewal and Progress – Strengthening Higher Education Leadership in A Time of Rapid Change*" is an outstanding example of such efforts.

Clearly, significant challenges lie ahead for community colleges. Not the least of these challenges is identifying and attracting a new and different group of leaders with the knowledge, skill and character to sustain and enhance the community college as the vital national resource it has become. Those who support the strategic role of the community college in the American system of post-secondary education must direct energy and resources toward the work of assisting community colleges to address their mounting leadership challenges. ●

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