

COMMUNITY COLLEGE

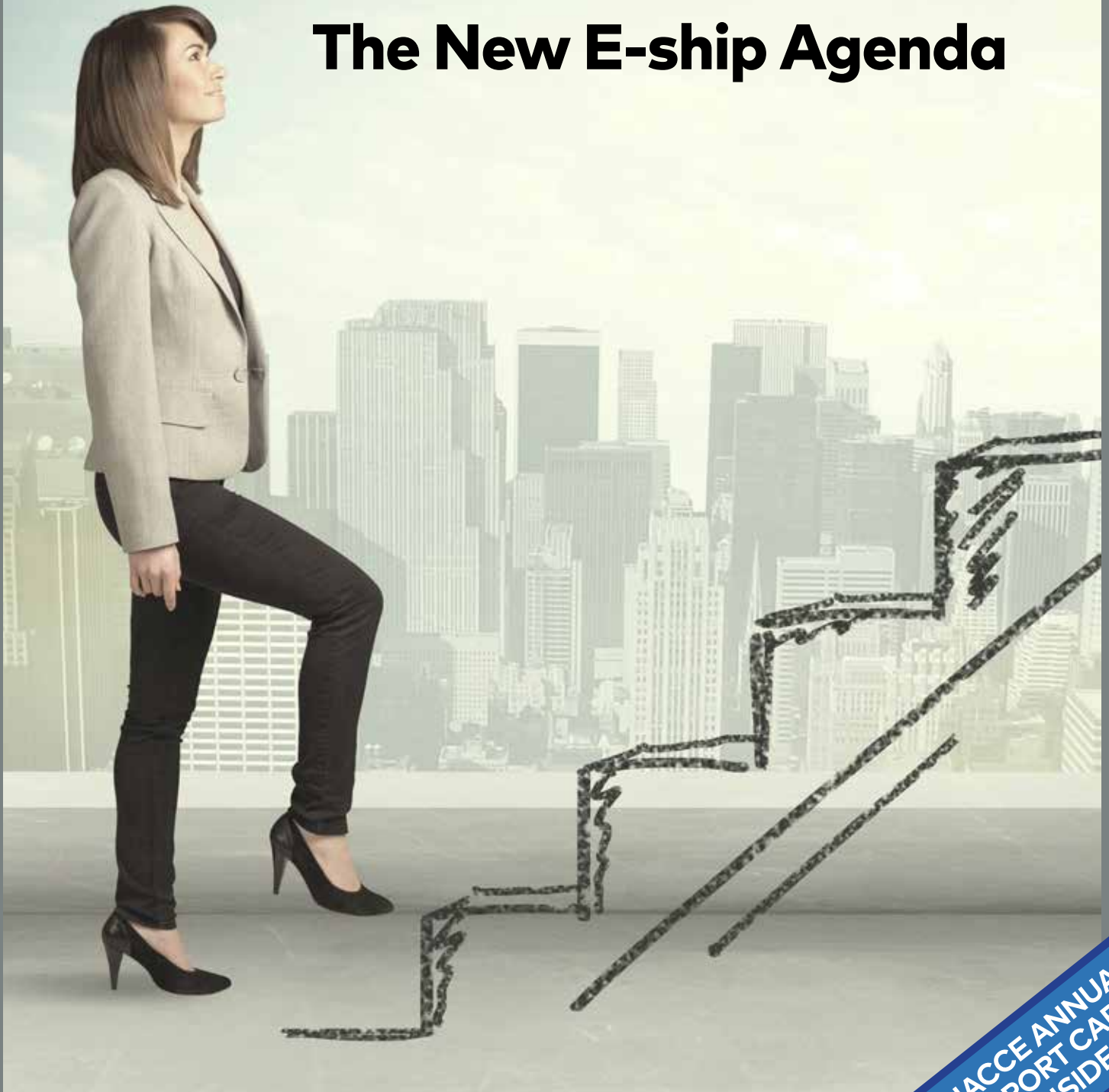
# ENTREPRENEURSHIP

*A Publication of NACCE*

WINTER/SPRING 2018

**THE NEXT LEAP FORWARD:**

## **The New E-ship Agenda**



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# A State of Keen Awareness

First, let me say how very excited I am to be writing to you as NACCE's new board chair. It is a privilege and an honor to work with some of the country's leading entrepreneurial thinkers and practitioners who are proud NACCE members.

I am also excited about how our institutions are collectively committed to entrepreneurship, not only in entrepreneurial curriculum and training, but also in the very nature of all that we do. It is a very challenging time for all of us as institutional leaders. *What is the next big thing? How do we keep moving our organizations forward after a decade or so of unprecedented change and innovation?*

Today, we have to be more keenly aware than ever about the needs in our communities. The status quo is never good enough for an entrepreneurial person, leader or college and this is undeniably true today. The needs in our communities hold opportunities for each of us. Identifying them requires having more than one set of eyes and ears; in fact, it requires many. This collective awareness enables us to unearth opportunities. At Fox Valley Technical College, we strive to set a tone that encourages active listening and put what resources we can toward new ideas and new partnerships. When we approach community needs this way, we solve problems and act as a tremendous catalyst for change.

## Investing in Change

Fifteen years ago, we initiated a Strategic Investment Process at Fox Valley. This process still serves us well today. It was actually the process used to establish our community entrepreneurship center – the Venture Center – just one of 78 initiatives successfully advanced and implemented over this time period.

We recently invested \$20,000 in seed money for a proof-of-concept project involving the use of augmented reality in our diesel technology program. With the funds, we purchased several of Microsoft's HoloLens, which are virtual reality eyewear with accompanying software, and to cover staff time involved with this development. Our program instructors and members of the college's Learning Innovations Team (specialists in digital technology learning enhancements), developed an application allowing students to see in 3D the inner workings of an engine, which are typically hidden by the engine casing. Given a severe shortage of diesel technicians in our region's communities, we need to develop "stand-out" tools such as this to attract prospective students and enhance their learning in repairing these complicated systems. This is the first application we know of that marries HoloLens and diesel technology. What an incredible learning tool!

## Tuning In to Opportunities

Maintaining a keener awareness requires you to be tuned in at a higher level than ever before. While we often think of tuning in to employer needs for addressing opportunities, there are many other potential partners that hold promise for working together, including K-12 schools, non-profit organizations, and communities in general.

Wisconsin has a new requirement requiring all public school students to have Academic and Career plans. As a result, middle schools in particular are looking for career exploration experiences for their students, and we have been inundated with requests from middle schools to bring young people on campus for this type of experience.

At the same time, we became aware of the local Junior Achievement organization's interest in establishing a capstone facility concentrating on careers and financial literacy in the community. We immediately got involved and are working today on a partnership agreement with Junior Achievement to create a joint Career Discovery Center focusing on STEM careers on our campus to address both organizations' needs. Through this collaboration, it's likely that we will be able to do more together than we could individually for young people in our broader community.

It's very easy to get excited about people who want to make improvements at your community college or center. Whether these enhancements involve teaching and learning processes, or address community needs, bringing creative solutions to challenges is dynamic, and seeing people in your organization running with ideas is energizing on every level! ●

A handwritten signature in blue ink that reads "Susan A. May".

Susan A. May, Ed.D.

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## Editor's Note

### WINTER/SPRING 2018

Welcome to 2018's first issue of *Community College Entrepreneurship*. It's bursting at the seams with news about the importance of community engagement, how one community college is building an empire through skilled trades, and how recent focus groups are helping to shape NACCE's strategic direction.

Articles offer practical tips for launching an entrepreneurial space at your college and building an entrepreneurial mindset into your curriculum. Other features offer a look at how entrepreneurship is thriving in one community college neighborhood and how NACCE, ARC and EntreEd are helping rural community colleges make a difference in their communities through entrepreneurship. We also report on China's higher education officials' deep dive into infusing entrepreneurship education in their institutions of higher learning, and how Chinese students at Bellevue University are tapping into entrepreneurship through an innovative new program.

A new feature, "What Are You Reading?" highlights what NACCE members are reading to keep up with the latest entrepreneurial trends and developments. As always, we welcome your ideas and articles. If you'd like to submit an article, please send it to [editor@nacce.com](mailto:editor@nacce.com).

— Carol Savage, [editor@nacce.com](mailto:editor@nacce.com)

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## FOR INFORMATION

*Community College Entrepreneurship* is published quarterly as a member benefit by the National Association for Community College Entrepreneurship. Articles from members may be submitted via e-mail to [editor@nacce.com](mailto:editor@nacce.com). Author Guidelines, archived issues and advertising rates for *Community College Entrepreneurship* are available at [www.nacce.com](http://www.nacce.com).

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**



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**PICTURE  
THIS**

NACCE President and CEO Rebecca Corbin and approximately 200 scholars and experts from various organizations and countries throughout the world took part in an international conference on entrepreneurship in China organized by UNESCO and Zhejiang University.



# NACCE's Next Leap Forward: the New E-ship Agenda

## What Is the New E-ship Agenda and How Do We Meet It?

*Editor's Note: During NACCE's Annual Conference in October, a group of NACCE members and NACCE President and CEO Rebecca Corbin conducted in-depth focus groups as part of a strategic planning process to chart NACCE's future direction.*

Pivoting from NACCE's recent 15-year anniversary and its evolution as a leader in entrepreneurship during the past decade and a half, faculty, administrators and board members, challenged themselves to answer questions about how NACCE will meet new challenges – expressly by *not* relying on the same things that got it to where it is today.

Prompted in part by the John Maxwell quote: “No matter where you are in your leadership journey, never forget that what got you to where you are won't get you the next level,” members talked about issues in four major areas: culture and leadership, teaching tools, resources and engagement.

The focus groups were facilitated by: Tim Mittan, a Business and Entrepreneur instructor at Southeast Community College in Milford, Nebraska; Tim Putnam, director of the Pappajohn Entrepreneurial Center at North Iowa Area Community College in Mason City, Iowa; and Diane Sabato, professor of Business at Springfield Technical Community College, in Springfield, Massachusetts. NACCE President and CEO Rebecca Corbin and Amy Schulz, dean of Community & Technical Education at Sierra College in Rocklin, California, led focus groups for college presidents and NACCE board members.

“Participants were asked to respond to the questions, identifying challenges and possible solutions,” Mittan said. “As part of the creative problem-solving strategy, they were also asked to take one of the potential solutions and flesh out a specific prototype.”

Here are the results and some observations by session leaders.

### **Question 1: How can you grow your e-ship culture?**

Key challenges identified:

- lack of leadership buy-in and/or campus champions

#### **Potential solutions:**

- feeder system development
- leadership buy-in and identification of “champions”
- realignment of goals for longer-term culture impact

Possible prototypes or action steps included: developing a strategy for college presidents who adopt NACCE's *Presidents for Entrepreneurship Pledge (PFEP)* to influence other presidents to adopt the pledge; collecting and packaging hard data that show the benefits of entrepreneurial culture; and highlighting entrepreneurial success stories.

“One of the biggest takeaways on this question was that even when presidents buy into entrepreneurship for their college, what is the process for getting it down to the rest of the organization and ultimately the students?” Mittan observed.

### **Question 2: What training and/or tools do you need to increase the impact of your e-ship institution?**

Key challenges identified:

- lack of information/useful tools or too many tools (or clunky or difficult-to-use tools)
- lack of funding and support for training
- changes in leadership
- difficulty identifying influencers

#### **Potential solutions:**

- using tools that begin with the question, “*What problem do we want to solve?*”
- training on community building and collaboration
- leveraging national best practices for maximum impact
- tagging topics/questions so they are searchable and solutions can be shared
- developing a training program to identify influencers

Possible prototypes included: an open resource bank for members; creating hands-on activities such as the “Lemonade Stand” that teaches concepts from idea inception to closing the books and everything in between.

“One of the things we discovered was a desire for more NACCE ‘touches,’” said Mittan. “By that I mean, robust resources, more interactive forums, smaller regional events and access to online offerings that bring NACCE to the people.”

*Question 3: What resources do you need to be successful in growing e-ship at your institution?*

Key challenges identified:

- shortage of funding
- lack of cross campus buy-in and communication
- shortage of partners from on and off-campus
- too much theory and not enough “how to”
- not enough student input

**Potential solutions:**

- financial support
- networks/connections
- searchable online tools

Prototypes included groups focused on online resources through NACCE.

*Question 4: How does NACCE best communicate/engage members across the NACCE community?*

Key challenges identified:

- lack of an initial “hook”
- lack of concise communications
- a need for more clear and useful data
- a need for a think tank culture for problem solving
- not enough time due to steep learning curve for new members
- too many websites and sources to follow

“Entrepreneurship education is evolving and continues to advance every year,” observed Mittan. “It can be difficult for community colleges to stay up to date with all that’s happening. This challenge, plus the need for continuity when a president or entrepreneurial champion leaves the college, often results in a leadership gap. This is why it’s so important to have more than one person waving the flag.”

**Potential solutions:**

- more in-person communication
- hard data that makes the case for e-ship, particularly related to economic impact and ripple effect
- better capture of member intellectual capital
- more “push” messaging with bullet points and strategic distribution for messaging
- marketing strategy focused on data-driven value and impact of e-ship regionally

Prototypes included an increase in top down buy-in, i.e., presidents signing the *PFEP* and backing it up with dedicated resources and increased buy-in bottom up with faculty and staff. Creating marketing messages with data-driven impact of e-ship regionally, customized to each member college and ecosystem (including the ripple effect) were also cited, as well as push notifications of talking points and opportunities for members and building a distribution network of influencers. Metatags were also suggested to make information more searchable.

## Leading Innovation

Bearing down on these and other questions with board members and presidents, Rebecca Corbin explored the areas of future growth. Among the challenges cited by these groups were the disparities between philanthropic support for community colleges (community colleges receive approximately 14 percent of the \$60 billion annually awarded to institutions of higher learning). Participants also cited the problem of donors “topping out,” a lack of human and physical resources for fundraising, and foundation funding that is restricted for specific projects and (with anticipated) results.

Key challenges included:

- burn out
- lack of focus
- a need for new ideas
- increased pressures
- a need for new skill sets

**Potential solutions:**

- a new model
- better data
- improved alignment to strategic priorities
- better training
- improved integration of goals throughout the college
- ability to showcase results/value

Prototypes ranged from students, faculty and administrators showcasing more about what they are doing, to identifying other non-foundation support. Also mentioned were more follow-up and “celebrating” of entrepreneurial successes; identifying new fundraising models, re-educating leadership; determining what donors value through focus groups; and finding ways to maximize asset management and ROI.

“One of the college presidents had stated at a recent board retreat how small changes can have a big impact and that shooting for the moon was a good goal for an entrepreneurial college,” observed Corbin. “This is the kind of thinking that ignites innovation.”

As NACCE explores its future direction, it will need a clearer picture of how to meet member needs and help colleges further their ecosystems on many levels, including leadership, tools, ecosystem infrastructure and internal and external support, observed Corbin. “NACCE as an organization has built a reputation for innovation and entrepreneurial leadership, and in that vein, we will continue to seek solutions by looking at our challenges in novel and compelling ways. That is our new entrepreneurship agenda.” ●



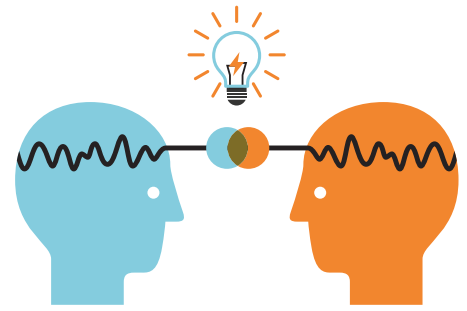
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“No matter where you are in your leadership journey, never forget that what got you to where you are won’t get you the next level.”

JOHN MAXWELL



# Entrepreneurs Thrive in Campus Neighborhood



By Linda Fausel, Milwaukee Area Technical College, Milwaukee, Wisconsin

In a historic Milwaukee neighborhood, inside a turn-of-the-century former factory, ideas – not circuit breakers – are being produced. Here, students build knowledge and share information while completing the entrepreneurship program at Milwaukee Area Technical College's (MATC) Education Center. "We are becoming known as the place to get things done," said Armen Hadjinian, the program coordinator and instructor.

MATC's entrepreneurship program is one of the first offered in Wisconsin. It began in 2012 and since then, 90 to 120 students have enrolled each semester. The 30-credit, two-semester technical diploma and six-credit certificate programs are offered in person and online. Classes include strategic business communication, new product development, managerial accounting, personal finance and more. "As an entrepreneur, finance is more than issuing stocks and bonds," Hadjinian said. "You have to know how to handle your own money."

## Makerspace with Built-in Teachers

In October, MATC's Education Center will open the doors to its first makerspace. While many makerspaces have strict admission policies and follow a do-it-yourself model, MATC's will not charge students admission or require membership. Only non-students will likely pay a nominal fee, and the charge will include access to equipment mentors. "People with knowledge and experience are here to help," Hadjinian said. "Our instructors will answer questions and show you how to use the equipment."

Student Brenda Byrd designed a device to help her get to a standing

position after a hip replacement. Aimee Hubiak, a MATC mechanical technology instructor, initially met with Byrd to talk about the possibilities. "We discussed ways her design could be modeled in a CAD (computer-aided design) package," Hubiak said. Byrd is currently applying for a patent. "This program puts you with other inventors," said Byrd. "It gives you the opportunity to work with people as creative as you are."

Hubiak feels the entrepreneurship program is important because it helps people realize they don't have to wait for other people or companies to create new products. "With an idea and some support to develop it, anyone can solve a problem," Hubiak said.

## Faculty, Community Support

James Schiller is a retired insurance and investment agent, trainer and consultant. As a small-business owner, Schiller wanted to expand his knowledge and perhaps start a new business, so he enrolled in an entrepreneurship class. "When you retire in your 60s, you may have 25 or 30 years to fill up with interesting activities," Schiller said. One of his ideas is to develop a program that helps seniors find recreational activities that fit their interests and volunteer opportunities related to their areas of expertise.

**"With an idea and some support  
to develop it, anyone can  
solve a problem."**

Schiller enjoys the course and Hadjinian's teaching methods. "Hadjinian uses a guidance-and-coaching method, rather than a lecture format, and welcomes discussions and brainstorming. He is known for his open-door office hours," Schiller said.

Jasmine Hernandez, community president of WaterStone Bank in Milwaukee, is an MATC graduate who serves on the college's Entrepreneurship Advisory Committee. "This program is making a positive impact in the community," Hernandez said. "In my banking role, I have met with numerous startup business owners. They need direction. MATC's program is tailored around these individuals – it provides knowledge and resources." ●

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Jim Schiller, a retired insurance and investments agent (left) and Armen Hadjinian, his entrepreneurship instructor, review coursework at the MATC Education Center.





# Starting a Small Business!



[www.life-global.org/go/nacce](http://www.life-global.org/go/nacce)

By Leah Deppert, manager, Marketing and Communication, NACCE

NACCE's partnership with HP LIFE helps community college students across the U.S. 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.

## News & Updates:

- HP LIFE recently released a new course, Starting a Small Business! This course teaches students about entrepreneurship, the steps to starting a small business, creating a business plan, and metrics to measure business success. It uses the new My Business Plan tool to guide you through the process. Consider using it in one of your spring 2018 courses! (See screenshots of the course below.)

### Becoming a small business owner

There are several ways to become a small business owner. Click each type to learn more.



Start a business



Start an online business



Buy an existing business



Buy a franchise



Freelancing

### Low-capital versus high-capital businesses

#### Low-capital businesses

- Personal services
  - Housecleaning
  - Babysitting
  - Handyman
  - Tailoring
- Consulting
- Resale of products
- Create and sell artisan or craft products

#### High-capital businesses

- Restaurant
- Manufacturing
- Real estate

#### Sources of funding



Savings



Bank loans



Crowdfunding



Friends and family

- The My Business Plan tool is now available! Users can write their business plan on HP LIFE and download it for further editing. My Business Plan is available from the HP LIFE dashboard.
- Flash Player is being removed from all browsers, and this causes the HP LIFE course activities to not load. HP LIFE has republished all of the courses in HTML5 to remove the Flash Player requirement.
- HP Foundation and WorldSkills collaborated to develop the BeChangeMaker (BCM), an online social entrepreneurship experience that gives students have the opportunity to work in teams to design a socially responsible product, service, or business. The winners were announced and are quite impressive. Read more here ([bit.ly/BeChangeMaker](http://bit.ly/BeChangeMaker)) and encourage your students to enter this upcoming fall!
- HP LIFE will release a new course on 3D printing in spring 2018! In this course, students will learn how 3D printing can enable you to design, prototype and manufacture new products. Stay tuned for more details!

## Interested in learning more about HP LIFE? Here's how you can get involved:

- Connect with one of our HP LIFE/NACCE Ambassadors! Kimberly Simons, professor of Business Administration at Madisonville Community College (KY), can be reached at [kimberlyl.simons@kctcs.edu](mailto:kimberlyl.simons@kctcs.edu) and Darci Tumey, program coordinator for the Business Administration Program at Catawba Valley Community College (NC), can be reached at [dtumey@cvcc.edu](mailto:dtumey@cvcc.edu).
- Check out the program for yourself by creating a free account at [www.life-global.org/go/nacce](http://www.life-global.org/go/nacce). ●

Contact: [deppert@nacce.com](mailto:deppert@nacce.com)



# Boot Camp Helps Chinese Students Map Future

When Kevin Chen and Effie Li graduated from Bellevue University in the spring of 2017 with bachelor's degrees in supply chain management, they took the not-so-obvious next step: they went to boot camp.

But, instead of structured military training, Kevin and Effie enrolled in Entrepreneur Boot Camp offered online through Bellevue University, which recently became a Premier Transfer Partner Institution for NACCE's member community colleges. The month-long, self-paced course offered through the university's College of Continuing and Professional Education, let Kevin and Effie, and four other Chinese students who were part of an international combined degree program involving Bellevue University and Guangzhou College of Commerce, take a deep dive into the real and complex world of entrepreneurs.

"The course helped us organize all the information and knowledge that goes into being an entrepreneur so we could learn it step by step," said Effie. Working through four modules, boot camp participants progress through 19 phases, including business acumen, communication and technology, financial basics, marketing, and business plans.

The modules are designed with new resource support called toolboxes, according to Jon Titus, Bellevue's director of Continuing Education. "The toolbox lets us deliver very targeted, in-depth learning content in just four weeks, while providing participants with opportunities to continue their learning, or go back to one of the additional resources weeks, or even months, after the course ends," he said.

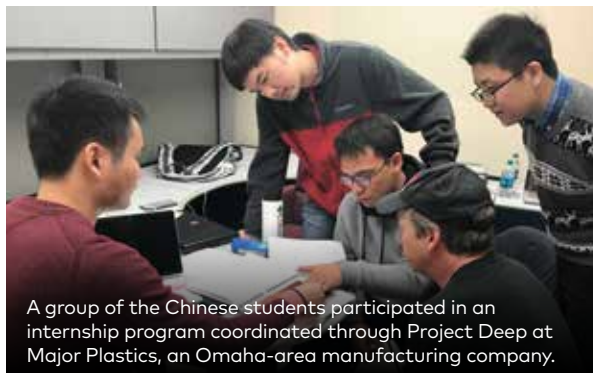
After successfully completing the Entrepreneur Boot Camp in September, Kevin and Effie have developed a business plan for a startup that would import Chinese-manufactured toys from their hometown of Chenghai and the surrounding Guangdong Province to the United States and resell the toys

for a profit through American e-commerce retail giants such as Amazon, eBay, Target and Walmart. Already, the students are developing a prototype. "We've conducted market research to find out what kind of toys are popular in America," explained Effie, adding that the team has used the results to narrow down the list of possible imports.

## Building Relationships

Robert Anderson-Ludrick, an adjunct professor at Bellevue University, understands the challenges that young entrepreneurs like Kevin and Effie face. He introduced them to the boot camp, and started a non-profit organization and entrepreneurial studio called "Project Deep" to help the university's Chinese students obtain the internships, certification training and business experiences needed to reach the next level of entrepreneurial success, while at the same time enhancing their English language skills. "Our goal is to build win-win business relationships between U.S. companies and Chinese international students that are beneficial for both parties," said Anderson-Ludrick.

The learning opportunities offered through the Entrepreneur Boot Camp and through the non-profit Project Deep are examples of how education – especially in the area of entrepreneurship – is evolving toward an entrepreneurship ecosystem. According to Rebecca Murdock, dean of Bellevue University's College of Business, "The concept of the ecosystem is really based in the idea



A group of the Chinese students participated in an internship program coordinated through Project Deep at Major Plastics, an Omaha-area manufacturing company.

that the path to entrepreneurial success is not linear, but instead grounded in a network of opportunities," she observed. Michelle Eppler, dean of the College of Professional and Continuing Education, which offers the boot camp, added that that the toolboxes actually help participants "start on a higher rung on the startup ladder because they prepare participants to talk knowledgeably with stakeholders from various disciplines," she said.

The Entrepreneur Boot Camp is just one element of this overall ecosystem, but it's an important piece of the puzzle for students like Kevin and Effie who are mapping a journey that will help them achieve their vision to become future leaders of the world. According to Eppler, "The boot camp provides learners with the fundamentals and with opportunities to develop their skills and knowledge far beyond the basics." ●



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meppler@bellevue.edu

# What Are You Reading?

## **"Entrepreneurship and Starting a Business"** **Nickels, McHugh and McHugh (McGraw Hill)**

"This book highlights the history of companies that illustrate the power of entrepreneurship – Avon and Amazon to name just two. Their roots began entrepreneurially and morphed into mega business enterprises. I supplement this content in the classroom by encouraging students to perform independent research. Setting certain parameters through research activities allows each student to understand entrepreneurship outside of just learning theory by learning and applying real world scenarios."

— Brett Winkelhake, D.M. MBA, instructor, College of Southern Nevada

## **"Invent to Learn: Making, Tinkering and Engineering in the Classroom"** **Sylvia Libow Martinez and Gary S. Stager (Constructing Modern Knowledge Press).**

"There were educators who recognized the power of experiential learning through making and tinkering fifty years ago as personal computers became more readily available. Now, if we want youth, including college students, to excel in the STEM subjects, it's time to incorporate tinkering and making across the entire curriculum."

— Jim Correll, director, FAB Lab ICC, Independence Community College, Independence, Kansas

## **"The Self-Employment Survival Guide: Proven Strategies to Succeed as Your Own Boss"** **Jeanne Yocum (Rowman & Littlefield).**

"If you or your students are considering self-employment, or you're already self-employed, this book alerts you to the challenges involved and provides proven strategies for surmounting these obstacles and succeeding in self-employment. You'll also learn what needs to be in place before taking the leap to being self-employed."

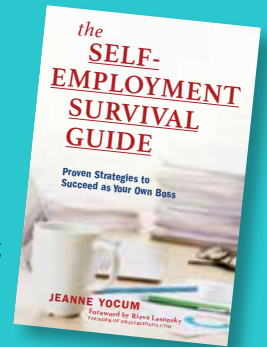
Editorial reviews are from NACCE President and CEO Rebecca Corbin and NACCE members Tim Mittan and Diane Sabato. Publication date is April 8, and NACCE members are eligible for a 30 percent discount.

To order and receive the discounted rate, NACCE members should visit: <https://rowman.com/ISBN/9781538108727/The-Self-Employment-Survival-Guide-Proven-Strategies-to-Succeed-as-Your-Own-Boss>.

Enter NACCE in the Promotion Code box on the checkout page for your discount.

Note: The author is the former editor of *Community College Entrepreneurship*.

— Carol Savage, editor, *Community College Entrepreneurship*, NACCE



We welcome you to share what you're reading in future issues of the journal. Please send the title, publisher and a brief description of what you're reading to [editor@nacce.com](mailto:editor@nacce.com)



# Yavapai College's SBDC Helping Entrepreneurs

By Michael Grady, marketing specialist, Yavapai College, Yavapai County, Arizona

**T**o many people, owning their own business is a dream. Self-help books may encourage you to quit your job and take the plunge, but successful entrepreneurs know you'll need much more.

"There are business licenses, tax licenses, marketing and financial plans needed," said Jeri Denniston, director of Yavapai College's Small Business Development Center. "Do you form an LLC? Do you need a website? These are some questions you have to address if you're going to make that dream come true."

Yavapai College's (YC) SBDC offers first-time entrepreneurs free one-on-one counseling, planning, resources and partnership potential to bridge the gap between "dream it" and "do it."

## First Steps

"Many aspiring business owners come to us with something they love to do," observed Denniston. "They've saved \$20K for rent and a computer. They have a website and a Facebook page, and they figure that will be enough to sustain them until their business catches on. But once they venture forward, new business owners can find themselves facing a number of issues they haven't anticipated." Common start-up errors include:

- **Paperwork** – "We see a lot of sole proprietors who haven't incorporated yet," Denniston said, "and they've started up their business, not realizing that their personal assets are at risk. Some have a business license, but they don't have a tax license in all of the communities where they plan to sell."
- **Marketing** – Many clients put incredible effort into perfecting their wares, but they haven't really thought about marketing them. "Great products and services don't exist in a vacuum," she said. "Budget, effort, and resources are needed to foster demand. Many startup proprietors haven't identified a target market or done a marketing study to understand where their business fits in the community – or if people would really care."
- **Financials** – Early earnings are a welcome sight, but frequently new business owners don't think through how to responsibly allocate the income. "Many have never created a balance sheet, or done a cash flow analysis, so they overlook hidden costs," Denniston observed.



**"...new business people will often underestimate and underfund the value of their own labor and time."**

"As an example, new business people will often underestimate and underfund the value of their own labor and time."

## What's Needed

"We often get people at the SBDC who come in thinking they need one thing and they discover they need to know more," Denniston said. "That's great. That's what we're here for." YP's SBDC helps small business owners improve their profitability and productivity. It offers information and assistance on a variety of issues such as tax documentation, marketing analysis and small business loans.

YP's SBDC also offers individual counseling for entrepreneurs across every aspect of their business. "We act as coaches and educators," Denniston said. "We don't do the work for our clients, but we give them the resources to get things done." In the past, it has helped artists, brewers, wineries, inventors, veterinarians and

health care providers succeed, most notably, "Superstition Meadery" in downtown Prescott. "Our center helped them grow their business since they started in 2012, and now they are selling internationally. They have a challenge keeping up with demand," said Denniston.

Other SBDC resources include workshops and networking. The SBDC is also linked with SCORE, the U.S. Small Business Administration's network of retired volunteer expert business mentors that help fledgling businesses develop. It also helps small business owners put together loan package proposals to pitch to appropriate lenders depending on the type of loan being pursued.

While an entrepreneur's journey can be difficult at times, it isn't necessary to face the business world alone, Denniston observed. "The challenges are different for every person and business. That's where we can help."



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# Cooking Up Entrepreneurship at Independence Community College

By: Chef Patricia DeGeorge, M.S., director of Culinary Arts and Hospitality,  
Independence Community College, Independence, Kansas

At the beginning of each semester at the Culinary Center at Independence Community College (ICC) in Independence, Kansas, I always ask my students: “*Why are you here?*” Usually, I hear back some version of “*I want to run my own restaurant.*” While this is certainly an admirable goal, I’m somewhat amused because many of my students have yet to work in the food service industry. *Where, then, does this drive to be an entrepreneur come from?* I’m inclined to think that it starts with television shows like *Top Chef* and *Chopped*, where working in the kitchen is glamorized rather than being honestly represented. Regardless of what brought my students into the kitchen and my classroom, I believe they are united in their desire to create. As a chef, I firmly believe there is almost nothing better than a creation you can eat!

## Empowerment

I begin by assigning one student to be my sous chef, requiring the student to demonstrate the activity for the day and to oversee other students’ work, similar to that of a professional kitchen. This gives me the opportunity to observe their management style and discuss how to improve their skills. The experience gives them their first sense of what it might be like to manage their own kitchen.

An important job of the sous chef is to collect the leftover food scraps from class and distribute them to students who may have pigs or other animals on their farms. While we strive to minimize waste, we emphasize the importance of repurposing “waste” and keeping food costs low. This practice instills the sense that food costs money (and so does trash removal), which in turn encourages them to be fiscally responsible should they eventually manage a place of their own.

## Transparency

In our new culinary program at ICC, students have a brand new kitchen along with new curriculum focused on incorporating technology in the kitchen and the classroom. All classes, including the labs, embrace a hybrid learning environment using Lean Canvas. This encourages students to continue learning and practicing, long after we’ve left the kitchen.

All course information is readily available online. This also allows me to provide a plethora of other information, such as the first cookbook or instructional videos for continued learning from home. I frequently post about food trends and interact with students through daily posts. A leader who is transparent about information in the kitchen will be a leader that other cooks will want to follow.

## Community Involvement

Community involvement is likely the most important way in which I cultivate an entrepreneurial mindset in my culinary students. Before they graduate, it’s imperative they obtain a position in the hospitality industry regardless of whether it’s in the front or back of the house. Many seek to work while in school, and there are plenty of opportunities for them to work in the community.

Local restaurant owners contact me regularly regarding placement for my

Continued on page 22





# Lessons from China

By Rebecca Corbin, president and CEO, NACCE



My trip to Hangzhou, China was an entrepreneurial learning journey that reminded me of a passage from Robert Frost's famous poem, *The Road Not Taken*: "Two roads diverged in a wood, and I – I took the one less traveled by, and that has made all the difference." Following are some excerpts from my travel diary.

**September 25th** - Today I received a formal invitation to speak at the International Conference on the Construction of Entrepreneurship Education Ecosystems sponsored by the United Nations Education, Scientific and Cultural Organizations (UNESCO). The Chinese faculty that I met at the September International Society of Academic Makerspaces (ISAM) Conference at Case Western Reserve University extended the invitation and funding for the trip to learn more about NACCE's work with ecosystem building and education. I am thrilled to receive this opportunity.

**October (first week)** - I'm consumed with the last-minute details of the NACCE annual conference and worrying about the damage Hurricane Irma may have inflicted on our conference site in Tampa. Quickly scanning emails with a mixture of English and Chinese text, I'm delighted to receive an electronic airline ticket and an official invitation.

**October (third week)** - I finished my conference presentation that focuses on NACCE's organizational and governance structure and our work in the Appalachian region, in California, and our efforts to promote the *Presidents for Entrepreneurship Pledge*.

**"My greatest takeaway from this experience was that other countries see the value in the nimbleness of community colleges to adapt quickly to market opportunities and change."**

**October 26th at 4:30 am** - With my passport in hand, I arrived at JFK airport at 7:00 a.m. to check in for my Southern China Airlines flight. Minutes later, I realized that in failing to read all of the attached correspondence with my conference invitation, I do not have a visa and cannot board the plane or enter the country. I'm told that the only way to secure a visa is to appeal to the Chinese Consulate in New York City, and that the quickest turnaround time is 48 hours.

**October 26 – 27th** - With a mixture of fear and extreme self-disappointment, I took a two-hour bus ride to the Chinese Consulate thinking that my situation was hopeless. Minutes later, I'm told by the security guard at the consulate that I must have a typed form completed with a photo before I can speak with anyone. He gave me the address of the Happy Family Chinese restaurant around the corner that could possibly help me. (Only an entrepreneur would anticipate this need and let the consulate staff know about it.) An hour later, I returned to the consulate to plead my case. Remarkably, the consulate officials approved my visa on the spot because I have a letter of invitation from the dean of the academy of human and social sciences at Zhejiang University (ZU). By 1:30 a.m. Friday morning I'm headed to China, feeling grateful for my persistence, the strangers and the entrepreneurs who helped me along the way - and for my incredible luck.

**October 27th** - Two graduate students from ZU greeted me at the airport and took me to the hotel. They are both studying at community colleges and eager to practice their English- speaking skills with me. They took me on a bike ride, a tour of the silk museum, and we had lunch at a local restaurant. By 6:00 p.m. I joined the distinguished hosts and guests

### International Conference on E-ship Education

The International Conference on the Construction of the Entrepreneurship Education System took place in Hangzhou October 29-30. Jointly organized by the UNESCO Entrepreneurship Network (EE-NET) National Chapter in China and Zhejiang University, it included approximately 200 scholars and experts from various international organizations and countries. These included representatives from UNESCO, the United States, Germany, South Korea, South Africa, Croatia, and the Philippines.

The conference focused on construction patterns of the entrepreneurship education ecosystem in higher education institutions from a global perspective and pointed out problems with current entrepreneurship education programs in China.

NACCE President and CEO Rebecca Corbin was a featured speaker. Her presentation highlighted the significance of cementing cooperative, entrepreneurial relationships with the government, universities and other enterprises.

The UNESCO Entrepreneur Education Network strives to facilitate discussions and exchanges of information and experiences, foster collaboration among EE-Net members, and disseminate best practices and innovation approaches.



More than 200 participants attended the international conference in Hangzhou.

for a special dinner that was unlike anything I had ever experienced. The food was presented in an artful style, and everyone around the table sampled more than 20 courses! It was fascinating to see the Chinese custom of toasting – by the end of the dinner the hosts had raised their glasses to all guests individually or in small groups.

**October 28** – As the opening plenary session began, I worked with the audio-visual support team to load my presentation and video into the projector. I began to experience the many similarities between countries and cultures that are half a world apart. Over the course of 24 hours, I met education and cultural leaders who were eager to learn about how community colleges in the United States embrace entrepreneurship as a leadership and teaching approach. My greatest takeaway from this experience was that other countries see the value in the nimbleness of community colleges to adapt quickly to market opportunities and change. They wish to learn, share, and collaborate to benefit students and economies around the globe.

**October 30th** – As my journey home was underway, I thought about the metaphor of the journey often being more important than the destination. I wondered where the first leg of this journey would lead me.

As I continued to reflect on this experience, a December 27, 2017 tweet by Aaron Shepard (@SpacecadetShep) caught my attention. "Entrepreneurship teaches critical thinking and perseverance in their most fundamental forms. Not all students will go on to open their own multi-billion dollar companies, however the skill sets they learn will be applicable to whatever career they choose." Shepard's sentiment can be extended beyond students to all members of the global community.

As I learned first-hand on my journey to China's Southern coast – taking daring opportunities when they arise unexpectedly requires both critical thinking and perseverance. They also lead to great discovery and unexpected delightful surprises.



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Editor's Note: NACCE will host a delegation including Dean Xu and faculty members from ZU on May 24 – 25, 2018 at Fox Valley Technical College. The event will provide opportunities to explore collaboration and global exchange.



# Community Engagement Is Critical

By Allan Younger, director, Small Business Center, Forsyth Technical Community College, Winston-Salem, North Carolina

The North Carolina Community College Small Business Center Network (SBCN) helps people start new businesses and existing business owners grow their enterprises. The Small Business Center at Forsyth Technical Community College in Winston-Salem is helping small businesses succeed by providing high quality, readily accessible assistance to prospective and existing business owners in Forsyth and Stokes counties. We continually seek the most effective ways to stay connected with our community partners, including chambers of commerce, small business service providers, colleges and universities, minority support groups and municipalities.

Community engagement involves maximizing the ways we connect with potential and existing clients and maintaining those connections after they are established. We also nurture these connections into excellent long-term relationships and work hard to stay aware of their needs and activities through ongoing communication.

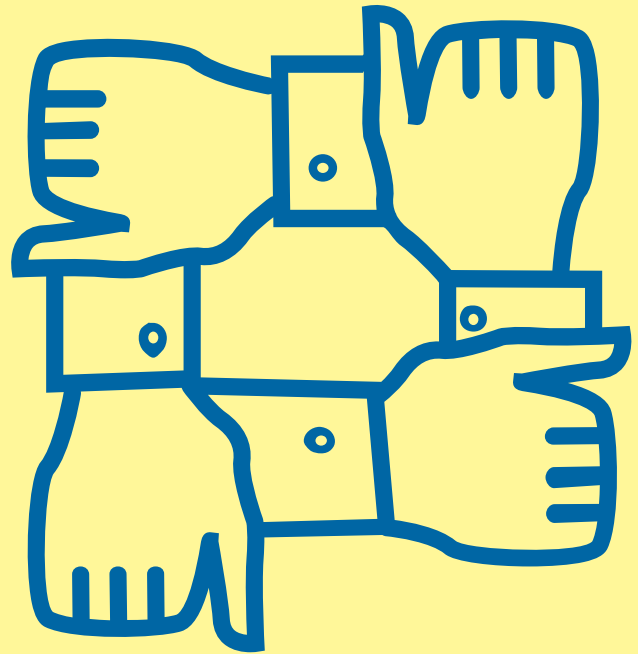
"The Small Business Center's involvement in the Lewisville-Clemmons Chamber of Commerce and the networking we did there encouraged and supported the start-up of my business," said Stacey Mitchell, owner of Smoke and Skillet, a catering and food truck business and winner of the 2017 Business Launch Challenge. "With the educational seminars, online resources, mentoring sessions with established business professionals, and networking events provided by the SBC, I have been able to successfully launch my business in Forsyth County," she said.

## Social Media

The Small Business Center also emphasizes social media, co-sponsorship opportunities and participation strategies to encourage community engagement. Social media is an effective way to stay connected with others throughout our community and enables us to regularly and consistently share information and ideas and learn from others. We regularly tap social media tools like LinkedIn, Facebook and Twitter to encourage community engagement.

## Co-sponsorship & Participation

Our co-sponsorship strategy for community engagement includes a number of partners. Each month, we invite partners to co-sponsor our educational events. These partners promote selected events to their members/newsletter recipients, and they benefit by being credited as co-sponsors of our educational events. Our participation strategy for community engagement includes attendance at numerous events and activities. We also serve on the boards and committees of several organizations and regularly attend community-oriented events such as annual meetings, ribbon cuttings, before and after hours events, and other special events.



"We continually look for ways to work with the SBC to help our community create and grow new businesses," said Jill Atherton, vice president of Economic and Community Development at the Greater Winston-Salem Chamber of Commerce. "We are lucky to have a great partnership in our community along with many other organizations assisting small businesses."

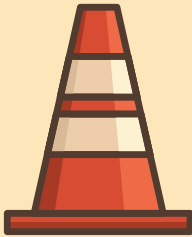
We believe it's important for every business to develop strategies for community engagement. We often support our business clients by helping them to develop and implement their strategies. The North Carolina Community College Small Business Center Network assists in starting an average of more than 700 businesses each year, and the centers have an economic impact in 90 percent of all North Carolina counties each year, helping to create and retain over 3,600 jobs annually.

To learn more, visit: [ncsbc.net](http://ncsbc.net); for more information about Forsyth Tech's Small Business Center, visit: [forsythtech.edu](http://forsythtech.edu). ●



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# Building Empires through Skilled Trades

By Evelyn Jorgenson, president,  
NorthWest Arkansas  
Community College,  
Bentonville, Arkansas

Michael Dewberry makes a convincing case for community college apprenticeships as a pathway to entrepreneurship. “Where else can you invest \$2,500, learn a career and build an empire?” he asks. Dewberry is coordinator of building sciences at NorthWest Arkansas Community College (NWACC), which offers non-credit apprenticeship programs in electrical, plumbing, and heating, ventilation and air conditioning (HVAC). The college is adding an apprenticeship in ironworks.

In northwest Arkansas, there’s high demand for these skills. The metropolitan statistical area (MSA) the college serves is on pace to become one of the nation’s 100 largest MSAs within three years, according to an analysis by the Northwest Arkansas Council, an economic development agency serving the region. Approximately 31 people are being added to the region’s population daily, which is fueling growth in the housing market. During the first half of 2017, the number of building permits issued rose almost 11 percent over the same period in 2016.

## Non-traditional Pathway

Mirroring the region it serves, NWACC’s building sciences programs are growing rapidly. The college started 2015 with 145 students in three apprenticeship programs - electrical, plumbing and HVAC. At the start of the fall semester 2017, apprenticeship numbers topped 200, according to Keith Peterson, the college’s dean of Workforce Development.

It may be a non-traditional path to entrepreneurship, but apprenticeships at NWACC are leading to another generation of business owners and entrepreneurs scrambling to meet marketplace demands. After working with a local contractor for 30 days, new employees enroll in a four-year apprenticeship program. At the end of that, they take a licensing exam and become journeymen. Three years later, employees take another exam to reach the master level, enabling them to establish their own business, according to Dewberry.

One female student who completed the HVAC program at NWACC recently established her own business and hired new employees. For training, she sent them to the program at NWACC. On weekday evenings, the parking lot outside the college’s Shewmaker Center for Workforce Technologies is filled with vans and trucks from local businesses - HVAC technicians, plumbers and electricians - who trained at the college a few short years ago.

“We see it all the time,” Dewberry said. “New apprentices come from businesses where the owner/operator trained - here at NWACC.”

## Gaining Business Know-how

NWACC is an accredited training and education facility of the National Center for Construction Education & Research (NCCER). The center enables students to earn a NCCER credential they can carry with them wherever they go. In the relationship with NCCER, new curriculum modules being rolled out this year increasingly emphasize business management and ethics. In addition to learning skills of the trade, apprentices will also gain the business chops to be able to lead their own operation.

The college is also working with the Arkansas Department of Higher Education to establish a technical certificate in the trades that also will emphasize business know-how. In 2016, the college launched an associate degree program in construction technology, and it’s booming, according to Peterson. The apprenticeship programs and construction technology studies have expanded so much that the college now faces a space crunch.

In August, Arkansas legislators approved the construction of an Integrated Design Lab (IDL) for the college’s campus in Bentonville. Construction should begin in 2018, and the building will enable students and faculty in the college’s construction technology program and some of its fine arts studies to find new opportunities for collaboration. At its core, the IDL will bring together communication and arts, workforce development and entrepreneurialism to focus on the key commonality of “making.”

When construction technology moves to the new building, it should free up space in the workforce building for the burgeoning apprenticeship programs. Solving the puzzle of how to accommodate growing demand is a challenge NWACC officials accept gladly. “What a good problem to have!” Peterson said. ●



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# An Entrepreneurial Mindset for the New World of Work

By Gary Schoeniger, founder & CEO, The Entrepreneurial Learning Initiative, Mentor, Ohio

**The world is changing rapidly.** From artificial intelligence, robotics, and self-driving cars to the new “gig” economy, the evidence of dramatic change is abundantly clear. Suddenly, the rules for survival have changed and the mindset that once enabled us to succeed is rapidly becoming obsolete. We are at the dawn of a new workforce revolution; one that requires everyone to think like an entrepreneur.

**Entrepreneurial activity** is the lifeblood of our economy, and entrepreneurs are vital to the overall health and wellness of our society. They are at the forefront of discovery, challenging the status quo, and driving progress. And, they possess the skills that enable them to adapt and thrive in a rapidly changing and highly complex world. Entrepreneurs are highly resilient and resourceful, creative critical thinkers who can identify and solve problems, mobilize resources, and make things happen when the rules are not clear and the path is not well defined. They possess the attitudes and skills that enable them to adapt and thrive and make greater contributions to their businesses, organizations, and communities. Indeed, entrepreneurs are best equipped to solve some of the broader challenges of our time.

## So why not teach workers to think like entrepreneurs?

Entrepreneurship education has exploded within colleges, universities, and small business development centers in recent years. Yet many initiatives fail to recognize the entrepreneurial mindset as a cognitive framework that has much broader implications beyond the startup world. After all, an entrepreneurial mindset is vital to creating a robust workforce that can adapt and thrive in the new world of work. For example, a new flexible workforce that requires workers to think like entrepreneurs is rapidly replacing traditional employment. According to the U.S. Government Accountability Office, 40 percent of workers now have non-standard work arrangements such as temporary or contingent jobs. And, it looks like this trend is here to stay. Another study published by Intuit, found that more than 80 percent of large corporations plan to substantially increase the use of a flexible workforce.



**“The future belongs to those who can think like an entrepreneur.”**

At the same time, millions of jobs are at risk of being displaced by robotics, artificial intelligence and other technologies, a trend that many predict will lead to massive unemployment as well as increased political and economic instability. And while productivity continues to rise, wages have stagnated leaving millions trapped in low-paying jobs or unsatisfying careers.

Meanwhile, employers increasingly demand workers who can think critically and creatively to identify and solve problems, communicate and collaborate across networks, and work in small teams. In other words, they are demanding workers who can think like entrepreneurs.

Learning to think like an entrepreneur can shift our perspective in ways that can have a profound impact on our lives. Learning to think like an entrepreneur is essential for one's ability to adapt and thrive in today's rapidly changing world and to equip ourselves and others with the attitudes and skills

necessary to identify and solve problems in our places of work, schools, and communities. The entrepreneurial mindset can empower ordinary people to solve some of the broader social, economic, environmental, and political challenges of our time.

## The future belongs to those who can think like an entrepreneur.

Clearly the rules for survival have changed and the mindset that once enabled us to thrive may now be obsolete. While the future of work may seem daunting, these massive changes also present unprecedented opportunities for those who have embraced an entrepreneurial mindset. As educators, if we are to adapt and thrive, we must recognize the broader implications of entrepreneurial thinking beyond small businesses and the venture-backed start-up world. ●



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Editor's Note: This article is taken from the author's forthcoming book: *Inside the Entrepreneurial Mindset*, which will be available in 2019.



## NACCE BREAKING NEWS

NACCE is getting the word out about entrepreneurship to the entrepreneurial and higher education communities by making the news in two major media outlets.

*Entrepreneur.com* and the official website of the ACCT each ran feature articles about entrepreneurship authored by NACCE officials and members. In October, *Entrepreneur.com* ran a feature article entitled, "Community Colleges and the Creation of Entrepreneurial Ecosystems," which focused on the role community colleges play in advancing entrepreneurship in



their communities by providing access points to local startups and small businesses. **Rebecca Corbin** (above, left), NACCE president and CEO, and **Amy Schulz** (above, right), dean, Career, Continuing and Technical Education at Sierra College in Rocklin, California, co-authored the article. <https://www.entrepreneur.com:article:300894>

"Partner with local nonprofits, businesses, and policymakers  
to map out your local entrepreneurial ecosystem."

ACCT's website recently featured Rebecca Corbin's blog, "Rural College Leaders Embrace Entrepreneurial Practices." The blog highlights actions by rural community college leaders who are adopting entrepreneurial practices to spur innovation and focuses on the work NACCE is doing in the Appalachian region to help communities build entrepreneurial ecosystems. <http://perspectives.acct.org/stories/rural-college-leaders-embrace-entrepreneurial-practices>.



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**Location:**  
Oakland, CA. Details to follow.

NACCE members should  
register at [nacce.com](http://nacce.com)

Read NACCE E-news or  
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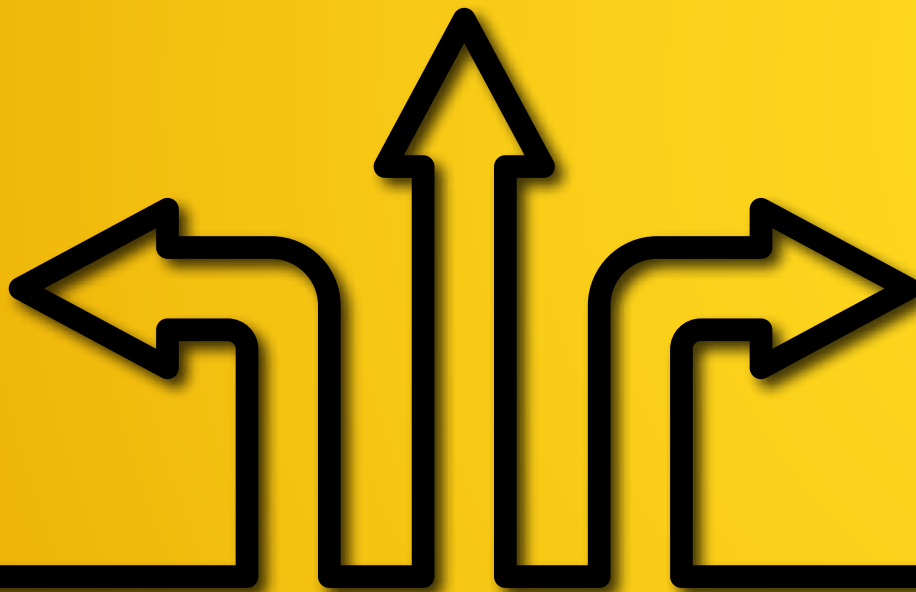


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# E-ship Program Opens New Career Pathways

By Katie Guth, coordinator, Small Business Initiative, Northeastern Wisconsin  
Technical College, Green Bay, Wisconsin



"The students benefitted by talking to a young entrepreneur and from seeing the role college courses played in helping her to advance."



Just like starting a new business, sometimes making a positive change starts with one simple idea.

I recently had the chance to introduce the idea of entrepreneurship to a group of students from the Boys & Girls Club of Green Bay. Through my work at the Small Business Initiative at Northeastern Wisconsin Technical College (NWTC), I was invited by the club to lead a program for students ages 10 to 13. These kids were participating in the club's Creative Crew, an audiovisual and arts program.

Our objective was to increase awareness of entrepreneurship, and to show students how to use their talents and skills to start their own businesses. As part of the program, students visited the Advanced Business & Manufacturing Center, a local business incubator, for three, one-and-a-half hour sessions. We filled the

We asked each child to identify something they'd love to do for a business. Kids began to talk about bakeries or owning a comic book store. Other ideas included an art shop, video production, game design, a security company and an origami store. Some students joined into pairs and combined their business ideas!

In the second session, I introduced the idea of marketing. I asked them to talk about the items they shopped for, what they liked and why—and explained how marketing led them to those choices. They learned about the four P's – product, price, place and promotion. By the end of the class, the students were talking freely about each concept.

In the final session, we talked about branding—how to make a company stand out. I shared an entrepreneurship example of t-shirt designer Johnny Cupcakes, who started his

locally. The students benefitted by talking to a young entrepreneur and from seeing the role college courses played in helping her advance.

### Showcasing Entrepreneurship

The chance to showcase entrepreneurship to these students was a wonderful opportunity for the Small Business Initiative to engage with the community. We hope to expand the program to include older students, perhaps helping them master skills in their areas of interest.

The National Foundation for Teaching Entrepreneurship reports that student participation in entrepreneurship programs like these increases interest in attending college by 32 percent, occupational aspirations by 44 percent, and that it encourages stronger leadership behavior and independent reading. Entrepreneurship can provide another career



Members of the Creative Crew, ages 10-13, from the Green Bay Boys & Girls Club, enjoyed learning about entrepreneurship!

program with activities that would engage the students and encourage participation.

### Evolving Ideas

During the first session, I introduced the idea of entrepreneurship and what makes a good small business owner. We discussed how people mold a business from just an idea and turn it into a career. We talked about the students' hobbies and passions. We also created an idea board, and the students quickly began to see how their interests could lead to a career of their making.

company at age 19. It was a great way to show students that businesses can be "cool" and that branding was fun. Our students began to talk about how their product or service was going to be different from everybody else's. Some of the students even took an extra step, visiting local business owners with their Boys & Girls Club instructors to talk about their ideas.

On the last day of class, one of NWTC's digital media instructors brought in a student who sells her own greeting cards in local stores. The kids had the chance to learn first-hand from a young person who was succeeding

pathway to students—an idea that's particularly important to foster with students of itinerant or lower-income families who sometimes have limited ideas about their own futures. Through these programs, students can learn how to use their imaginations to dream bigger and create positive change in their lives. ●



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students, and I'm happy to send them to these establishments for the experience. For many of my students, this is their first real taste of working in the food industry (pun intended). Students have recently begun writing food articles for our local newspaper where they showcase their favorite recipes. I also encourage students to compete locally in the annual chili contest during our Neewollah Festival, as well as nationally when the opportunity arises. Working together in a team and engaging in a friendly competition inspires them to try harder and win.

These are just a few ways I develop students of the Culinary Center at ICC. We are always working towards a goal, whether it is providing student-run cooking classes for the community, or hosting an ICC-sponsored coffee and pastry food truck that students can manage. The new culinary school is opening many doors for the students in Southeast Kansas, where we never stop encouraging an entrepreneurial mindset.



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Students at the Culinary Center at ICC are encouraged to enter local and national food competitions as part of their learning experience.

## NACCE Observes National Entrepreneurship Week

NACCE members celebrated National Entrepreneurship Week (NEW), during the third week of February. This nationally observed event is designed to highlight the importance of entrepreneurship and engage communities across the United States in activities that promote and support entrepreneurship.

Each day of NEW, which took place this year from February 17 to 24, offered events and activities that emphasized a different entrepreneurial theme, including: entrepreneurs and innovation; entrepreneurship education in higher ed, K-12 and beyond; rural entrepreneurship; government nonprofit and foundation resources; and celebrating entrepreneurship at every level.

Throughout the week, NACCE encouraged its members to:

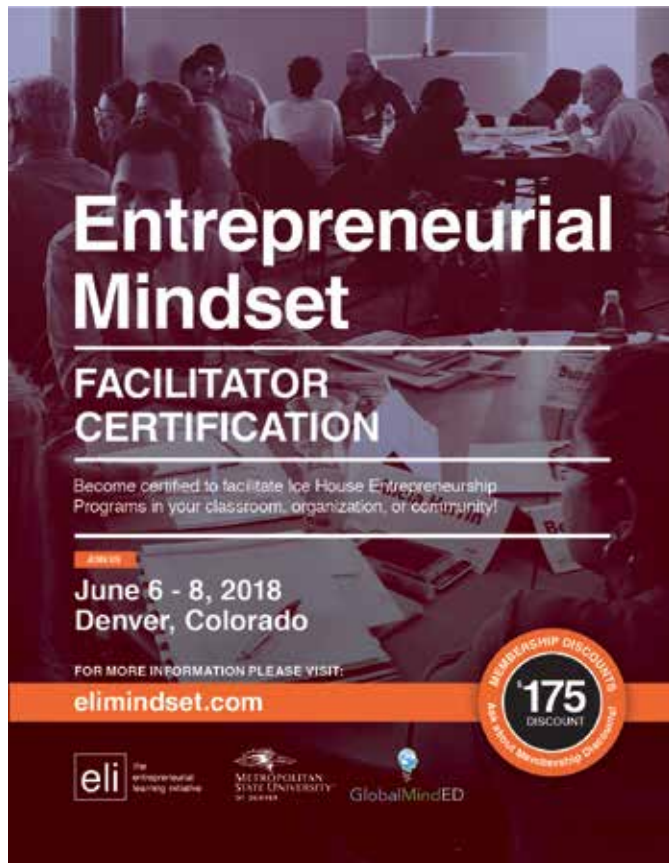
- share favorite entrepreneurial quotes or student success stories via social media;
- host webinars about what their colleges are doing to ignite entrepreneurship on campus and in their communities;
- hold events that celebrate student entrepreneurs and their mentors;
- share best entrepreneurship practices via the NACCE website and private Facebook page.

"It is a wonderful opportunity for NACCE members to highlight what they're doing to build entrepreneurship in their communities and to share program news with other members," said Rebecca Corbin, president and CEO of NACCE. "The outstanding contributions of entrepreneurs are experienced in all corners of this country, from rural Appalachian communities, to burgeoning urban centers."

### About National Entrepreneurship Week

In 2006, the National Consortium for Entrepreneurship Education (EntreEd) worked with state delegates to submit a house resolution in Congress designating the third week of February each year as "National Entrepreneurship Week." Since that time, NEW has been a highly visible weeklong celebration of entrepreneurship in communities across the U.S. To learn about events and activities, Visit [www.NatlEshipWeek.org](http://www.NatlEshipWeek.org).





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# EntreEd Exceeds Expectations in Year One!

EntreEd's Executive Director Gene Coulson has every reason to be pleased. In its first year, EntreEd, the Consortium for Entrepreneurship Education's innovative program to stimulate entrepreneurship in school-age students in coal-distressed areas, surpassed all expectations. The program has reached 32,000 students in Appalachia, more than double the original number forecasted. Further, it has reached more than five school systems in West Virginia, 13 in Kentucky, two in Virginia and one each in Ohio and Tennessee - far beyond the targeted first-year estimates for the three-year, grant-supported program.

Through the EntreEd program, called "Every Student, Every Year," K-12 teachers integrate entrepreneurial content and context into any subject or grade level.



The goal is to educate the next generation of Appalachia's workers on how to create their own businesses to drive the local economy. This is done by encouraging students to generate innovative ideas throughout their school careers and by fostering entrepreneurial environments within the schools themselves.

A \$2.2 million Appalachia Regional Commission (ARC) grant made to EntreEd makes the project possible. The grant comes through the POWER Plus Plan, part of a national effort to aid communities affected by the coal industry's decline. The grant supports various initiatives, including education, infrastructure and economic diversification.

As part of the grant, NACCE provides entrepreneurship training, webinars and technical assistance to educators and community leaders through eight participating community colleges in Kentucky, Virginia, and West Virginia. More colleges are expected to join the effort in the future.

## Pathways to Entrepreneurship

"We are excited to work in K-12 schools whose teachers play a pivotal role in helping students find pathways to entrepreneurial success," said NACCE President and CEO Rebecca Corbin. "These colleges are making a significant contribution to economic diversification."

"None of this would have happened without the support of ARC or NACCE and the community colleges," said Coulson. "The exploration of entrepreneurial opportunities preserves the innovative and creative thinking skills that exist in early grades but often disappear as students move toward high school graduation."

The program was designed with school administrators - who are often encumbered by system overload - in mind. "We were very sensitive

to the needs of schools and school systems in creating this program," said Coulson, who has spent 28 years in West Virginia's Department of Education. "The beauty is that the program requires no hiring of new staff, changing of student schedules, or purchasing of expensive materials. Very little data collection and assessment is required. We take what's already being taught and teach it from an entrepreneurial perspective. Schools quickly say yes because they recognize the importance of entrepreneurship to students, and our model doesn't require extra resources or staff time."

## Expanding the Mission

Coulson hopes to attract additional funding from other sources. "We've already begun receiving funds from private family foundations and smaller community resources and local grants," said Coulson. "We're hoping to create a sufficient revenue stream to continue the program beyond the next two years when the ARC grant runs out."

Coulson also wants to increase the number of participants and schools involved in the program. "We don't want to stop at 40,000 or even 75,000 students," he said. "We are working hard at getting entire school systems on board. Just recently we presented to a non-ARC-granted school system, and two weeks later, we began the program in that system and in a nearby system."

**"None of this would have happened without the support of ARC or NACCE and the community colleges."**

EntreEd is building student pathways to entrepreneurship one step at a time. "We're telling our story as a springboard to other schools and funding sources," Coulson stated. "We hope to go beyond the coal fields of Appalachia to any communities that are seeking to expand their entrepreneurial ecosystems." ●



Contact: [info@entre-ed.org](mailto:info@entre-ed.org)



# Leap Forward: Bringing Three Trends into Your Classroom

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

Often we encourage our students to study the competition. While this is helpful in determining their market position, it's a defensive move. The point is to see if they can fit in and take a piece of the existing pie.

Looking ahead - now that's an offensive move that can help your students position themselves before the competition has even had their first cup of coffee. But predicting the next leap forward in any field can be tricky business. There are some robust trends in entrepreneurship occurring these days, and here are my top three, along with suggestions as to how we can reflect these in the classroom:

## 1: Focus on the WHY!

As countless authors have told us last year, current and future entrepreneurs need to be mindful of why they are doing what they are doing. Storytelling, or communicating key messages via themes and stories, is a powerful way to connect "the why" of your student's business to their employees, customers, and even vendors.

Entrepreneurship teachers must not just teach the business of business, but teach the personal, "who cares?" side of business. Faculty can guide students of all ages to consider why entrepreneurship is important in today's economy and why it's important to the

students themselves. Proper storytelling is not only a business skill, but also a way for students to connect us more deeply with their own big "why."

## 2: Personalization

Connecting the general "mindful movement," emotional intelligence, and the most recent focus on Artificial Intelligence (AI), personalization is the process of tailoring an organization's messages, marketing channels, and products and services to each individual customer. Companies are increasingly seeing their customers as "segments of one" so everyone receives a personalized experience.

Like all industries, entrepreneurship education will also involve making customized "products" or learning experiences and communication. Students

now expect their own personal educational experience and customization is the norm like never before, not only for products, but also for communication. Creating a personalized curriculum doesn't have to be as daunting as it initially seems. Having a toolbox of experiential learning exercises at the ready can help you plug

and play those tools into your classroom so each student receives a personal learning experience.



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## 3: Technology Is Everywhere

Perhaps the most obvious trend, that technology is everywhere - from Internet of Things (IoT) in the home to bluetooth payments at every counter - will continue to grow

in almost every industry from farming to health care to retail to construction. Even in non-tech industries, any company started today will use much more technology than businesses ever have before.

Shouldn't we reflect that reality in our classrooms? As technology immerses the e-ship agenda, faculty need to explore how they can use technology in the classroom as well. IT is an essential part of any business, and working with online tools in the classroom helps keep students accountable in an efficient manner.

Alas, only by looking backwards can we have true 20/20 vision when it comes to knowing where to leap next. But trying to bring the trends you see into your classroom can be a wise move that can help you connect the e-ship agenda with students and create more engagement and better learning. ●



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"As technology immerses the e-ship agenda, faculty need to explore how they can use technology in the classroom as well."



# 10 Tips for Launching an Entrepreneurial Space

By Samantha Steidle, innovation officer,  
Virginia Western Community College,  
Roanoke, Virginia



In 2016 Virginia Western Community College formed a partnership with the City of Roanoke and the Roanoke-Blacksburg Technology Council (RBTC) to build the Regional Acceleration and Mentoring Program (accelerator) (RAMP). Based on this experience, we've highlighted a few helpful tips below to help community colleges interested in creating a public/private partnership to support startups in your region.

## 1. Set Goals

We knew we wanted to focus on job creation in the high-growth fields of tech and life-sciences, which typically produce higher wage employment opportunities. These sectors were identified through several strategic plans, but primarily through the Innovation Blueprint, which was led by our technology council and included hundreds of business, government

and community leaders. The Blueprint also highlighted a gap in our region surrounding an acceleration program, including entrepreneurial education, mentorship, networking, access to capital, and office space.

## 2. Find the Right Partners

Using these strategic plans is also a great stakeholder engagement strategy. It helped the RAMP team identify the best strategic partners and opportunities to pursue. Virginia Western Community College ultimately partnered with the City of Roanoke, which won a \$600,000 grant to renovate a building for use as an accelerator, and the RBTC, whose members are on RAMP's advisory board, have worked to curate mentorship and networking initiatives.

## 3. Consider Your Format

Supporting entrepreneurship is a common economic development goal. An accelerator is only one option for achieving this goal. It's important that you understand the different types of spaces so you can build exactly what your community needs most.

## 4. Map Your Model

Regardless of the public/private model, it's important that you map out your initial "value proposition" and "business model canvas." This helps all stakeholders co-create the vision and generate higher levels of stakeholder alignment for the vision.

"If you intend to pursue grants, this is a great time to consider which metrics and outcomes will help you land more grants."



## 5. Test Assumptions

It's also important to acknowledge that your initial model is just a hypothesis, which should be followed by an ongoing customer discovery process. Customer discovery is based on the lean startup methodology and involves asking prospective customers for feedback often and utilizing feedback in the design.

## 6. Use "Best Practices"

RAMP offers an entrepreneur in residence program, which uses a lean startup methodology inspired by Stanford's Lean Launchpad course. It also houses prominent investor groups and "inclusive entrepreneurial" courses open to the public (offered through the community college's workforce division) to create an entrepreneurial pipeline. The course we found most appropriate for this goal is the Entrepreneurial Learning Initiative's Ice House program with "Gig Economy" supplements. We also use the "GrowthWheel" assessment tool to measure progress and work on specific business skills. Industry associations, such as NACCE are your best resource for understanding the entrepreneurial education landscape. NACCE introduced us to EshipEducator, which was developed by the Small Business Sector of the "Doing What MATTERS for Jobs and the Economy" framework in California Community Colleges. It is an impressive entrepreneur curriculum resource virtual center where best practices and teaching tools are uploaded and shared by and for educators across the country.

## 7. Know Long-Term Goals

RAMP's long-term goals include expanding to two or three sites in the region, enlarging its pool of investors, securing more resources by way of sponsorships, grants, and private fundraising, and evaluating alternative revenue streams for sustainability. Virginia Western's goals are to build stronger bonds between on-campus and off-campus activity and to build a successful model that other community colleges can leverage and learn from.

## 8. Develop Metrics

Setting the right metrics and methods for measurement up front will pay dividends. Successful outcomes help you tell an impressive story about the impact your space is making in the community. If you intend to pursue grants, this is a great time to consider which metrics and outcomes will help you land more grants.

## 9. Host Events

Hosting events is the best entrepreneur recruitment and engagement tool you have. Popular startup events such as, Startup Weekends, 1 Million Cups, Demo Days, Mentor Mixers, Startup Meet-ups, Open houses, Happy Hours, Workshops and Lunch & Learns, are all sponsorable. We also suggest you test demand through events prior to investing in brick and mortar infrastructure. Remember to measure attendance and activity for grants purposes!



Western Virginia Community College President Robert Sandel (right), presented Baraka Kasongo with a \$5,000 check after his language translation company, VOLATIA, won the jobs-creation prize offered by the RAMP business accelerator. Baraka is a Virginia Western Community College alumnus.

## 10. Prepare to Earn Buy-in

Institutional support is EVERYTHING. It's incredibly important to understand how to build a succinct data and results-driven business case and communicate it in the right way. However, these will do little to help without the support at the top, the middle and the bottom, both internally and externally.

Admittedly, if innovation were easy, everyone could do it. Virginia Western President Robert Sandel saw the vision and understood the importance from day one. His support was in large part the reason why this initiative was able to move forward. We recommend learning everything you can about design thinking, systems thinking, entrepreneurial thinking, intrapreneurship, lean start-up, building organizational buy-in and data-driven cases. These will help you earn buy-in.

There are many ways to create an entrepreneurial space, but we believe the best way is by working with community partners. When you follow these tips, you're tapping into collective years of experience, but the key is to tap into your own region's intellectual capital. ●



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### NACCE NEWS

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Welcome **Katie Calabrese** and **Anelisa Lauri**, two new key project consultants working with NACCE! **Calabrese** is serving as the Curriculum Coordinator and Editor for the VIL Program for Girls as well as the Post-Camp Coordinator. She assists participating colleges with planning their post-camp monthly student engagement activities and is involved in program evaluation, identifying and documenting best practices, coordinating colleges' selection of student products and projects, and developing a student/parent handbook. **Anelisa Lauri** is the Project Coordinator for the ARC project. Her responsibilities include: developing program timelines and schedules of activities for NACCE grant contractors; overseeing and coordinating activities of grant contractors; reviewing and evaluating work plans and progress; and assisting with grant reporting. Welcome to Team NACCE!

### NACCE MEMBER NEWS

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NACCE Chair **Susan May** has announced the appointment of **Roane State Community College President Chris Whaley** to the NACCE board. "We are pleased to welcome President Whaley to the NACCE Board of Directors," said May, who is president of Fox Valley Technical College in Appleton, Wisconsin. "His breadth of experience spans all facets of the community college, from faculty, to dean and administrator – each providing invaluable perspective and understanding of organizational needs and opportunities. He will be a vital contributor to our dynamic board." Whaley began his college education at Roane State, earning the college's highest student award and continued his education at Middle Tennessee State University. He eventually earned his law degree from the University of Tennessee. After three years in private practice as an attorney, he returned to the college in 1997 and served in various capacities, including dean of Social Science, Business and Education and vice president for Student Learning/Chief Academic Officer. In 2012, Whaley became Roane State's fifth president.



**Rebecca Corbin**, president and CEO of NACCE, **Eugene, Giovannini**, chancellor, **Tarrant County College**, **Shari Olson**, president of **South Mountain Community College**, **Ken Atwater**, president of **Hillsborough Community College**, and **Sharon Johnson**, CEO, **Shenandoah Valley Workforce Development Board**, served as panelists at the American Association of Community Colleges' annual Workforce Development Institute (WDI), January 30-February 2 in New Orleans. The workshop defined ecosystem building and an entrepreneurial mindset as essential elements in confronting challenges and seizing opportunity. The workshop also introduced community college leaders from different regions of the United States who are advancing workforce development agendas in their regional ecosystems with entrepreneurial mindset and action.

The Startup Genome Project ([startupgenome.com](http://startupgenome.com)) has selected Tampa Bay as a region that will be added to its global ecosystem mapping initiative. **Andrew Gold**, business faculty member at **Hillsborough Community College** (HCC) in Tampa and **Mary Beth Kerly**, a business professor at HCC, will join the initiative, representing HCC and the entrepreneurial perspective. Because the Startup Genome Project is heavily tech skewed, their input will be a useful addition to this research and allow them to showcase the important work that community colleges are doing throughout the country to ideate, validate, launch and grow businesses through community colleges.



**Sierra College** in Rocklin, California, has named **Amy Schulz** dean of Career, Continuing and Technical Education. In her new position, she will oversee CTE programming, community education, and contract education. Sierra College is the host college for the California Community College Maker Initiative. It has recently developed and offered a general education transferrable social entrepreneurship course. Schulz has also recently completed an online toolkit for the CCC Maker Initiative that is available at [nacce.com](http://nacce.com) in the publications and resources tab.

**Rebecca Corbin**, NACCE; **Larry Barrett**, **Florida Gateway College**; **John Rainone**, **Dabney Lancaster College**; **Betty Young**, **Hocking Community College**; **Chuck Terrell**, **Eastern West Virginia Community and Technical College**; and **Gene Coulson**, **EntreEd**, were among the college, university and workforce agency representatives who attended the "Resources Uniting Rural American Leaders" (Rural) conference in Hot Springs, Virginia in December.



# Jan Swinton

## RESIDENCE

Fallbrook, California

## ORGANIZATION

Glendale Community College

## OCCUPATION

Dean, Workforce Development

## FIRST JOB

Local guitar shop for sales and instruction. Dusted all guitars and equipment, vacuumed shop, and answered phones.

## PHILOSOPHY

Pay it forward by mentoring and empowering others.

## FAVORITE MUSIC

Appreciate all, but do like to go back to the 60's – my “growing-up days” of Folk, Motown and Surf, along with Classical music.

## FAVORITE TV SHOW OR MOVIE

More recently, *Hidden Figures*. It highlights the women of color “computers” who hand calculated space flight details for John Glenn.

## FAVORITE BOOK

*Who Owns the Ice House?*

## WHAT GOT ME INTERESTED IN MY WORK

I was originally a community college counselor. I loved helping people accentuate their strengths and find their passions. I then began leading projects to help underserved populations achieve their dreams, most notably, women in nontraditional occupations. Being the dean of Workforce Development allows me to help others achieve these goals, and enables me to collaborate with education, business and industry to address workforce-training needs.

## SUCCESS IS...

Helping other people shine in their own right.

## PET PEEVE

Long-winded, rule-bound committees to make decisions, instead of just figuring out how to make something work for the benefit of our students, partners and community.

## FAVORITE QUOTE

Keep calm and carry on. (Doing the right thing to empower others).



## CURRENT PROJECT/S

Training high-end autism spectrum students as CNC Machine Operators.

## WHAT IMPACT HAS NACCE HAD ON YOUR COLLEGE'S ENTREPRENEURSHIP EFFORTS?

Under our excellent Entrepreneurship faculty, State Sector Navigators and Deputy Sector Navigators, K-16 partners, local Workforce Development Boards, City and County Economic Development Boards, and local business and industry, our Entrepreneurship program has evolved into a vibrant, thriving entity for our students. Their LIFE (Lean in for Entrepreneurship) club is active hosting speakers, workshops, and activities, along with an excellent speaker series highlighting contemporary entrepreneurs. They actively participated with our city when it hosted a Pitch Fest as part of Tech Week activities. Their LinkedIn profiles are professional, and the student life president is now interning at LexusEdge badging. I also value the amazing colleagues I have met through NACCE networking. I am always so inspired and filled with new ideas by them.

# HOW WILL

**your current &  
future students  
take their business  
idea to market?**

Introduce the direct selling distribution channel to your students as a way to take their entrepreneurial concept nation-wide or global. You may have the next Mary Kay, Kirby or Avon founder in your classroom.

Want more information on how direct selling works, how to present it and how it relates to topics like the gig economy, big data and social entrepreneurship to share with your students and community?

Visit the Direct Selling Education Foundation at [www.DSEF.org](http://www.DSEF.org) for free curricula and teaching content.

DSEF is currently taking applications for our Teaching Ambassador's Program. Learn more by contacting DSEF Program Coordinator Austin Martin at [amartin@dsef.org](mailto:amartin@dsef.org) or 202-416-6403.





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## Join us!

### ONLINE NETWORKING

Are you on Facebook? If yes, join our private Facebook group entitled "NACCE Community of Practice!" This is a great way to connect with other NACCE members, pose questions, share best practices and exciting news updates, and ultimately learn and grow with one another.

**To join, please visit [bit.ly/NACCEprivateFB](https://bit.ly/NACCEprivateFB).**

**OUR GOAL IS TO HAVE 500 MEMBERS BY THE END OF 2018.**

**HELP US REACH OUR GOAL!**