THINK ENTREPRENEURS:
A Call to Action

Integrating Entrepreneurship into the Public Workforce System Throughout America

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Submitted By:

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Gair McCullough edited the final thoughts and helped create a cogent document that conveys the message shared by everyone we interacted with—that entrepreneurship is an essential element in turning around the U.S. economy and the lives of unemployed and displaced workers.

Table of Contents

Section **Page**

Executive Summary ..……5

Overview ..……9

Section A: The Case for Entrepreneurship ……10

1. Small Business: Basis of the American Economy
2. Status of Unemployment
3. Need for the Entrepreneurial Mindset
4. Entrepreneurship in Workforce Development

Section B: Policy Issues …… 17

1. Equality of Entrepreneurship as a Career Option
2. Revising Core Performance Measures
3. Legislation that Empowers the Unemployed to Choose Self-Employment
4. Collaboration among Federal Agencies as a Model for States

Section C: Self-Employment Assistance Option (SEA) ……..23

1. The Choice for All States to Adopt SEA
2. Changing the Mindset toward the SEA Option
3. Dealing with Business Organizations and Legislatures

Section D: Leadership of Local Workforce Investment Boards ….……..27

1. Embracing Self-Employment as an Option
2. Addressing Regional Needs through Strategic Planning
3. Training Workforce Investment Board Leadership
4. Fostering Entrepreneurial Behavior among Local WIB Directors
5. Making Decisions Based on Strategic Planning and Partnerships
6. The Need for Effective Management
7. Regional Asset Mapping
8. Establishing Funding Streams to Support Needed Services

Section E: Local Staff Motivation ..……..35

1. Training Staff to See and Value Entrepreneurship as a Viable Option
2. Developing Positive Orientation toward Contributions of Small Business
3. Benefits of Entrepreneurship for Staff and Region
4. Role Models

Section F: Local Career Center Model ..……..41

1. Approach and Induction Practices
2. Placement Success Factors that Honor Entrepreneurship as a Career Choice
3. Developing One-Stop Career Centers that Encourage Self-Employment
4. Tools for Assessing Self-Employment Readiness
5. Training, Coaching, and Mentoring Entrepreneurs
6. Researching Essential Business Information

Section G: Local Organization Collaboration ..……..50

1. Creating Trusting Partnerships
2. Interactions that Support an Entrepreneurial Climate
3. Defining Partners' Roles and Support Systems
4. Communication Between Entrepreneurship Assistance Providers
5. Coordinating Training for the Self-Employed
6. Local Benefits of Legislation that Eliminates Silos in Federal System

Conclusion and Recommendations ..……...……. 56

APPENDIX ……59

- Appendix A - Case Studies **…… 60**
- Appendix B - Resources for Career Centers **……129**
- Appendix C - Tools for Self-Employment **……146**
- Appendix D - Unemployment Issues **…… 189**

Executive Summary

Imagine a group of entrepreneurship educators with a 25-year history of education and training and a network of 100 member organizations and their networks exploring DOL-sponsored unemployment system to learn how the system's federal and state-sponsored programs could help people create jobs when theirs disappear. The Consortium for Entrepreneurship Education is that group of educators, and this report reflects their experience with the Public Workforce System. The findings of the report must be addressed in order to truly assist all who are concerned about and working with our nation's unemployed workers. Innovation and creativity—the basic elements of an entrepreneurial mindset—are the keys to making these needed changes. This report focuses on the assistance and resources that communities need in order to make self-employment a viable option, as well as the challenging barriers that exist. Immediate action is required.

First, it is essential to understand some basic facts that point to self-employment as a career option and the need to support entrepreneurs effectively for success.

- Small businesses are the foundation of the American economy. The Small Business Administration (SBA) currently reports that of the 27 million businesses in America, 20 million have no employees, and another 4 million have 5 employees or fewer[1].
- Unemployment in the United States is at a 26-year high (9.4 percent in June 2009), as businesses seek to survive by cutting jobs. The majority of job losses have occurred in large companies, with the highest share among firms with 1000 or more employees. Individual entrepreneurs have been the quickest segment to recover in the current recession[2].
- Small businesses thrive when people are empowered to use their skills to create products or services that customers need, and often fail when the self-employed lack the basic business skills to create their business for sustainability.
- A major study of the relationship between economic growth and entrepreneurship, sponsored by the Kauffman Foundation and several partners, found that all nations with high levels of entrepreneurial activity had above-average rates of economic growth[3].

Second, it is useful to look at how assistance to job seekers is organized to support entrepreneurship as a career option.

- Funding and leadership are provided to states through DOL Public Workforce System to develop plans and systems for Workforce Investment Boards (WIBs) that pass their strategies to local communities.
- Although business leaders serve on the 600+ WIBs, they rarely consider this system as a way to help people become self-employed or encourage local career centers to provide assistance to potential entrepreneurs.

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[1] http://www.sba.gov/advo/stats/sbfaq.pdf

[2] http://www.dol.gov/opa/media/press/opa/opa20090644.htm

[3] http://www.gemconsortium.org/download/1246330200915/GEM_Global_08.pdf

- In a questionnaire, 87 percent of WIB administrators said that entrepreneurship should be included as a career option for the unemployed, but only 43 percent said they "sometimes" consider entrepreneurship as equal to other career options (57 percent said seldom or never)[4].
- WIB centers that successfully address self-employment/entrepreneurship collaborate with training and mentoring organizations and provide assessment capacities to the local DOL-sponsored One-Stop Career Centers.

We believe that local communities must not overlook opportunities for job seekers to create their own jobs, but **major barriers** currently exist and must be overcome:

- Entrepreneurship is not well established in Federal and statewide policy and execution strategies.
- Staff lacks information and training about self-employment as a career option, including accessibility to resources, technical assistance, outreach efforts, available partnerships, assessment processes, and coordination of available funding options.
- WIB leaders tell us that self-employment outcomes are hard to document for DOL regulations; entrepreneurship does not fit into current methods for measuring performance.

Policy, training, performance indicators, and WIB reward systems should acknowledge entrepreneurship as an effective employment strategy. After all, small businesses are the leading sector of the economy at creating new jobs!

Specific recommendations for bringing self-employment/entrepreneurship fully into DOL-sponsored programs for the unemployed are:

1. Pass new federal legislation to break down the silos of community development, economic development, workforce development, and small business legislation in various Federal agencies to optimize our economy and encourage small business creation. The legislation should include funding to support a central coordinator, demonstration projects, and nationwide implementation of cooperation strategies.

2. Build a partnership at the national level that demonstrates the integration of entrepreneurship as a career option in every industry and as one answer to all displacing events. This partnership would include federal agencies for Agriculture, Economic Development, Health and Human Services, Labor, Small Business Administration, and Education, with leadership in policy decisions and professional development nationwide. Convene the leaders of these agencies for a roundtable discussion about the essential needs for entrepreneurship and entrepreneurship education, using the expertise of the Consortium for Entrepreneurship Education to broker continuing meetings.

3. Provide focused on-going self-employment leadership in Federal agencies involved with economic, community, and workforce development through rules, regulations, and

[4] EMSI Survey of WIB Directors April 2009

legislation that foster entrepreneurial development and self-employment. Promote availability of appropriate federal Web sites and access to the Consortium Web site to provide information for self-employment leadership across all agencies.

4. Train Workforce Investment Boards in every state to implement strategic planning and strategic "doing" around employment opportunities that optimize the resources available in their locations, including opportunities for self-employment. Provide targeted TEGLs identifying recommended strategies. Host a session at the National Workforce Development Conference and the National Workforce Boards Conference for state boards and other leaders to focus on successful strategic planning examples that encourage integration of entrepreneurship in the statewide Public Workforce System.

5. Change Federal and State policies to include performance indicators and success factors that focus on changing future economic conditions and recognize the value of entrepreneurship as a career choice. Create policy initiatives that link economic development with workforce development communities and establish environments in which the self-employed can prosper. Business establishment and success should be a continuing focus of the policies. Indicators might include:
    - Business owner accesses needed training in the community
    - New business starts exhibit six specific indicators of success
    - Business has external investors
    - One or more individuals move off welfare.

6. Organize One-Stop Career Centers and other Unemployment Intake Centers to participate in professional development to enhance their orientation to and understanding of opportunities for the unemployed to develop self-sufficiency as entrepreneurs. Create professional development experiences based on staff exploration of model case studies and assessment plans provided by the Consortium for Entrepreneurship Education at their Web site[5].

7. Modify intake systems for the unemployed to focus on the interests, skills, experiences, and needs of each applicant while maintaining an open mind about employment or entrepreneurial opportunities that best suit the client as s/he seeks self-sufficiency. Practice helping job-seekers use the self-assessment checklist followed by coordination of training and mentoring capacities in the community to serve the needs of each potential entrepreneur.

[5] http://www.entre-ed.org/where/unemployment programs

8. Encourage partnerships between local organizations that support the training, counseling, and mentoring needs of the unemployed who choose to become entrepreneurs. Avoid duplication of services, and capitalize on the strengths of the partners to deliver needed services. Hold regular meetings with representatives of colleges, community colleges, SBA-sponsored training programs, micro-enterprise assistance providers, community entrepreneur development agencies, and all related providers of training, mentoring, and coaching to potential and new small businesses. Share the One-Stop Career Center assessment process to facilitate selection of appropriate referrals.

9. Help new entrepreneurs establish their businesses as sustainable, tax-paying entities that can be counted as placement successes as they obtain training and plan, develop, and grow their enterprises. Use the tools and processes provided throughout this report to work with establishing and helping businesses succeed.

10. Develop demonstration projects of statewide systems that model recommendations in this report for assisting individuals to become self-employed. This would include revised performance indicators, strategic planning (and doing), "double major" training, community partnerships, training of all staff, and ideas learned through Project GATE about lump sum payments to provide seed capital and aid business start-ups. Evaluate the acceptance of this project's proposed "Entrepreneurship Values for One-Stop Career Centers" as a result of the demonstration projects.

As you review these recommendations, the authors encourage those involved in the Workforce Investment System to consider the following idea: *A job is work that needs to be done...that someone will pay you to do. For the self-employed, their employer is the customer.*

Despite the current economic climate and acknowledged barriers to success, we believe that these recommendations, implemented with an entrepreneurial mindset, will lead to vigorous growth for individual entrepreneurs, enterprising communities, and the U.S. economy as a whole.

Overview

The news of the day is all about the jobs we are losing. The housing, capital, and auto industries have imploded, resulting in massive job losses in 2008 and 2009. Many states are laying off teachers and public service personnel in an effort to cut costs. Even the "securely" employed are skittish—polishing their résumés and waiting for the pink slips to arrive.

What is a job, anyway? At its most basic level, a job is work that needs to be done, that customers are willing to pay someone to do. Most people think of employment primarily as "getting" a job. But there is another option. When traditional employers aren't hiring, entrepreneurs look for customers themselves who will pay them for what they know, what they can produce, or what they can do. Increasingly, people are turning to self-employment as a means to meaningful work, a chance to contribute to society, and a way to earn a living.

In order to create an environment where all adults can work, bold action is required now by Congress and all agencies that focus on helping U.S. citizens become self-sufficient. Now is the time to make a stand to promote entrepreneurship. Just as today's workers must be adept at using a computer, communicating effectively across boundaries and disciplines, and demonstrating resiliency in the face of change, they must also be able to see, evaluate, and seize opportunities where they exist. Indeed, the world considers the entrepreneurial mindset and skills as a major priority for reducing world poverty[6].

One essential step toward moving self-employment forward as a solution is coordinating the efforts of existing training and support agencies. We see great potential—as yet unrealized—for collaboration within the Public Workforce System between educators and local One-Stop Career Centers, for example. The community as a whole provides a wealth of partnership opportunities that should be linked to the needs of the unemployed. In order for entrepreneurship to truly be the heart of our economic system, professionals within the system and education and training resources throughout the community must maximize their impact as partners by sharing information, best practices, resources, and expertise.

Maintaining the status quo is dangerous. As a nation, we must challenge ourselves through Congressional action so that our funding streams and community services for the unemployed can better address the needs of the future and not just those of the past. This Call to Action seeks to merge successful economic development, education, and workforce development strategies, as we advance entrepreneurship as an essential answer to our current employment crisis.

[6] http://www.weforum.org/en/initiative/gei/index.htm

Section A: The Case for Entrepreneurship

1. **Small Business: Basis of the American Economy**
   It is important to know that, although large companies get a lot of press coverage, the majority of companies in the United States are not large corporations. Small businesses are the foundation of the American economy, developing new industries, new technologies, and new solutions for local and global problems. The U.S. Small Business Administration (SBA) Office of Advocacy estimates that in 2007, there were 27.2 million businesses in the United States. More than 20 million of those businesses *had no employees*. Anyone *can*, and millions of "average" Americans *do*, create their own jobs. In the United States, small businesses:
   - Employ about half of all private sector employees (ranging from 44 percent in Florida to 69.8 percent in Montana)
   - Pay nearly 45 percent of total U.S. private payroll
   - Have generated 60-80 percent of net new jobs annually over the last decade[7]
   - Hire 40 percent of high tech workers (such as scientists, engineers, and computer workers)
   - Are 52 percent home-based and 2 percent franchises
   - Produce 13 times more patents per employee than large patenting firms[8]
   - Make up 97.3 percent of all identified exporters (and produced 28.9 percent of the known export value in FY 2006)[9].

   Small businesses create new opportunities for our youth, for unique neighborhoods in our cities, and for vibrant rural communities. The neighborhood florist, taxi driver, landscaper, and restaurant owner are the men and women who embody, nurture, and rejuvenate the American Dream.

2. **Status of Unemployment**
   The United States has always been a nation to which people have come from all around the world seeking freedom, financial opportunity, and self-realization—the American Dream. The perception of the United States as the "land of opportunity" persists, despite the recent rise in unemployment. The U.S. Department of Labor (DOL) Bureau of Labor Statistics reports:
   - The number of unemployed persons (11.6 million) and the unemployment rate (9.4 percent) rose in June 2009, the highest rates since November 1983.

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[7] Kobe, Kathryn. Bureau of the Census and International Trade, U.S. Department of Commerce. Advocacy-funded research, 2007. Available online at http://web.sba.gov/faqs/faqindex.cfm?areaID=24.

[8] CHI Research, 2003. Available online at www.sba.gov/advo/research/rs299tot.pdf .

[9] Federal Procurement Data System; U.S. Department of Labor, Bureau of Labor Statistics. Available online at www.sba.gov/advo/research/rs225tot.pdf.

- Even though large and small companies each represent roughly half the private sector jobs, more job losses have come from large employers than from small businesses.
- Large firms (1,000+ employees) have had the highest share of gross job losses (16.8 percent loss from December 2007 to March 2008).
- Only three major sectors posted net job gains: health, education, and government sectors.
- The individual entrepreneur has been the quickest recovering component during the current recession.

Like the hopeful immigrants who have flocked to our "teaming shores," the entrepreneurial sector provides an optimistic counterpoint to the dreary employment news of the day[10].

3. Need for the Entrepreneurial Mindset

In 2008, the Ewing Marion Kauffman Foundation (in partnership with Babson College, Ernst & Young, the London Business School and researchers from dozens of developed countries) completed the Global Entrepreneurship Monitor report (GEM 2008)[11]. This landmark study explored the relationship between economic growth and entrepreneurship in 21 of the world's leading industrial economies, and reported the following:

> "The level of entrepreneurship activity in a country explains 70 percent of the difference in economic growth among these nations. All nations with high levels of entrepreneurial activity have above-average rates of economic growth. Only a few nations that have above-average rates of economic growth have low levels of entrepreneurship."

Economic historian David Landes argues that "if we learn anything from the history of economic development it is that culture makes almost all the difference." He says, "You can build as many incubators as you like, but if only 3 percent of the population want to be entrepreneurs there will be trouble creating an entrepreneurial economy[12]."

If economic growth is dependent on entrepreneurial activity, and entrepreneurial activity is dependent on cultural attitudes, then our Public Workforce System and leaders on all levels must shift their nearly exclusive focus on *job acquisition* to include *job creation* as

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[10] Office of Advocacy in the Small Business Administration estimates based on data from the U.S. Department of Commerce, Bureau of the Census, and U.S. Department of Labor, Employment and Training Administration.

[11] http://www.gemconsortium.org/download/1246330200915/GEM_Global_08.pdf

[12] Landes, David S. *The Wealth and Poverty of Nations: Why Are Some So Rich and Others So Poor?* New York: W.W. Norton, 1998:544

a viable option for the unemployed. In order for the United States to be a leading global innovator and for our citizens to be self-sufficient, entrepreneurship is critical.

People everywhere want a satisfying, meaningful work life. According to Jim Clifton, Chairman and CEO of Gallup, "What the whole world now wants is a good job[13]." In earlier polls, people reported their desires for love, money, food, shelter, safety, and/or peace as paramount. Individual experiences in recent decades have changed people's thinking about what they want most in life.

Ideas about what constitutes a "good job" may be evolving as well. As the social contract between big companies and their employees has changed, and workers can no longer rely on company loyalty for job security, many individuals have taken charge of their destinies by starting their own enterprises. They are willing to sacrifice old certainties for new risks and opportunities that they believe lie in their own hands. Between 1996 and 2004, aspiring entrepreneurs in the United States created an average of 550,000 small businesses every month. Following dislocations of all kinds, self-employment may be one of the best options for the "good job" people desire.

People don't become successful entrepreneurs without training, planning, support, and a measure of good luck. Fostering an entrepreneurial mindset is essential to our future success, and teaching entrepreneurial skills to all learners (whether or not they eventually start businesses) is a "no lose" proposition for the U.S. economy. The worker with an entrepreneur's business knowledge and skills is an asset in any setting, from a large corporation to a sole proprietorship. Using workforce development resources to create a pipeline of future entrepreneurs in our schools can yield dividends for individuals, businesses, and society as a whole.

Major research findings, economic experts, and trends in employment and entrepreneurial activity seem to concur that we must create an environment in which talented people want to live and work if the United States is to succeed globally. The Public Workforce System can lead the way by fostering positive attitudes, promoting new legislation, directing resources, and adopting policies that support entrepreneurship as a valid and valued career option for all citizens.

Peter Drucker said it best years ago: "What we need is an entrepreneurial society in which innovation and entrepreneurship are normal, steady, and continual[14]."

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[13] Clifton, Jim. "Global Migration Patterns and Job Creation; Gallup's World Poll reveals new findings on the 'great global dream' and how it will affect the rise of the next economic empire." *Gallup Management Journal*, 11 October 2007.

[14] Drucker, Peter. "Educating the Next Wave of Entrepreneurs, a report of the Global Education Initiative." World Economic Forum, Switzerland: April 2009:12.

For Example:
National Entrepreneurship Week (established in 2006 by Congressional Resolution HR-266 and coordinated by the Consortium for Entrepreneurship Education) is celebrated in the United States annually during the last week of February[15]. It recognizes the contributions of entrepreneurs and encourages students and parents to think of entrepreneurship—"creating a job"—as an acceptable option to "getting a job" at a company someone else runs. National Entrepreneurship Week helps citizens understand the tradition of entrepreneurship that has positioned the U.S. economy as the most innovative in the world.

4. Entrepreneurship in Workforce Development

Many opportunities exist within the current Public Workforce System to provide training and support for aspiring entrepreneurs and their businesses. However, resources are rarely allocated for such activities. Instead, they go to traditional strategies designed to place unemployed workers in existing companies.

For example, under Title I of the Workforce Investment Act of 1998 (WIA), the Public Workforce System provides support at the State and local levels to individuals who need services, including job seekers, dislocated workers, youth, incumbent workers, new entrants to the workforce, veterans, persons with disabilities, and employers. Potential entrepreneurs exist in many of these groups.

The WIA provides funding for a wide range of services allowed including youth training activities, YouthBuild programs, employment and training assistance to adult workers, disaster relief employment, dislocated workers' training, and other worker training initiatives. WIA states, in section 134(d)(4)(E), that in the event that funds allocated to a local area for adult employment and training activities are limited, priority for intensive and training services funded with Title I adult funds must be given to recipients of public assistance and other low-income individuals in the local area. Although business planning and preparation may be offered along with other worker training activities, it almost never is.

During 2008 and 2009, the Consortium for Entrepreneurship Education project staff explored local Workforce Investment Boards (WIBs) to find examples of targeted programs supporting self-employment that might be replicated broadly. We found the best examples of widespread use of the Self-Employment Assistance option provided through WIA in Maine and Pennsylvania. Unfortunately, Pennsylvania's support for aspiring entrepreneurs has since been discontinued due to lack of funding. In Maine, the partners to the Maine Enterprise Option have continued to find sources of funding for people who want to start their own businesses instead of struggling to find employment with a company.

Local WIBs find it hard to correlate self-employment with existing core performance measures, and typically do not encourage One-Stop Career Center staff to help the

[15] http://www.nationaleweek.org

unemployed start businesses. In Olympia, WA, Enterprise for Equity has been helping disadvantaged individuals become entrepreneurs since 1999. Many participants in their business preparation and support programs have chosen to start businesses because jobs were so hard to come by in the local labor market. Although Enterprise for Equity has successfully helped more than 100 individuals start businesses, they have been unable to get funding assistance from the local WIB.

For Example:
Generally WIB funding is not sufficient to meet the needs that WIBs perceive in their service areas. However with the 2009 Recovery Act there is now more funding available for entrepreneurship than prior to this act. A Government Accountability Office (GAO) study in April 2002 on early implementation of the WIA reports that nationally, 50 percent of local areas leverage non-WIB funding to support their youth programming and meet existing needs. It cites active involvement of youth councils in communities across the country, from Sonoma County, CA, to Middlesex, NJ. In areas that received Youth Opportunity (YO) grants, formal alliances formed among multiple agencies, and these alliances continued after YO grant funding ceased. In both cases, self-employment might have received greater support had there been consistent and sufficient funding.

5. **Entrepreneurship Education as a Pipeline for Workforce Development**
"Entrepreneurs are not 'born'....rather they 'become' through the experiences of their lives.[16] The Consortium for Entrepreneurship Education believes that for most Americans these experiences need to start early in their educational journey so that by the time they become job-seekers, they have many of the skills and attitudes they need to become self-employed if they choose.

We talk about the "entrepreneurial pipeline" as the process within the K-16 education system for developing skills that will positively impact the success of future entrepreneurs. Many communities today are trying to create an entrepreneurial mindset and develop young people who can develop the economy of their area through entrepreneurial initiatives. Throughout the nation there are important programs in place to assist in developing the pipeline of entrepreneurial workers.

The Consortium for Entrepreneurship Education is an association of member organizations nationwide that provide education and training programs for youth and adults as a lifelong learning process. Entrepreneurship programs—in school and out of school— have emerged over the past quarter century as opportunities for youth and adults to develop entrepreneurial skills and experiences as well as the entrepreneurial mindset.

Nationally accepted entrepreneurship content standards and performance indicators have been important in determining what should be part of entrepreneurship programs everywhere. In 2004, the Consortium worked with focus groups of business owners to identify what they do and what they need to know in order to do it, for the purpose of

[16] Shapero, Albert. "The Dislocated Worker." Columbus, OH: The Ohio State University, 1980.

establishing the Entrepreneurship Education National Content Standards. The resulting 15 standards, with 403 supporting performance indicators, are available free on the Consortium Web site: www.entre-ed.org/standardstoolkit . They have been used widely to support the development of curriculum that is used by diverse programs, K-16 and adult education institutions. In 2008, the U.S. Department of Labor adapted the Consortium standards to create the DOL Competency Model Format and used Consortium members to complete and evaluate the new DOL model[17]. Curriculum developers and trainers working within the workforce system are using the model to help design and deliver a unified approach to developing entrepreneurial skills and thinking.

Career and Technical Education at the high school and community college level has led the way in creating programs as part of the K-14 education system, with emphasis on the programs related to self employment and business. Four-year colleges and universities also have created coursework for undergraduate and graduate students to develop entrepreneurial expertise. As a result, qualified students under the provisions of the WIA often come to One-Stop Career Centers with a background in entrepreneurship, prepared to be self-employed.

SEC 129 of the Workforce Investment Act of 1998 states that the Youth Activities of Title I of the Workforce Investment Act are directly connected to the Career and Technical Education programs in most states. This section identifies how funds may be used for approved youth activities, including:

- To provide to eligible youth seeking assistance in achieving academic and employment success effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers
- To ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities
- To provide opportunities for training to eligible youth
- To provide continued supportive services for eligible youth
- To provide incentives for recognition and achievement to eligible youth
- To provide opportunities for eligible youth in activities related to leadership, development, decision-making, citizenship, and community service.

The entrepreneurship education pipeline and the educators involved in providing training should be considered major resources in developing partnerships in the community to help the unemployed.

For Example:
Entrepreneurship education activities have proven to engage students in learning and using skills that have a personal value to their futures. If all teachers in the U.S. included some aspect of entrepreneurial thinking in their courses, the logical outcome would be a nation of entrepreneurial thinkers for the future. In order for students to become more entrepreneurial, all students across all the curriculums should be taught the skill sets that

[17] http://www.entre-ed.org/_contact/pressdol2.pdf

help them to have "the entrepreneurial mindset." Entrepreneurial skills and attitudes benefit both society and individuals in all walks of life.

A proposal, entitled "Entrepreneurship Empowers Everyone," and delivered during National Entrepreneurship Week 2009**,** offered some basic suggestions about what might be done at each level of education to encourage the entrepreneurial spirit and develop knowledge and skills through experiences. Examples in the proposal presented models at each level of the pipeline: elementary, middle school, high school, college, and adult education[18].

[18] http://www.nationaleweek.org/eweek_files/EntrepreneurshipEmpowersEveryone.pdf

Section B: Policy Issues

The purpose of Title I (of the WIA) is to provide workforce investment activities that increase the employment, retention, and earnings of participants; increase their occupational skill attainment; and in turn improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the U.S. economy. As project staff talked with local Workforce Investment Board staff, we learned of a number of issues that must be addressed at the national level in order to carry out the purpose of Title I effectively. Attitudes toward self-employment, legislation that promotes it, inter-agency partnerships, and integration of services must all be realigned favorably toward entrepreneurship as we develop our workforce. The Federal government should consider leading this realignment so that state and local operations can follow suit and build the training and employment capacity of the regions they serve.

1. **Equality of Entrepreneurship as a Career Option**

   In late 2008, the U.S. Council on Competitiveness released its annual report, *Competitiveness Index: Where America Stands.* The Council concluded that four factors are central to America's economic future: innovation, entrepreneurship, education, and energy. On entrepreneurship, the Council writes:

   > "Entrepreneurship is a critical driver of success in the modern economy. New companies and their subsequent growth create most of the new jobs in the United States. New companies also provide an increasing share of knowledge creation, an area that has traditionally been dominated by large companies and their substantial R&D expenditures."

   Entrepreneurship must be positioned as a career option equal to any other career if we are to have a healthy, growing economy.

   In the midst of record unemployment in 2009, a new U.S. Census Bureau study funded by the Kauffman Foundation shows that startup companies are a major contributor to job creation. *Business Dynamic Statistics* (BDS) also indicate that while business startups declined slightly in most cyclical economic downturns, startups remained robust even in the most severe recession over the sample period. "Job growth is essential for our economy to rebound, and this study shows that new firms have historically been an important source of new jobs in the United States," said Robert E. Litan, vice president of Research and Policy at the Kauffman Foundation. "Our research into the early years of business formation consistently shows how vital new firms are to the American economy, and this data should give policymakers and budding entrepreneurs alike great hope for how we can solve our current crisis—create and grow jobs through entrepreneurship."

   The BDS data show that employment accounted for by U.S. private-sector business startups over the 1980-2005 period was about 3 percent per year. While a small fraction of overall employment, these jobs from startups reflect **new jobs**. Compare this statistic to total U.S. employment growth (about 1.8%). The pattern implies that, if we exclude the jobs from new firms, the U.S. net employment growth rate is negative on average.

   A culture change within the Public Workforce System is a priority for future success. Historically, the Public Workforce System has emphasized job acquisition over job creation, and their training and policies have supported that bias. Because the One-Stop

Centers have generally worked with and for the businesses in their regions, they have focused on equipping individuals to get jobs in those businesses. However, in the current economy of 2009, there are not enough existing jobs to go around. Leaders owe it to the people they serve to give entrepreneurship an equal place in the employment conversation.

Guidance and policy leadership are required at the national level as Public Workforce System legislation is renewed in 2009-2010. The Employment Training Administration of DOL, through its TEGLs (Training and Employment Guidance Letters) and other publications must present business creation as a way for individuals to become self-sufficient, just as they talk of becoming employed in existing businesses. The system should always position entrepreneurship as an option in published materials. This will impact the focus of staff training and operating procedures at the local level. With the guidance and example of System leaders, one-stop-centers will eventually offer self-employment assistance just as readily as job search assistance.

2. Revising Core Performance Measures

WIA Common Measures are an integral part of the U.S. Department of Labor Employment and Training Administration's (DOL/ETA) performance accountability system. The function of Common Measures is to be able to describe in consistent terms the core purposes of the workforce system and answer the following questions:

- How many people found jobs? (Entered employment rate)
- Did those people stayed employed? (Retention rate)
- What were their average earnings?

These three performance measures are calculated from the number of participants that exit a WIA program during the program year and their outcomes since exiting.

These measures include program data from multiple program years as they are used by the federal government to evaluate the efficacy of the WIA program overall. While these questions and data are important, additional data on spending, program activities, participants, and outcomes are also necessary to convey full and accurate information on the performance of workforce programs to policy-makers and stakeholders.

Many One-Stop Career Center staff members believe that the vision of the Public Workforce System is too narrow and that self-employment is not effectively assessed by the current Common Measures, which are focus on short-term indicators of success. A broader view of workforce development is needed in the System. The integration of workforce and economic development concepts are encouraged by WIB leaders.

One key indicator of success in the current System is getting a person placed in a job that yields a higher wage than they were formerly earning. This definition is too narrow, may be impossible to achieve in the current economy, and does not reflect the successful entrepreneur's experience. Small business start-ups routinely take three years or longer to become profitable, and their owners may forego personal financial gain during this period for the sake of the company. The Public Workforce System needs new and

expanded metrics that join key economic development and workforce preparedness concepts to measure success.

Under the 2009 Recovery and Reinvestment Act, organizations receiving Community Service Block Grants from Health and Human Service funding must use the resources to help get the U.S. economy back on track. Funds must be used to reduce poverty, revitalize low-income communities, and help low-income families become self-sufficient. Eligible entities may use the funds to provide services and activities addressing "big issue areas" such as employment, education, housing, nutrition, and emergency services to combat the central causes of poverty. The performance measures for the Public Workforce System need to be modified to focus on large ideas within the workforce development and economic development sectors of the economy and allow WIBs to focus on strategies that help create and expand employing units or help individuals to create their own jobs.

Local WIBs may have the greatest impact by striving to create an entrepreneurial culture. By creating conditions that bring economic development into local communities and equip the workforce with the skills that allow companies to thrive, WIBs can foster new business development as well as the expansion of existing businesses. Core performance measures should correlate with this objective.

Only if the WIA core performance measures are adjusted to allow for the inclusion of self-employment as an acceptable outcome will the culture be transformed. In working with congressional leadership to revise the WIA legislation there must be recognition of entrepreneurship in the performance indicators that guide the accountability for results under the revised legislation.

For Example:
The Advantage West economic development organization in Western North Carolina has implemented a Certified Entrepreneurial Community initiative that allows communities to self-assess and organize through community partners to develop the type of entrepreneur-friendly environment that allows individuals to advance their dreams and thus the economy of the region[19]. In order to become certified, a community initiates a 5-step assessment and planning process. Embedded in the five steps are numerous indicators that could be built into the reauthorized WIA and could become the basis of core performance measures relevant to self-employment[20].

3. **Legislation that Empowers the Unemployed to Choose Self-Employment**
With corporate layoffs reaching record levels in 2008-2009, experts predict that there will be a surge of new entrepreneurial activity in the coming months. Some corporate

[19] http://www.advantagewest.com/content.cfm/content_id/227/section/entrepreneur

[20] http://www.advantagewest.com/content.cfm/content_id/229/section/entrepreneur

professionals went into their lines of work because of the financial upside, and they were willing to be in these high level corporate jobs despite the toll on their health and family lifestyle. Now, without job security, the cost-benefit analysis may look different. Some are taking the plunge, using the money they've earned in the corporate world to launch the business idea they've had for years. They are now more inclined to take charge of their work-life destiny than they were when corporate leadership was making the key decisions[21].

For those who remain employed in corporate jobs, *when, where, and how* they work has changed dramatically in recent years. More and more individuals want to work when and where they choose so that they can balance life, family, and work objectives. Much of today's innovative work calls for collaboration between individuals as products, services, and ideas are developed. Technology allows individuals to contribute their expertise to projects anywhere in the world, on a schedule that suits them. The Public Workforce System must adjust to working with individuals who are choosing work to meet their lifestyle and not necessarily desiring to work for existing companies.

In our discussions, many WIB leaders encouraged a new strategic focus that would include moving from leading the Public Workforce System toward specific outcomes to leading with large workforce and economic development ideas or concepts. WIB boards and administrators who focus on what advances economic development seem to have more success in their geographic area.

Congress should revise the WIA legislation to reflect a major emphasis on individuals' developing their own jobs. In the current economy, many businesses are struggling to keep their doors open. As businesses eliminate jobs in an effort to reduce costs and stay afloat, there are many opportunities for individuals to become entrepreneurs without a total overhaul of their existing skills. For example, they may contract to provide essential services to their former employers or serve multiple businesses that need their expertise but cannot support a full-time position.

All of these examples reflect innovation in the face of change. Crafting legislation that encourages development of entrepreneurial communities will focus on innovation. The Special Report on Entrepreneurship published by *The Economist* on March 14, 2009 states, "The globalization of entrepreneurship is raising the competitive stakes for everyone in the world. Entrepreneurs can now come from almost anywhere including once-closed economies such as China and India." *The Economist* understands that an entrepreneur is someone who offers an innovative solution to a problem. Resourceful individuals solve two problems at once—their own unemployment problem and their customer's need for the products and services they offer—while earning themselves an income. The Public Workforce System needs to push for legislation that prepares individuals and communities for innovation of this kind.

[21] http://www.businessweek.com/smallbiz/content/dec2008/sb2008

For Example:
A group of organizations including CFED, AEO, FIELD, and the Center for Rural Affairs has called for the Federal programs that support low income citizens and prisoners who are re-entering society to recognize self-employment as a step toward self-sufficiency. Often it is the best option for the lowest income individuals, but Temporary Assistance to Needy Families (TANF) and Social Security Disability Insurance programs do not recognize business creation as an eligible activity for recipients. These organizations advocate several reforms including recognizing self-employment as an option and facilitating access to affordable health care coverage for self-employed entrepreneurs.

In TEGL 16-04 (February 23, 2005) states were asked to encourage local WIBs to consider entrepreneurial training programs for WIA customers as part of their menu of services and to explore appropriate partnerships to support these training programs. States were encouraged to include entrepreneurial training providers on their eligible provider lists. TEGL 16-04 described the self-employment assistance program as a focused policy initiative of the U.S. DOL/ETA.

The current WIA (1998) does include the Self-Employment Assistance option, but it is insufficient. In TEGL 14-08 issued March 18, 2009, there are 50 pages of policy guidance and direction regarding the American Recovery and Reinvestment Act of 2009 ("the Recovery Act") that funds activities authorized under the WIA and the Wagner-Peyser Act. Specific recommendations for modifying WIA and Wagner-Peyser Strategic State Plans were also included in TEGL 14-08. Page 12 contains the only reference to entrepreneurship, in the list of training services that are options under the WIA.

Although DOL has policies regarding self-employment, there is little attention paid to it in "the Recovery Act," even when there are no job openings in existing businesses. Since creating a job might be a more acceptable option than having no job, perhaps serious attention should be given to this possibility in the revised WIA.

4. Collaboration among Federal Agencies as a Model for States

Multiple Federal agencies receive appropriations from Congress that are focused on different aspects of economic development, assistance to unemployed individuals, and assistance to fledgling entrepreneurs. In order to optimize the impact of these appropriations, there must be coordination at the domestic policy level. According to the U.S. Census Bureau, Non-Employer Statistics, 2006, nearly 88 percent of the businesses in the United States have five employees or fewer. Certainly, it is appropriate to focus funds and energy on coordinating small business assistance as we look at revitalizing the economy.

Even with the Obama administration's focus on change, Congress in 2009 has reauthorized many former pieces of legislation that continue to create silos of work and funding for workforce development initiatives throughout the nation. While the funding allowed by these individual pieces of legislation is helpful, it perpetuates a piecemeal

approach to workforce and economic development. A more comprehensive review and reauthorization of workforce development legislation as a whole would be appropriate.

In order for the various funds to benefit local economies most, funding streams must be coordinated at the Federal, state and local levels. We need a person, possibly at the cabinet level, who has the authority and responsibility to help Federal agencies coordinate their economic development work. It is not possible to expect local partners to understand and navigate the links between the various legislative initiatives without leadership from Federal and state partners. The Domestic Policy Council, policy advisor to the White House, could provide organizational support for this coordination, thereby promoting economic stability, business growth, and innovation. Successful collaboration on the Federal level would provide a model for states, regional councils, and local agencies to follow.

For Example:
One example of successful coordination at the Federal level is a government Web site (www.Business.gov) with links to all Federal agencies providing business resources. It is designed to help small business owners understand their legal requirements and locate relevant government services. Having all these links together in one place saves people time and frustration, and demonstrates the coordination of resources. There is a wealth of information available on the Business.gov linked sites that expands on the information provided on the original agencies' sites. See the Appendix B for a list of "Sixty-Five Indispensable Web sites for Entrepreneurs[22]."

[22] The list was compiled by the Entrepreneur.com staff, with major assistance from Mikal E. Belicove, author of the 2009 Internet Directory: Web 2.0 Edition.

Section C: Self-Employment Assistance Option (SEA)

The Self-Employment Assistance (SEA) policy initiative, authorized by Congress in 1993, and funded with Wagner-Peyser funds, authorized states to establish Self-Employment Assistance programs for recipients of unemployment insurance benefits. Eleven states passed enabling legislation, and eight states implemented the programs: California, Delaware, Maine, Maryland, New Jersey, New York, Oregon, and Pennsylvania. States such as Maine were able to win approval by appealing to the principles that have made the United States great. Despite opposition to the bill, legislators understood that allowing individuals to pursue their dreams is the American way. (California terminated its SEA program in July 1998, and Pennsylvania, at the end of June 2008.)

Under the SEA program, states can pay a "self-employed allowance," in lieu of regular unemployment insurance benefits, to help unemployed workers while they are getting their businesses off the ground. Generally, in order to receive these benefits, an individual must first be eligible to receive regular unemployment insurance benefits under State law. Individuals who have been permanently laid off from their previous jobs and are identified (through a state's profiling system) as likely to exhaust regular unemployment benefits are eligible to participate in the program.

A second feature of the SEA program provides for the use of funds from discretionary state funding for training, and unemployment benefits only from the Unemployment Trust Fund. More effective integration of the two features is needed so that unemployed workers can access training while receiving benefits and starting a business. CEE calls this the "double major" concept (like a college student pursuing two programs of study at the same time).

Individuals may be eligible for the SEA options even if they are engaged full-time in self-employment activities including entrepreneurial training, business counseling, and technical assistance. Self-employment allowances are the same weekly amounts as the worker's regular unemployment insurance benefits. Participants work full-time on starting their business instead of looking for wage-and-salary jobs.

The One-Stop Career Center staff has an important role to play in implementing the SEA option with unemployed workers who want to create their own businesses. Together, they develop an individual employment plan that identifies the participant's employment goals, sets achievement objectives, and recommends the appropriate combination of services for the participant to achieve his/her goals. This approach gives the aspiring entrepreneur time, training, and financial support to plan and start the business and work toward self-sufficiency.

1. The Choice for All States to Adopt SEA

Self Employment Assistance (SEA) is a voluntary program; to date, eight states have adopted it. Other states have tried to pass enabling legislation but have encountered opposition from groups that typically lobby for small businesses (apparently their

members did not want more competition in the marketplace). Even in the states that offer the SEA program, many One-Stop Career Centers offer lots of information about SEA, but provide little or no actual assistance related to business start-up. Most of the training funded out of One-Stop Career Centers focuses on preparing individuals for a job in a particular wage-and-salary occupation within an existing company.

For Example:
Project GATE (Growing America through Entrepreneurship) was a project funded by the U.S. DOL/ETA and piloted at seven sites in three states— Minnesota, Pennsylvania, and Maine—between fall 2003 and summer 2005. The program did not screen out applicants based on their likelihood of success, as many entrepreneurial preparation programs do. One reason for such screening may be the multiple barriers a participant faces (e.g., lack of capital, lack of skills or knowledge to produce the services or product, naiveté about the challenges of starting a business, or an unrealistic business idea).

Project GATE accepted into the program everyone who met the eligibility criteria. It was designed to serve almost anyone, employed or unemployed, who was lawfully able to work in the United States and wished to start or expand a business that was legal and appropriate for federal support. The project was billed as another service to be added to the array of employment services already provided by the Public Workforce System.

The One-Stop Career Centers were the first stop in the provision of GATE services. They conducted outreach by housing electronic kiosks with information about project within the centers themselves, placing brochures about GATE in their resource rooms, displaying posters, and describing the program in orientation sessions. The One-Stop Career Centers also hosted a mandatory orientation for those interested in Project GATE.

Project GATE offered three basic services to program participants—assessment, training, and business counseling. Research showed that the services had a small but significant impact on business ownership, increasing the probability of owning a business during the 18-month period after enrollment. Both the program and control groups experienced a steep growth in business ownership soon after random assignment into the program services. By the sixth quarter after random assignment, 44 percent of the program group owned a business. GATE participants started businesses at a higher rate than control group members. While the increase in business ownership was statistically significant, the magnitude of the impact between program participants and the control group was relatively modest—6 percentage points. Just *offering the self-employment option* helped people focus on creating their own self-sufficiency!

Project GATE recognizes that potential entrepreneurs often need capital up front as a lump sum (rather than weekly payments) to get a business off the ground. It is recommended that participants be given the option of receiving a lump sum early on and then the balance of the unemployment payments at the end of their eligibility period.

Based on the success of the original program, additional Project GATE grants were made in 2008 to four states—Alabama, Minnesota, North Carolina, and Virginia.

2. **Changing the Mindset toward the SEA Option**
In a questionnaire of leading WIB directors, more than 56 percent said they do not have the SEA option in their states. They noted that they were either not aware of it or did not have enough information to know how it might work. In states that do provide the SEA option, it has been a challenge to get staff who work with the unemployed to think about these job seekers as potential entrepreneurs. Policy leadership affirming the use of the SEA option throughout the WDA system will make it easier to do so, but individual Centers will need to help staff adopt a new mindset. Data on the opportunities for self-employment and systems to facilitate assistance will help.

Wagner-Peyser Act funds provide for counseling staff who first meet with the unemployed. These staff member's normal duties are to assess and assist in placement of unemployed persons into businesses that have employment needs for persons with the skill sets that the unemployed person possesses. The major opportunity to encourage more use of SEA will be to expand the measure of success beyond counting only those who get a job. As long as staff gets no positive recognition and benefits from working intensively toward self-employment, and they know relatively little about being an entrepreneur themselves, it will be very hard to change the mindset.

Some counselors from One-Stop Career Centers and other organizations have focused on the belief that low income or unemployed individuals *can* become self-employed even without loans if they are given access to the resources they need to fully develop their business idea. This mindset has been helpful in assisting individuals become self-employed.

For Example:
Leaders of the Maine Enterprise Option (MEO) searched many sources of research for ideas that help individuals as they start micro-enterprises. One useful concept learned is that women need to be earning at least minimum wage in order to be thought of as successful. Because of the MEO initiative, Maine One-Stop Career Center staff members are trained to think entrepreneurially. One person in each center acts as the entrepreneurship program (MEO) leader to counsel individuals, sign them up for the initiative, and refer them to small business counselors as needed. The MEO is seen as another tool in their counseling toolkit for meeting the needs of clients.

3. **Dealing with Business Organizations and Legislatures**
Focusing on the fundamental capitalist approach to economic development allowed state legislatures to approve the Self Employment Assistance option as a tool for working with the unemployed. Even when small business organizations spoke against it, they had to agree with the fundamental right of persons to enter business. Legislators realize, when the economy has stalled and employment rates have fallen as much as they have in 2009, that self-employment is a needed strategy; some unemployed people *must* become entrepreneurs in order to remain self-sufficient. Individuals who start their own

businesses provide their own jobs, and may have the opportunity eventually to employ others. In April 2009, the Bureau of Labor Statistics reported that the only segment of the economy that is growing is self-employed individuals.

New businesses contribute to the local economy, the local tax base, and the state and national tax bases. Helping state legislators to see the benefits of entrepreneurial activity by looking at the multiplier effect their payment of taxes and wages has on their economy is probably the best way to convince legislators to support the SEA program.

For Example:
In Maine, when business organizations insisted that tax funds should not be used to help individuals create competition for existing businesses, those favoring the Maine Enterprise Option insisted that the "American way" was to recognize all individuals' right to enter business and succeed or fail based on their innovation, work ethic, and ideas. The legislature was convinced and approved the enabling legislation and funding to provide counselors to assist the unemployed as they established their businesses.

Section D: Leadership of Local Workforce Investment Boards (WIBs)

The Workforce Investment Board is the organization that is legally responsible for receiving the funds and guiding the policies for delivery of unemployment funds and services to assist job seekers in One-Stop Career Centers and other unemployment offices.

1. Embracing Self-Employment as an Option

Unemployed workers typically go to One-Stop Career Centers to find jobs and apply for unemployment services including training. Even when they have a business idea, they often do not see the One-Stop Center as a source of assistance for implementing that idea. Traditionally, WIBs have worked as an employer support system, providing workers for companies that need them. TEGL 17-05 (issued February 17, 2006) states, "The Public Workforce System continues to focus on *connecting employers with skilled workers, and connecting workers with good jobs."* If DOL continues to guide WIBs in this direction, little self-employment preparation will be done in the One-Stop Career Centers.

WIBs are leaders in establishing local attitudes toward entrepreneurship. Working with policy makers and political agencies to develop policies and laws that encourage entrepreneurial activity in the community, state, and region is often a key part of the strategic plan generated by WIBs.

Whether a person establishes a business to produce products or services, or works as a contractor doing essential work for other organizations, s/he must know how to operate independently. Contractors must engage in marketing their products and services, pricing them appropriately to cover operational costs and make a profit, delivering them as the customer desires, billing appropriately, paying taxes and meeting other governmental regulations. The entrepreneurial skill set allows individuals to succeed as entrepreneurs even when traditional workplaces are "not hiring." When the traditional career ladder of business and industry is no longer available, managing one's personal career requires one to be entrepreneurial.

What has emerged in the education and workforce development literature is the term "entrepreneurial mindset" to identify the skill set that allows one to have both the technical skills essential to deliver a product or service as well as the business and entrepreneurial skills essential to direct one's own career. This mindset must permeate the One-Stop Career Centers as well as the community at large for entrepreneurs to succeed in the community.

For Example:

In Michigan, scientists and business leaders are finding ways to use the engineering and manufacturing skills of the area to create products and services that merge biotechnology and plastics. Solving problems for the medical field has been especially fruitful, resulting in patents and business development in areas of the state where thousands of auto industry related jobs have been lost.

Over seven hundred engineers who were dislocated from Delfi Automotive in Kokomo, IN, were provided incubator space to use their skills and imaginations to solve problems and start businesses. This has allowed some engineers to begin businesses and others to create solutions that they can sell to existing businesses along with their engineering guidance.

2. **Addressing Regional Needs through Strategic Planning**
Many of the Workforce leaders we talked with during our study indicated that using economic development strategies to look forward is one key approach to enhancing opportunities for the unemployed. Ideas from Advantage West and other groups can provide guidance for assessing the self-employment option used for planning in each local area.

As mentioned earlier, the Advantage West economic development organization in Western North Carolina has implemented a Certified Entrepreneurial Community initiative that allows communities to self-assess and organize through community partners to develop the type of entrepreneur-friendly environment that allows individuals to advance their dreams and thus the economy of the region[23]. In order to become certified, a community initiates a 5-step assessment and planning process. Embedded in the five steps are numerous indicators that could be built into the reauthorized WIA and could become the basis of core performance measures relevant to self-employment[24]. When these support systems are in place, the Public Workforce System can focus on helping individuals advance toward self-employment.

Strategic planning for WIB region or service area positions the director to partner with others in the region to help achieve their strategic planning goals. WIB staff can develop an operations plan for operating effective One-Stop Career Centers and contracting to meet the training needs of individuals and businesses in the region. Often in the strategic planning process, the region finds that one of its key assets is the area's entrepreneurial spirit. Through the strategic planning process WIB members can put in place policies that empower WIB director and staff to focus on the entrepreneurial climate of the region.

For example:
Lancaster County, PA serves as a good example of successful strategic planning. For the last three years, the Lancaster County WIB has been a partner in Lancaster Prospers, the economic development collaborative that has been charged with building an entrepreneurship-friendly geographic community. WIB functions as strategic planning leader, contractor, broker of ideas, and program evaluator. Their operation model allows them to operate as if they are "independent brokers." WIB oversees a broad range of customer-focused operations based upon the needs of local businesses.

[23] http://www.advantagewest.com/content.cfm/content_id/227/section/entrepreneur

[24] http://www.advantagewest.com/content.cfm/content_id/229/section/entrepreneur

Taking the long view, WIB sees itself as part of a network for organizations in Lancaster County that form a local "innovation system" whose purpose is to assure that the competitive advantages of key area industries are sustained and grow. WIB knows that a skilled workforce is essential to competitiveness but also knows that technology commercialization, entrepreneurship, local research and development, and location amenities are components of regional economic growth, as shown in their strategic plan[25].

According to Gregg Lichtenstein and Thomas Lyons writing in the *Economic Development Quarterly* in 2006, entrepreneurs must be ready, willing, and able in terms of their skills to make use of the technical and financial assistance being provided in order to quickly achieve business results. In order to optimize the help provided to clients who want to become self-employed, the South Sound WIB in Olympia, WA has developed a regional framework for Innovation and Entrepreneurship to guide their efforts to help people become self-employed and use their business skills for their personal self-sufficiency as well as generate employment for others. First, the regional framework helps establish a seamless network of active, committed, collaborative partners to serve diverse entrepreneurs in various stages of business development. Second, they host an awareness campaign to help people understand how innovation and entrepreneurship are fostered and advanced by the partners. Third, partnerships are established that facilitate the successful acquisition of capital to fuel businesses of all sizes. Fourth, the framework organizes to expand linkages among educational institutions, faculty researchers, and centers of innovation to accelerate technology transfers to businesses. Finally, the framework organizes to advocate for public policies and government intervention that underscores the value of entrepreneurship and success for small firms.

3. **Training Workforce Investment Board Leadership**

Orchestrating the continuing economic development of WIB service area and ensuring that individuals are properly prepared to be self-sufficient is the key work of WIB members. If asset mapping of the region shows—as it does in most communities—that entrepreneurs are key to the continuing economic development of the region, then policies and training that focus on self-employment must be enacted.

Training for WIB leadership is especially important when new self-employment policies are adopted through the strategic planning process. Examining the contributions of small business to the regional economy is a great place to begin with such training. Often, Board members can focus their training during retreats or on-going meetings.

Often, it is reported that WIB comes together, hears the reports, discusses the issues…and nothing changes. Specific training is needed to keep WIBs focused on self-employment issues as they change. Working in small groups toward a specific outcome where people are accountable and responsible for taking action is a way to "move the needle" toward a

[25] www.lancastercountyWIB.com/index.php

healthier economy. Accurate economic information will allow Board members to feel connected to the issues and accountable for the results.

For example:
The results of a questionnaire of selected WIB directors done in April 2009 showed that more than half of respondents did not publicize self-employment within their One-Stop Career Centers. This finding indicated the lack of attention being given to entrepreneurship as a way to gain self-sufficiency.

In Vermont, a local WIB director who has some experience as a project manager is now training other local WIB directors, as there has been no training for directors in the state. She learned by doing. Because of her background she was tapped to train other regional directors in five different communities. When asked what she needed to make her a successful director, she enthusiastically responded that training could make her even more successful.

4. **Fostering Entrepreneurial Behavior among Local WIB Directors**
Once board policies are in place and strategic planning is underway, WIB director will need to demonstrate entrepreneurial behaviors him/herself. This involves establishing creative operations to solve problems and create income streams to provide needed services. The director will need to find better ways to provide the services essential to the region, while at the same time generating enough revenue to pair with funding from WIA moneys to provide for the programs and services essential for the economic growth of the region. Partners who have common needs can be extremely helpful in the work of the entrepreneurial WIB director. Just as a savvy entrepreneur bundles products and services in a way that makes customers want to buy them, WIB directors must look for entrepreneurial ways to offer their services.

For example:
The Lancaster County, PA Workforce Investment Board provides general preparation services in its CareerLink Center for unemployed persons using 16 video sections of the ALCHEMY work skills program. After completing the video series, clients can take the Work Keys assessment to determine if they meet a "cut score" established in collaboration with local businesses for the 3½-hour assessment. If clients meet the cut score, they receive a Work Readiness Certificate from the Lancaster WIB. Once a client with a Work Readiness Certificate is interviewed, hired, and successful on the job for 3 months with a participating area company, the company contributes $75 to WIB for personnel selection services. This entrepreneurial approach provides much of the necessary funding for the Work Readiness Certificate program.

In order to equip prospective employees with the skill sets and résumés or portfolios that they need to secure a job in the private sector, some WIBs provide training to welfare clients to get their skills up to industry standards. In one location where printing was done, the income from the printing jobs funded the materials and instructor to manage the "Corporate Skills Center." This entrepreneurial approach allowed printing needs to be met in the One-Stop Center, skills to be developed or enhanced in welfare clients, and

revenue to be generated for other endeavors. Entrepreneurial approaches to service delivery allow some WIBs to generate nearly a third of the funding for their annual budget.

5. **Making Decisions Based on Strategic Planning and Partnerships**
Once WIB's strategic planning process for a region is in place, the director and staff can seek economic and workforce development partners throughout the region to interact with and to seek assistance from for achieving the strategic plan goals. As WIB staff members interact with economic and workforce development partners, they can agree on the actions that each can take to enhance the region as called for in the WIB strategic plan.

As economic and workforce development partners "sign on" to the WIB strategic plan, and efforts are targeted to enhance the region's economic assets, the power of the region is unleashed. This planning and implementation process works well throughout the region as all partners are familiar with the strategic plan and focus on implementing the strategies called for in the plan.

One challenge, of course, is getting partner networks to be effective in translating ideas into action quickly enough to meet needs effectively. One of the tools being advocated by many is called "strategic doing." Eric Beinhocker, in his writings on strategic action in open networks, says that traditional approaches to strategic planning developed by corporations 40 years ago are too slow and too rigid for today's fast cycle world. In an era of open networking, with key partners engaged in thinking sessions and action planning, some key strategies can be translated quickly into action. The planning and action steps become a roadmap for guiding future conversations to a deeper level more quickly. The strategic doing balances the open participation in the network and leadership direction of the partners[26].

Strategic doing is a set of principles, practices, and disciplines for implementing strategies in a network. Strategic doing guides activity across organizational and political boundaries with a discipline to build collaboration. In strategic doing, four questions are addressed by partners:

- What *could* we do together?
- What *should* we do together?
- What *will* we do together?
- How will we learn together?

These questions guide the network's joint thinking. When strategic doing is successful, the process of strategy implementation becomes faster, and partners see that ideas are translated into action so that the network is rewarded with meaningful progress. Creativity, innovation, and learning happen faster in networks that are using strategic

[26] Beinhocker, Eric. "The Origin of Wealth: Evolution, Complexity, and the Radical Remaking of Economics." Boston: Harvard Business School Press, 2006.

doing. By practicing strategic doing, WIBs can guide the development of their region and the entrepreneur-friendly economy that is needed.

WIB directors indicate that working with partners that have a "bent toward action" is one of the most positive entrepreneurial behaviors they can engage in to create movement toward meeting the needs of businesses and unemployed individuals in the region. Action-oriented partners tend to think entrepreneurially and are willing to take risks to advance the strategic thinking and planning of the network/partnership.

One of the opportunities that can be advanced through rapid response to client needs is to position the WIB and One-Stop Centers as an organizations that provide essential services in such an effective way that clients will pay for the services. Through WIB director's leadership, WIB operates entrepreneurially in its service to the businesses and unemployed persons in the region.

For example:
This type of planning and "doing" can be found in **the South Puget Sound** region of Washington. WIB put in place a regional framework for innovation and entrepreneurship that has five strategic initiatives. The first strategy is to establish a seamless network of active, committed, collaborative partners within the region to help focus on common interests on behalf of businesses and the unemployed in the region. The partners work jointly in open networks to advance WIB's initiatives.

At Saginaw Valley State University (MI), the Center for Business and Economic Development became the key coordinator for the Michigan Innovation Team through the work of the Prima Civitas Foundation to catalyze regional economic transformation. They focused on fostering innovation, connecting ideas and assets, and engaging people within and across communities in order to renew central Michigan's economic prosperity by capitalizing on the region's assets, partnerships, and networks. After their asset mapping work, they sought to ignite the entrepreneurial spirit beginning in the K-14 education system and working with the three WIBs in the region and other partners to re-educate workers who needed to update their skills for new economic opportunities.

They are working hard to create an entrepreneurial culture in a region where the culture has been focused on working for a lifetime in an auto-related industry. The various networks are the key to getting the information about small business contributions to the Michigan economy into the minds of individuals so that they can begin to change their perspective regarding self-employment.

6. **The Need for Effective Management**
Workforce Investment Boards orchestrate strategic planning and establish policies to guide "strategic doing." WIB director is a key manager for the region who is responsible for delegating actions, hiring needed contractors, assessing results, and other duties. The innovative thinking of the director needs to guide the work of staff members who are entrepreneurial and are good at creating partnerships.

WIB director is the key leader in the Public Workforce System. The director's management skills impact hiring decisions, as staff members are positioned to lead the key projects of WIB. Once staff is on board, the director and staff provide key guidance to their strategic partners and contractors toward establishing the entrepreneurial culture of the region.

When actions are delegated effectively to partners and contractors, the director and staff can focus on guiding the contractors to implement the strategic plan, and using core performance metrics to assess results. Only when performance requirements are clearly stated can the results be measured.

Specifying how One-Stop Center staff members present the self-employment option to clients will allow a pro-entrepreneurship mindset to permeate the organization and thus the community of unemployed persons seeking assistance. Effective management by WIB director is a key to successful implementation of the strategic plan and stated policies, especially when implementing self-employment initiatives.

For example:
The WIB director in Lancaster, PA, is an exemplary manager for the territory. He oversees the work of the One-Stop Center manager, oversees the work of nine targeted industry consortium managers, collaborates with community partners, and works with the Lancaster Prospers Alliance to deliver the strategic plan as mapped and approved by the WIB board.

7. **Developing Assets**
One of the practices that effective WIBs have found to be extremely useful is to map the economic assets of their region. Asset mapping allows WIB to understand the strengths of the region and often unveils opportunities for improving the economic climate of the region. WIB can then focus on asset-based economic development strategies, which can then help them work with unemployed individuals who have entrepreneurial aspirations.

Adopting an entrepreneurial mindset helps WIB identify what clients need that they are willing to pay for. WIA funds can then be stretched to meet the needs of other target populations and to fund economic development activities not allowed under WIA legislation.

The income stream generated by the entrepreneurial activities of WIB director can provide resources to meet needs identified in the strategic planning process. Income streams allow the organization to remain healthy and to offer services to clients that assist in enhancing the economic climate of the region.

For example:
In Will County, IL, the Workforce Development Board receives data requests from area employers who are looking for workforce and wage information. They use data to get a heads up of changes in the economy and to plan accordingly. As a WIB they use the data from the mapping for business services and business

recruitment. Recently the WIB used wage information to show the prospective employer that (contrary to their concerns), Will County's wage scale was competitive with the surrounding regions. From this very specific analysis to an economic overview of the entire region, the data from their asset mapping is helping the Will County WDB achieve it goals.

The **WIB in Lancaster, PA**, operates its programs from a budget made up of approximately 33 percent WIA dollars, and 33 percent Welfare dollars, and 33 percent private sector, state, and foundation funds. As partners join in the strategic doing of WIB, they work to find funding streams to support the services clients need. Often services are provided for a small fee, allowing clients literally to be invested in the process. For example businesses in the community pay a placement services fee for students who have been a successful employee for 90 days. Participation is higher when there is some financial stake in their involvement.

Section E: Local Staff Motivation

1. **Training Staff to See and Value Entrepreneurship as a Viable Option**
   One-Stop Career Center staff needs to believe that the option of helping unemployed workers to start their own businesses is equal in value and validity to seeking a job with another business. In order for this to happen, the staff has to be shown data that illustrate the positive impact of entrepreneurial activity on individuals and the community. Helping One-Stop Center staff to know individuals in their local region who have started businesses and who are contributing successfully to the economy of the region is an important start at helping them believe in the self-employment option.

   For example:
   Supporting self-employment as a career choice requires WIB staff to accept the human needs of the unemployed. The Gallup World poll has found that people world-wide say that "having a good job" is their greatest need[27]. Research regarding personal development shows that people desire to be valued as individuals with unique capabilities. The One-Stop Career Centers of the nation need to focus on these core human values as they plan to advance self-employment in the Public Workforce System.

   Consortium for Entrepreneurship Education project staff created a list of 12 values that support self-employment and that are essential to assisting potential entrepreneurs through local WIBs. (See *Entrepreneurship Values for Career Centers* in the Appendix.) In a focus group at the North Carolina Workforce Conference participants, as well as the Northern Virginia One-Stop Career Center staff, said these values are exactly what their staff needs as a focus.

   We were interested in learning how a number of WIB directors felt about the 12 values and their acceptance by their One-Stop Career Centers. The chart below shows responses to the following question: **How important are the following values to the One-Stop Center in helping the unemployed become self-employed?** While respondents strongly support an attitude of helping the unemployed, they rarely promote self-employment.

	Yes	Sometimes	Not Often	No
1. Values the capabilities of each individual to fulfill their highest potential.	79.2	16.7	4.2	0
2. Encourages self-employment as an equal choice to traditional jobs	0	43.5	56.5	0
3. Value creativity and innovation	26.2	43.5	21.7	8.7

[27] www.gallupworldpoll.com

4. Value self-employment, actively seek creative ways to inspire, support and attract the people who have entrepreneurial interests.	26.1	47.8	21.7	4.3
5. Create a person-focused training program that includes tools, knowledge, connections and resources	87	13	0	0
6. Appreciate that changes in the workplace can create a need for people to create their own jobs rather than look for a job which may not suitable for them or be in their communities	65.2	26.1	8.7	0
7. Will create access to opportunity	52.2	30.4	17.4	0
8. Will provide access to micro-enterprise financing	9.1	22.7	31.8	36.4
9. Values community based support in a safe place	56.5	39.1	4.3	0
10. Break isolation, create social and business relationships	73.9	26.1	0	0
11. Celebrates and recognizes self-employment	8.7	30.4	52.2	8.7
12. Encourages entrepreneurship education in schools and community organizations.	26.1	39.1	30.4	4.3

Training and strategic planning need to focus on values such as those listed above in order for One-Stop Career Centers to help the unemployed achieve self-sufficiency. However, results of a questionnaire administered in April, 2009, revealed that 60 percent of WIB directors who responded indicated that their One-Stop Center staff "rarely" or "never" encouraged self-employment as an equal choice to traditional job-seeking. This mindset will result in missed opportunity and prolonged unemployment. One-Stop Center staff members must be guided to value self-employment as a choice equal to working for someone else.

2. Developing Positive Orientation toward Contributions of Small Business

Providing data and relevant facts to local One-Stop Center staff help them understand the realities of self-employment, the contributions of small businesses in their region to employment (of the owners as well as others), and their tax contributions to the local, state, and Federal coffers. For example, many people erroneously believe that business bankruptcy is a leading cause of small business failure. The facts do not support this assumption: Of an estimated 560,300 businesses that closed in 2007, only 5 percent declared bankruptcy. In fact, more businesses *open* in the United States during a typical two-week period than *close* because of bankruptcy in an entire year.

Some of the information at the beginning of this report could be useful in presenting the "big picture" case for the benefits of small business to the economy. State-sponsored data centers have information that will help make the case with One-Stop Center staff

that promoting entrepreneurial activity in their region could have big benefits for the local economy and citizenry.

Chambers of Commerce may be one source of compelling small business data in a region. In Lancaster, PA, the Chamber has 11,500 member businesses. Over half of them employ four or fewer employees, and 90 percent have fewer than 50 employees, even in an area that is heavily focused on manufacturing.

Helping staff appreciate the contributions of small business to the economy will help them understand that if they help individuals find the resources to implement their business idea successfully, they (the staff member) will have helped not only the individual, but also the region as a whole. Once this process works numerous times, the snowball effect kicks in, and staff feels personal success.

With knowledge, the staff can help aspiring entrepreneurs discover what business best suits them. If they know where the business needs are in a community, they can guide clients to finding a problem that needs to be solved. Knowing the facts helps Center staff feel confident that they can help their clients make good decisions. Encouraging an entrepreneurial mindset among staff would go a long way to providing the unemployed with meaningful information. If "customer satisfaction" is the goal of the One-Stop Career Centers, then helping them present all employment options to clients in a balanced, unbiased manner would be valuable.

For example:
Because many of the staff members in One-Stop Career Centers come from the human services training system, they often have not worked as entrepreneurs or in entrepreneurial businesses. Therefore, they do not understand how entrepreneurs think and what they contribute in their communities. At a 2008 workforce development conference in North Carolina, WIB members and staff indicated that there was a great need for training to ensure that staff understood the opportunity and economic contributions that small business represent.

3. Benefits of Entrepreneurship for Staff and Region

Staff in local career centers can take pride in being able to help people create their own jobs…and jobs for others. Self-employment provides real help for the community. A specialist in each One-Stop Center with in-depth understanding of self-employment can be an enthusiastic and informed source about local opportunities for small business start-ups.

As noted above (see Section A: The Case for Entrepreneurship), the contributions of small businesses to the U.S. economy should not be underestimated. State data centers can provide information regarding the tax contributions that are made by small businesses in each state. Tax records and economic development reports for the counties served by WIB can illustrate the benefits that are brought to the tax base alone.

Examination of charitable contributions to the arts often shows that entrepreneurs are patrons of local theater, museums, orchestras, and other cultural resources. Local schools and charities depend on local businesses to support the community. Most entrepreneurs are thankful to the community for supporting their business and thus are committed to supporting their communities. Contributing to local culture is a business benefit for them as well as a way of giving back to those who have helped their business.

When One-Stop staff members want to provide local role models in the community for aspiring entrepreneurs, they turn to successful business owners to access their valuable experience. When WIB desires assistance with projects, they often go to local business owners who can make decisions quickly about supporting an initiative and bring their resources to bear on supporting the project.

Often when we reflect on who in a community is key to making it a better place, we find entrepreneurs—it's just good business! Healthy communities are dependent on entrepreneurs, and vice versa.

For example:
Women's Rural Economic Network (WREN), started in 1994 in New Hampshire, with an ambitious plan to create an eight-month training and support program to assist twelve very low-income women in achieving their dreams of business ownership. By the spring of 1995, these WREN pioneers were operating their own enterprises. Encouraged by the positive results from this pilot project, they began building what they today refer to as the "WREN Community[28]."

Now, more than a decade later, WREN is a membership-driven organization with over 750 members, men and women living in New England and beyond, who benefit from and support WREN's many initiatives and resources, including Local Works, the retail store featuring the products of nearly 200 vendors, the Gallery at WREN, the WINGS program for girls aged 10-18 and the public access technology center. Over the past 14 years, WREN has helped more than 1,500 business owners. Fifty-six percent of WREN members fall within low or moderate-income categories, and nearly 400 members currently operate their own businesses.

WREN inspires possibilities, creates opportunities, and builds connections through community. The work connects people with one another, provides access to resources many couldn't afford on their own, offers learning opportunities including entrepreneurial business training and technical assistance, creates and supports markets for entrepreneurs, actively engages in the community's revitalization, and serves as a national model for rural economic and community development.

4. **Role Models**
   It is important for staff in One-Stop Career Centers to be aware that many successful entrepreneurs started with nothing and were able to create thriving businesses with help

[28] www.wren.org

from local finance, training, and mentoring services. There are many nationally known success stories of this kind, but stories and role models *from the immediate community* may be even more compelling for the local entrepreneur.

For example:
In Olympia, WA, Enterprise for Equity has helped numerous unemployed people to start their own businesses. Their Web site says,

> "Our mission is to ensure that low-income people in the South Sound region have access to credit, technical assistance, training, and support for small business development. These services are provided with the belief that people can and do transform their lives as they bring their strengths, initiative and dreams to their entrepreneurial efforts."

More than 100 businesses have started with the aid of this private non-profit organization. Their Web site (www.enterpriseforequity.org) has a business directory that lists the broad range of businesses that have been started. Enterprise for Equity provides training, capital assistance, and networking events with targeted partners who work to support aspiring entrepreneurs.

People are inspired by the success of others. Examples of widely-recognized entrepreneurs who took a basic idea and delivered a successful company include:

a. **Colonel Harland Sanders** started his business using his social security earnings and his confidence in his chicken recipe[29].
b. **Clifton Taulbert** grew up in an environment surrounded by poverty, working in the cotton fields of Mississippi. He learned from significant people in his life and applied creative thinking to opportunities that came his way. He grew his entrepreneurial base by being part of the team that introduced the world to the "StairMaster," and since then has become "one of the nation's outstanding entrepreneurs" according to *Time* magazine. As owner of the Building Community Institute in Tulsa, OK, Taulbert provides leadership for community growth and shares his ideas worldwide[30].
c. **Lynn Donohue**: *One Brick at a Time* tells the story of a brick masonry firm that started Lynn Donohue, who struggled as a woman in a field where she was subjected to harassment by the male masons. She could see that her minority contractor status would allow her to gain contracts in a field dominated by men. After learning her trade and the necessary entrepreneurial skills, Donohue set out on her own[31].
d. **Ryan Allis** as a college students saw an opportunity to sell his network contact software to help businesses communicate more effectively with their customers. Soon he was managing employees as he was completing his college degree. Allis is the Co-Founder and Chief Executive Officer of iContact, the leading provider

[29] http://en.wikipedia.org/wiki/KFC

[30] http://cliftontaulbert.com/

[31] http://www.lynndonohue.com/foundation.html

of email marketing tools for small businesses. iContact currently has over 150 employees, 43,000 customers, and $25 million in annual sales[32].

e. **Robert Kiyosaki**: Entrepreneur and author of the best-seller, *Rich Dad, Poor Dad*, Robert and his wife once lived out of their car. He failed many times before he succeeded in business. He learned his financial lessons and created a course that has taught thousands how to succeed by managing money properly[33].

f. **Juliette Brindak** came up with the idea for the Web-based "Miss O and Friends" at age 10. Now, at age 19, her business is worth over $15 million and is visited by millions of girls every month. When Juliette was 16, she released her first book, which has now sold over 120,000 copies. Juliette talks about her experiences running a large Web site at such a young age and offers some great advice[34].

[32] http://www.ryanallis.com/bio/

[33] http://en.wikipedia.org/wiki/Rich_Dad,_Poor_Dad

[34] www.missoandfriends.com

Section F: Local Career Center Model

This exploration seeks to identify new approaches that could help increase assistance for the unemployed who might prefer to start their own business instead of getting a job working for another company. It is important to create a model that will encourage One-Stop Career Centers nationwide to recognize this missed opportunity and find ways to change the mindset and systems.

1. **Approach and Induction Practices**

   The One-Stop Career Centers in our nation have traditionally designed and delivered programs designed to meet the needs of existing businesses and the people who are currently unemployed or underemployed in their area. Essential services that have generally been offered at One-Stop Career Centers are:

   a. Initial Assessment
   b. Résumé Assistance
   c. Job Interviewing
   d. Job Search Planning
   e. Staff Assisted Job Match
   f. Job Referrals
   g. Job Development
   h. Employment Referral

   A key question that should be asked is whether or not the option of self-employment is offered in each of these steps. As reported above, a questionnaire of WIB directors in April 2009 showed that 87.5 percent indicated that entrepreneurship/self-employment should be included as a career path option in assistance provided for the unemployed. However, 61 percent of respondents indicated that their One-Stop Center staff "rarely" or "never" recognized entrepreneurship as a career choice.

   Communities interested in advancing their economic development initiatives often realize that upgrading the skills of the available workers in the community is an essential task to be led by WIB. Whether it is encouraging partner organizations to provide specialized training to upgrade workers skills or creating courses that are offered at the One-Stop Center, WIB needs solid, current information to guide the skills training. With upgraded skills and credentials, workers can then contribute to developing the local economy. If the skill set lends itself to a need to be filled by an aspiring entrepreneur and the worker has the desire to own their own business they may be able to create their own job and develop the economy of the region.

   Businesses that are already in a region often find that they need economic development strategies focused on improving or increasing the pipeline of workers with essential skills to fill replacement and expansion slots in their businesses. WIB can strategically plan for this pipeline to be enhanced through the many education and training partners in the region. Always having entrepreneurship in the mix is an essential component for the economic health of the region.

Operators of the One-Stop Career Centers in each WIB area should be asking themselves if there are self-employment focused services or activities that might be added to their "menu." For example:

a. Provide an introductory letter that suggests experiences the unemployed could find locally to prepare for creating a small business as opposed to taking any job that is available.
b. Use a self-employment assessment or entrepreneurship checklist as part of the assessment process. One such assessment[35] was developed from the Entrepreneurship Technical Competency Standards from the United States DOL Competency Model[36].
c. Send those interested in self-employment to an information interview with an existing business owner.
d. Provide a list of community resources and Web sites that might improve the unemployed person's decision-making regarding self-employment. One-Stop Career Centers in Maine have developed a system that provides good listings of easy-to-reach resources and Web sites. They have also linked the resources across the state through a Web site[37].

For example:

North Carolina is one of four states participating in Project GATE, which will run from 2009 through 2011. Project GATE allows the One-Stop Career Centers to have more options for entrepreneurial job-seekers to allow them to continue to live at home. Project GATE, or Growing America Through Entrepreneurship, is a scholarship program that provides training and coaching to help rural dislocated workers interested in starting a business. The program will award up to 750 scholarships in North Carolina. Selected individuals will be eligible for individual assessment of entrepreneurial skills, business and entrepreneurship courses, and focused, one-on-one business counseling. Participants also will be introduced to a statewide network of business resource professionals. Those who complete workable business plans will be eligible to apply for micro-enterprise loans. In North Carolina, the demonstration is being led by the N.C. Department of Commerce in cooperation with the N.C. Community College System – Small Business Center Network, the N.C. Employment Security Commission, the N.C. Rural Economic Development Center, North Carolina REAL Enterprises, and local JobLink Career Centers. Funding is provided by the U.S. Department of Labor/Employment and Training Administration.

In Lancaster County, PA, the partnership between WIB, the county economic development organization, and the Chamber of Commerce has become a key leadership group for the area's workforce development initiatives. The contract for the One-Stop Career Center ensures that participants are assessed to determine if they might benefit

[35] http://www.entre-ed.org

[36] http://www.careeronestop.org/CompetencyModel/pyramid.aspx?ENTRE=Y

[37] http://www.maine.gov/tools/whatsnew/index.php?topic=unemployment_forms&id=16965

from some of the self-employment Assistance programs available in Pennsylvania when funding is available. Currently, the 2009 budget does not provide any self-employment assistance to unemployed workers in Pennsylvania.

2. **Placement Success Factors that Honor Entrepreneurship as a Career Choice**
Current common core performance measures focus almost exclusively on job placement and procurement in existing businesses. They largely ignore the possibility of unemployed persons starting their own businesses and creating their own jobs. Self-employment must be seen and measured as a viable career choice.

One-Stop Career Centers use the following performance indicators as they assist individual clients. Self-employment/entrepreneurial measures must become a part of this system if we are to support individual needs and economic growth of each community. Current measures include[38]:

- Entry into unsubsidized employment
- Retention in unsubsidized employment six months after entry into the employment
- Earnings received in unsubsidized employment six months after entry into the employment
- Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment
- Customer satisfaction for participants
- Customer satisfaction for employers.

Some additional performance indicators that would recognize self-employment might be:

- Use of entrepreneurial intake assessment process
- Participation in training, mentoring, and coaching to develop entrepreneurial skills
- Participation in "double major" programs (developing both entrepreneurial skills and specific technical skills)
- New business starts as documented by the following:
    a. New business license and registration
    b. Lease or deed for place of business
    c. Business plan as validated by community support system
    d. Business financial records
    e. Self-certification of hours spent on business
    f. List of customers
- New business starts supported by external investors
- Clients moved from welfare roles to taxpayers as business owners

The number of jobs created is not one of the measures recommended. Not all entrepreneurs and small businesses have the same employment impact on their

[38] http://www.doleta.gov/performance/quickview/WIAPMeasures.cfm

communities. For example, "lifestyle" entrepreneurs may create a business that allows them to live where and how they wish but may not create any additional jobs. An entrepreneur focused on an emerging technology field might create many jobs if the business is pushed to expand as much as the market allows. Many entrepreneurs initially run their enterprise alone, but as they become established in the community and expand their business, additional jobs may be created.

For example:
When the **North Carolina Department of Commerce** and other partners decided to implement Project GATE, the Commission on Workforce Development requested a waiver from the Core Performance Indicators. Team members implementing the demonstration project understood from earlier work with entrepreneur-focused initiatives that it was unrealistic to expect all new businesses to deliver an income greater than what the owner had previously earned within the given time limits. Once the waiver was in place, partners were willing to provide scholarships for training and support programs for aspiring entrepreneurs.

The Women's Opportunity Resource Center (WORC) in Philadelphia, PA, since its beginnings in 1993, has provided self-employment training. They have worked closely with the Association for Enterprise Organizations as well as the Aspen Institute to document their success with clients who want to start a business. The micro-enterprise development programs in Pennsylvania worked jointly and developed 15 benchmarks that measure how an aspiring entrepreneur is advancing toward achieving his/her business goals. WORC has determined that if 6 key indicators of the 15 benchmarks are met, the individual could be counted as a success within the Public Workforce System[39].

WORC uses six key documents to confirm that a business has been established:

- Business license
- The business plan used for acquiring capital,
- Lease or deed for place of business
- Book-keeping records
- Self-certification regarding the amount of hours being put into the business
- List of customers.

They understand that coaching is required to advance the aspiring entrepreneur toward success. Their experience has taught them to use a combination of "external" documents that entrepreneurs can provide and self-certification to show how they are advancing. The Aspen Institute has been monitoring the success rate of businesses started by micro-enterprise organizations and attests to the success of this type of monitoring.

Gerry, one WORC client, was the Director of Private Duty for Lehigh Valley Health Services until the program ended in 2000. After completing WORC Self Employment Assistance training, she used her previous education and work experience to start a community-based private duty and staffing agency to provide home-based health care services to clients. She started her business from her home with a $2,500 loan she

[39] www.worc-pa.com

received from WORC's loan fund. She currently employs 45 people and has contracts with the Montgomery County Office on Aging, Foxchase and Grandview Hospitals. Gerry's story illustrates how micro-enterprise loans and entrepreneurial training can help position displaced workers for self-sufficiency.

3. **Developing One-Stop Career Centers that Encourage Self-Employment**
   If self-employment is to be promoted effectively, then One-Stop Career Centers must feature that option in signs, displays, mailings, Web pages, and other appealing and prominent visual aids. Effective graphics, consistent "branding" of the concept, and repeated exposure in a visual format increase the likelihood that the idea of starting a business will catch on among the unemployed, and that Center staff will be accountable for promoting the option.

   Daily we receive all types of visual messages related to conservation that remind us to be wise users of our resources, from the gasoline in our cars to the water coming out of our taps. When options for employment are limited, as they are in mid 2009, a strong marketing message about self-employment may open the eyes of job seekers to their own best ideas.

   For Example:
   The One-Stop Center in Northern Virginia provides an inviting and encouraging environment featuring visual displays for all types of careers including entrepreneurship. They also have many written materials related to self-employment available to clients from wall pockets.

   The Consortium for Entrepreneurship Education has developed slogans that promote entrepreneurship as a career option. These slogans may be displayed (in the form of bumper stickers, signs, or posters) on walls within a One-Stop Center to prompt clients to think about self-employment as a way to develop self-sufficiency. (See Sample Entrepreneurship Signs in the Appendix)

4. **Tools for Assessing Self-Employment Readiness**
   One of the common causes of business failure is that the entrepreneur has the technical skills but lacks the entrepreneurial skills that are essential for success. Program developers must identify the performance indicators that are missing in the educational development or experiences of their students.

   Research with first-time business owners reveals five distinct stages that entrepreneurs go through as they advance their business ideas. The five stages are:
   a. Discovery: the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, markets, ventures, etc.
   b. Concept Development: the entrepreneur plans the venture, identifies needed resources using a business plan, identifies strategies to protect intellectual property, etc.
   c. Resourcing: the entrepreneur identifies and acquires the financial, human, and capital resources needed for the venture startup, etc.

d. Actualization: the entrepreneur operates the venture and utilizes resources to achieve its goals and objectives.
e. Harvesting: the entrepreneur decides on the venture's future—growth, development, or demise.

The authors of this report suggest that it would be helpful to provide an assessment that differentiates the type of help a person might need, based on his/her stage of development in the business formation process.

DOL-sponsored Entrepreneurship Competency Model was developed to guide the work of educators and trainers in the workplaces of the United States. It provides a collection of competencies and performance indicators (personal, academic, general workplace, and entrepreneurial) that together define successful performance in a particular work setting. The Model was posted to the U.S. DOL One-Stop Career Center Web site in February 2009 and is one of eleven industry-based competency models on the site[40]. WIBs may also use the Model to develop performance contracts for individuals as they prepare to start a business.

The Consortium has used the Entrepreneurship Technical Competencies in Tier 4 of DOL Entrepreneurship Competency Model to develop a systematic process for assessing individuals' readiness for self-employment. The Entrepreneurship Technical Competencies Checklist (see Appendix) is an assessment tool that may help One-Stop professionals as they work with clients to gauge their potential for success as business owners.

In WIB questionnaire, 69.6 percent of respondents indicated that their One-Stop Career Centers sought information about clients' creativity or unique gifts during the intake process. With relevant information about individual clients, Center staff is equipped to work with community and state partners to provide needed services and support. The Entrepreneurship Process Readiness Checklist (see Appendix) helps Centers link clients with appropriate resources. This strategic doing assists unemployed individuals and the community at large as new businesses form, grow, pay taxes, and (in some cases) employ others within the community.

For example:
Peggy Hosea, of the **North Central Indiana** program, describes how the 14 counties she works with support entrepreneurship at different levels of development. She says, "You have to hit it *over time from every direction*. You have to begin early in education and keep providing programs to encourage and support the growth and spirit of the entrepreneurship pipeline." While their 3-year funded program is coming to an end, their success has been established and will be sustained by other sources of income outside DOL. Tools such as the Entrepreneurship Technical Competencies Checklist will provide nationally recognized, research-based competencies to aid the work Indiana is doing with middle and high school students as well as adults. The Entrepreneurship

[40] http://www.careeronestop.org/CompetencyModel/pyramid.aspx?ENTRE=Y

Process Readiness Checklist will be useful to the One-Stop Career Centers in Indiana as they work with persons who are already toying with a business idea.

5. **Training, Coaching, and Mentoring Entrepreneurs**
Once it is known what entrepreneurial competencies are needed, WIB can work with key partners to align resources for aspiring and current entrepreneurs. WIB partners must respect, trust, listen to, and communicate with one another as they seek to innovate through shared and negotiated project goals to meet the needs of clients seeking self-employment. WIB may contract for training, work with organizations such as SCORE for coaching, or connect self-employment clients with individuals in businesses that can mentor them.

One key resource that should exist in every community is an entrepreneurship education program. Entrepreneurship education based on the life-long learning model can help develop a pipeline of students who understand how to develop a business venture when they emerge from schools, community colleges, and universities. Even students who have not had the benefit of entrepreneurship preparation programs can gain the skills needed by returning to institutions or participating in faith- or community-based programs that offer life-long learning options for adults. Many programs focus on entrepreneurial skill development, while others help existing business owners solve entrepreneurial problems. One-Stop Center staff can point individuals in the right direction, based on the client's personal assessment, needs, and goals.

When entrepreneurial skill development is needed, there are typically many partners in a region that can provide the training. WIB staff must communicate frequently in order for partners to coordinate services effectively for individual clients or groups. WIBs need partners who can assist entrepreneurs at each of the five stages of development (see segment #27), providing help with:

a. Analyzing business ideas
b. Facilitating access to local opportunities and resources, including financing
c. Connecting business owners with suppliers and contractors
d. Helping established businesses advance to the next level

The lack of connections by individuals can greatly limit the potential of a great business idea; therefore, networking may be one of the most valuable services WIBs provide. Creating a supportive environment and sponsoring activities that bring together potential entrepreneurs with persons who can help them make connections and find customers can be great tools for economic development in the region.

For example:
In Lancaster County, PA, WIB works with partners to provide mentors for aspiring entrepreneurs in the exact field they hope to enter. This approach provides a much better mentoring situation than what is often available with local SCORE chapters, where volunteers are often retired from large businesses and must extrapolate on their experiences in order to advise the entrepreneur. Linking new business owners with experienced entrepreneurs who have walked the same path provides a closer connection (business and personal) and greater likelihood of meaningful assistance.

Enterprise for Equity in Olympia, WA, recognizes that many unemployed, low-income individuals do not have access to people on whom they can test their business ideas and target market goals. They sponsor networking events to bring together key contacts and aspiring entrepreneurs as a tool for assisting in business development. Partnering with organizations such as the local Chamber of Commerce and the Small Business Development Centers in a state allows WIBs to connect their clients to this much-needed resource.

RochesterWorks (Rochester, NY) offers introductory 2-hour workshops for unemployed or underemployed individuals to introduce them to the possibility of business ownership. Through this mechanism, individuals are identified as truly interested in advancing toward being a business owner and connected with resources to move forward with the process.

Similar concepts are being used in **North Carolina in Project GATE** as there seems to be a need for a detailed look at the benefits as well as the hard work that is required of individuals in order to implement ones dream and passion as an entrepreneurial venture. Some indicate that this "cold shower approach" helps them really determine if they truly desire to advance their entrepreneurial venture.

6. **Researching Essential Business Information**

As mentioned previously, the Federal Web site (www.business.gov) is designed to provide a wealth of resources that local One-Stop Career Centers can access to help their clients. Center staff should be familiar with a great variety of Web sites that can provide specific local data helpful to the unemployed. These Web resources may be identified by economic development organizations, small business assistance centers, trade associations, and education/training organizations. An excellent list of "65 Indispensable Websites for Business Owners" is available in the Appendix.

With so many people accessing the information they need via the Internet, it is essential that all entrepreneurial support organizations have a presence on the Web. Having linked networks of Web resources enhances the ability of aspiring entrepreneurs to get the information they need to get their business up and running.

As a partner of the Lancaster County WIB in PA, the Biz Center in the public libraries is a wonderful asset for all the counseling and mentoring organizations in the community who work with aspiring entrepreneurs. The main library in downtown Lancaster has two staff members who run the Biz Center who are extremely competent with marketing research. Biz Centers exist in all branches, but not every branch has this concentrated staff assistance. This resource was developed to help a wide variety of economic and workforce initiatives in the community to enable potential and current business owners to easily optimize their markets and business decisions.

For example:

Vermont Community Business Connections is a joint project of the Vermont Secretary of State's Office, the U.S. Small Business Administration (Vermont District), and the Vermont Small Business Development Center. Vermont's Secretary of State realized that new business registrations were declining. She facilitated the project to make sure every librarian and municipal employee who interfaces with the public is trained to guide aspiring entrepreneurs to the free resources found on the SBDC Web site. The goal of the project is to consolidate all the resources needed to start or expand a business in one easy-to-access Web location. The Web site provides a business checklist to help those beginning a business to navigate the start-up process in the state of Vermont. Active links connect the aspiring entrepreneur to sites where they may obtain information, licenses, planning templates, and other help[41].

The state of Maine has a myriad of service providers and resources to assist existing and prospective small business owners develop and grow their businesses. *Business First* is a model collaboration program that helps regional assistance providers and resources to be of better service to the small business communities they serve[42].

Maine Small Business Development Centers have a Web site that is user-friendly and comprehensive. At one Web site, entrepreneurs can find resources for training, planning, and financing businesses throughout the state[43].

[41] www.startabusinessinvermont.net

[42] www.MaineBusinessworks.com

[43] www.Mainesbdc.org

Section G: Local Organization Collaboration

Assistance for entrepreneurs exists in many forms in every community. It is counterproductive for community development when various government-funded and private organizations compete to assist job seekers. WIBs can serve as leaders in encouraging collaboration in each region.

1. **Creating Trusting Partnerships**

   Each community has a variety of organizations that can choose to work together, merging resources, networks, funding options, etc. Such partnerships need to identify individual benefits and agreements in order to establish an environment of trust and provide needed services to the community without competition or unnecessary duplication.

   WIB staff and members should provide leadership in strategic planning and doing, including convening partners, encouraging "bottom up" planning and initiatives, modeling open communication, managing contractors who run targeting industry clusters, and keeping partners focused on agreed-upon goals. WIB strategic plan drives the projects that it undertakes as well as the partnerships it seeks.

   Having goals to assist individuals desiring self-employment allows the partner organizations to focus on the issues that create an entrepreneur-friendly economy and thus leads to improved economic conditions. Partners can focus where their strengths allow them to have the most impact and thus clients are more effectively served than if one organization tries to be all things to all clients.

   For example:

   In Portland, ME, there is a group for the "professional" unemployed. They know how to support one another and find resources that will benefit others in the group. Socialization and networking are especially important for the unemployed, and ideas come when resources are shared. The Chamber of Commerce hosts the group for free at its monthly business-after-hours networking sessions, where they can connect with potential employers or learn of needs that could be met with a new entrepreneurial initiative.

   In Lancaster, PA, a variety of organizations support entrepreneurs. For example:

   a. Lancaster Prospers is a broad alliance of organizations that work jointly to enhance the economy of Lancaster County. They use metrics that allow them to benchmark Lancaster County against 167 other metro areas in the nation.
   b. The Lancaster County Economic Development Company seeks to communicate a vision for the community and keep the community in touch with progress in the county toward the benchmarks that Lancaster Prospers uses. Action projects are initiated to drive the vision.
   c. The Lancaster Chamber of Commerce is a leading partner, as 90 percent of the employers in Lancaster have fewer than 50 employees. Of the 11,500 Chamber members, over one-half employ four or fewer workers. They strive to build a strong culture of entrepreneurship so that Lancaster can be a model economy for

the 21st Century; therefore they spend time in aligning projects to create an entrepreneur-friendly community.

d. Partners such as SCORE work not only with new start-up businesses but also with existing businesses. They provide continuing counseling and mentoring, and SCORE volunteers serve on non-profit boards of directors. SCORE provides, through volunteer retail and contractor roundtables, "learning communities" that encourage business to prosper.
e. The Small Business Development Center is connected with universities in PA to impact business development. In Keystone Innovation Zones, the SBDC focuses on technology transfer between the university and private sector partners.
f. Assets Lancaster is a Small Business Development organization that operates a business incubator and connects all of its clients with mentors in the client's specific business field. They have about an 80 percent success rate, and to date count 237 businesses they have helped start. They offer connections to funding through the First Community Fund.

2. Interactions that Support an Entrepreneurial Climate

WIB staff members should co-sponsor community events and activities that enhance the alignment of WIB's strategic priorities and projects. Through these opportunities to work with like-minded organizations, staff members often find partners who operate with a priority for "action projects" with no fear of failing, always seeking a better way to serve clients. These types of partners are a great resource, critical to serving the clients who come to the One-Stop Career Centers.

Partners focused on the enhancement of the entrepreneurial climate of the community and with a desire to work with aspiring entrepreneurs are essential to providing for the development of jobs on a continuing basis. In these times of economic downturn, it is essential to encourage entrepreneurial development so that individuals find self-sufficiency and the community expands its economic base.

For example:

The economic development group in **Lancaster County, PA**, the Lancaster Chamber of Commerce, and other organizations have found ways to play different but collaborative roles in developing a community that supports entrepreneurial activity. Having various partners focus on their strengths allows them to optimize the services they offer, and economic stability and growth have been enhanced through this model.

3. Defining Partners' Roles and Support Systems

Because there is so much work to be done to support entrepreneurship in each community, it is essential that the strategic planning and strategic doing by WIB focus on critical strategies to create an entrepreneurial climate as well as support entrepreneurs in the region. Once the strategies are identified, it is essential to work with partners who desire to participate so that the work can be done without undue duplication of services. Volunteer cooperation can optimize the work of the partners as they work jointly to ensure that aspiring entrepreneurs benefit from the climate and support they need.

Once partners are on board, joint action planning can be done between WIB and the partners, allowing partners to decide who will spearhead specific projects and how they will collaborate on common projects. On joint projects, partners must openly discuss who will ***own*** a common project, who will ***share*** the project, and who will ***ignore*** the project, making clear the role of each partner while the work is underway. Then, if "turf" issues arise, partners can call one another on the problem being created so that they can jointly advance the common vision and strategic plan of WIB.

For example:
In the state of Maine, the State Department of Labor; the Small Business Development Center; and the Maine Centers for Women, Work, and Community have partnered for several years to ensure that the Maine Enterprise Option (MEO) continues. They developed an Entrepreneurial Working Group to break down the barriers between organizations that were all focused on enhancing the economy of Maine. These three groups have partnered to put in place an effective program that Maine's 21 One-Stop Career Centers can use to connect those interested in self-employment (over 3,000 since its inception) with appropriate agencies. The Small Business Development Centers work from 25 locations across the state to counsel and mentor those desiring their assistance. They also offer online courses as well as various courses at the universities and in their centers. In 16 locations, the women's centers allow for development of assets through personal savings or family development accounts that are matched to help women start businesses. Trainers are provided as needed.

In the Finger Lakes Initiative in the nine counties surrounding Rochester, NY, a partnership has developed among 32 different organizations, including county units of government, city governments, community colleges, universities, economic development organizations, and public school local education agencies (LEAs). The Board has worked to position the Finger Lakes staff members as agents of change focused on advancing their economy. One of the four major focuses of the initiative is to advance the entrepreneurial network and establish an entrepreneurial culture in the region. The partners have worked to develop programs to support the pipeline of future entrepreneurs with public LEAs. Other agencies have focused on existing business owners who need to change their businesses in order to become more competitive. By defining roles, they have been able to orchestrate the regional development of the nine counties and have begun changing the culture to one that is more entrepreneurial.

In Lancaster County, PA, the partnership between WIB, the county economic development organization, and the Chamber of Commerce has become a key leadership group. These partners guide the work of other asset development organizations, the university-based Small Business Development Center, the county library system, and the local SCORE chapter. Because of the asset mapping, strategic planning, and strategic doing that these partners have accomplished, they have been able to advance the self-employment options for dislocated workers in the region.

4. **Communication Between Entrepreneurship Assistance Providers**
In today's environment, a critical communication tool is the Internet. WIBs and their partner organizations will find that establishing a Web site that can communicate training opportunities as well as events supporting aspiring entrepreneurs is a key tool for assisting clients. Individuals seeking assistance for becoming self-sufficient—whether due to unemployment or because they are entering the workplaces for the first time—need a coordinated way to locate information.

Being able to sort through the information available to find the assistance they need is a critical skill. Internet research can quickly become overwhelming and frustrating, especially for those whose former jobs did not require them to keep up with the latest technology or search techniques. It's hard to know which sites to trust and when "enough is enough" information. Linking Web sites with key words is a simple yet powerful tool for those seeking information about the road to self-employment. The result is a situation in which accurate and relevant information flows freely, and "every door" is the right door for the seeker. Linked sources of information from the Federal, state, and regional levels would help provide the total picture of assistance available to those desiring to become self-employed.

For example:
The Finger Lakes Business Information Clearinghouse (BIC) is a one-stop, Web-based, business information center. It puts resources, associations, incentives, and information specific to the nine county Finger Lakes (NY) region "under one roof." By exploring the BIC, one discovers all that the region can do to help support business success. Whether clients are starting a business, thinking about moving an existing business to the region, or preparing to expand a business, the BIC points them in the right direction.

BIC was able to interest RochesterWorks, the largest WIB in the region, to get involved in linking resource partners. It is totally focused on entrepreneurs, connecting WIB, entrepreneurs, the existing business community, government, and economic development entities across the region. The site is sponsored by the RochesterWorks WIB but also includes the other two WIBs in the Finger Lakes region[44].

In Maine, a network of about 25 Small Business Development Center counselors serves Maine Employment Option clients when referred from the One-Stop Career Centers at SBDC regional offices[45]. With 18 locations throughout the state, the SBDC network allows clients to get counseling services near their homes—a valuable benefit in a large state with a climate that is often not conducive to travel. Clients can access the main SBDC Web site and determine whether or not the services they need are available from local partners. If they are, the site also provides links to provider Web sites, allowing seamless service to clients.

[44] http://fingerlakes.natbic.org/

[45] www.MaineSBDC.org

5. **Coordinating Training for the Self-Employed**
One of the most important areas for collaboration is to pull together all available resources for training those interested in self-employment. There are myriad content resources available as published materials or specialized content created by various training groups. One place to go for resource ideas is the SBA Web site[46].

The DOL Entrepreneurship Competency Model, as described earlier, is the place to start for a unifying approach to determining what the many education and training organizations are equipped to provide. In addition, they give us a common language to identify where gaps exist in the training offered. Detailed competency statements may be found in the Appendix of this document.

As community partners plan for training, there are two tools (see Appendix) that will help define program outcomes:

a. The "Entrepreneurship Process Readiness Checklist" is designed to tailor training options for different levels of readiness as identified by One-Stop Career Centers in the intake process. This would help to provide appropriate training options.
b. The "Entrepreneurship Technical Competencies Checklist" provides more specific direction for client needs and can be used during intake, and by all training and mentoring organizations in the community.

Both of these tools, derived from DOL Competency Model, provide community partners with a common approach that could be adopted nationwide. These tools will help promote understanding that potential entrepreneurs come for training and mentoring with diverse levels of entrepreneurship readiness and preparation, the natural result of diverse exposure to entrepreneurship education and life experiences.

As a result all technical assistance providers and those providing training for aspiring entrepreneurs can be working from a common core competency listing for developing their courses and assistance. As communities begin to use the DOL Competency Model and assessment tools published on the Department of Labor One-Stop Center Web site, they can be working with the same core performance indicators. The tools shared in this report should be useful to all providers[47].

6. **Local Benefits of Legislation that Eliminates Silos in Federal System**
When local WIBs have begun developing a more inviting entrepreneurial climate or working with the Self Employment Assistance (SEA) initiative, they have found that their actions have inspired additional actions. Visits to states or reviews of the reports from Web sites of WIB projects have shown that once action is taken by the Public Workforce System organization, other organizations initiate action to collaborate with them.

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[46] http://www.sba.gov/tools/resourcelibrary/publications/index.html

[47] http://www.careeronestop.org/CompetencyModel/pyramid.aspx?ENTRE=Y

For example:
In the questionnaire administered in April 2009 to WIB directors, 87.5 percent of respondents indicated that self-employment should be included as a career path option among the assistance provided for the unemployed. However, when they were asked to identify the barriers to the self-employment assistance option, more than a third indicated that they did not coordinate with schools and community organizations that provide entrepreneurial preparation, and only 39 percent said they did it sometimes. This illustrates the challenge of building bridges between the Public Workforce System and education and training opportunities.

Conclusion and Recommendations

In summary, this project staff had an opportunity to review the Public Workforce System to learn how self-employment is treated. Our belief in entrepreneurship as the fuel for keeping the United States strong as we adapt to constantly changing world markets and competition led us to ask how the unemployed are treated as they seek to become employed again with the help of government services.

We are grateful to the many local, state, and national leaders who taught us how the system works...and mostly does not work ...for becoming self-employed. We encourage leaders to consider the following actions to enable the system to support creating all kinds of employment opportunities for all kinds of people.

Specific recommendations for bringing self-employment/entrepreneurship fully into DOL-sponsored programs for the unemployed are:

1. Pass new federal legislation to break down the silos of community development, economic development, workforce development, and small business legislation in various Federal agencies to optimize our economy and encourage small business creation. The legislation should include funding to support a central coordinator, demonstration projects, and nationwide implementation of cooperation strategies.

2. Build a partnership at the national level that demonstrates the integration of entrepreneurship as a career option in every industry and as one answer to all displacing events. This partnership would include federal agencies for Agriculture, Economic Development, Health and Human Services, Labor, Small Business Administration, and Education, with leadership in policy decisions and professional development nationwide. Convene the leaders of these agencies for a roundtable discussion about the essential needs for entrepreneurship and entrepreneurship education, using the expertise of the Consortium for Entrepreneurship Education to broker continuing meetings.

3. Provide focused on-going self-employment leadership in Federal agencies involved with economic, community, and workforce development through rules, regulations, and legislation that foster entrepreneurial development and self-employment. Promote availability of appropriate federal Web sites and access to the Consortium Web site to provide information for self-employment leadership across all agencies.

4. Train Workforce Investment Boards in every state to implement strategic planning and strategic "doing" around employment opportunities that optimize the resources available in their locations, including opportunities for self-employment. Provide targeted TEGLs identifying recommended strategies. Host a session at the National Workforce Development Conference and the National Workforce Boards Conference for state

boards and other leaders to focus on successful strategic planning examples that encourage integration of entrepreneurship in the statewide Public Workforce System.

5. Change Federal and State policies to include performance indicators and success factors that focus on changing future economic conditions and recognize the value of entrepreneurship as a career choice. Create policy initiatives that link economic development with workforce development communities and establish environments in which the self-employed can prosper. Business establishment and success should be a continuing focus of the policies. Indicators might include:
    - Business owner accesses needed training in the community
    - New business starts exhibit six specific indicators of success
    - Business has external investors
    - One or more individuals move off welfare.

6. Organize One-Stop Career Centers and other Unemployment Intake Centers to participate in professional development to enhance their orientation to and understanding of opportunities for the unemployed to develop self-sufficiency as entrepreneurs. Create professional development experiences based on staff exploration of model case studies and assessment plans provided by the Consortium for Entrepreneurship Education at their Web site[48].

7. Modify intake systems for the unemployed to focus on the interests, skills, experiences, and needs of each applicant while maintaining an open mind about employment or entrepreneurial opportunities that best suit the client as s/he seeks self-sufficiency. Practice helping job-seekers use the self-assessment checklist followed by coordination of training and mentoring capacities in the community to serve the needs of each potential entrepreneur.

8. Encourage partnerships between local organizations that support the training, counseling, and mentoring needs of the unemployed who choose to become entrepreneurs. Avoid duplication of services, and capitalize on the strengths of the partners to deliver needed services. Hold regular meetings with representatives of colleges, community colleges, SBA-sponsored training programs, micro-enterprise assistance providers, community entrepreneur development agencies, and all related providers of training, mentoring, and coaching to potential and new small businesses. Share the One-Stop Career Center assessment process to facilitate selection of appropriate referrals.

[48] http://www.entre-ed.org/where/unemployment programs

9. Help new entrepreneurs establish their businesses as sustainable, tax-paying entities that can be counted as placement successes as they obtain training and plan, develop, and grow their enterprises. Use the tools and processes provided throughout this report to work with establishing and helping businesses succeed.

10. Develop demonstration projects of statewide systems that model recommendations in this report for assisting individuals to become self-employed. This would include revised performance indicators, strategic planning (and doing), "double major" training, community partnerships, training of all staff, and ideas learned through Project GATE about lump sum payments to provide seed capital and aid business start-ups. Evaluate the acceptance of this project's proposed "Entrepreneurship Values for One-Stop Career Centers" as a result of the demonstration projects.

As you review these recommendations the authors encourage those involved in the Workforce Investment System to consider the following idea: *A job is work that needs to be done...that someone will pay you to do. For the self-employed, their employer is the customer.*

Despite the current economic climate and acknowledged barriers to success, we believe that these recommendations, implemented with an entrepreneurial mindset, will lead to vigorous growth for individual entrepreneurs, enterprising communities, and the U.S. economy as a whole.

APPENDIX

The materials included in this Appendix will also be posted on the Consortium for Entrepreneurship Education Web site for continuous access[49].

Appendix A - Case Studies

- FL: Great Northwest — Page 60
- IN: North Central Indiana — Page 64
- ME: Maine Career Centers — Page 69
- ME: North Star Alliance — Page 74
- MI: Mid-Michigan Innovation Team — Page 78
- MI: West Michigan Strategic Alliance — Page 84
- NC: Advantage West Economic Development Group — Page 87
- NC: Piedmont Triad — Page 90
- NC: Project GATE Demonstration Project — Page 93
- NH: WREN (Women's Rural Entrepreneurial Network) — Page 96
- NY: Finger Lakes WIS Initiative — Page 101
- PA: Lancaster County WIB — Page 108
- PA: Northeast Pennsylvania, Wall Street West — Page 112
- PA: Philadelphia, WORC (Women's Opportunity Resource Center) — Page 116
- VA: Northern Virginia Center for Business Planning and Development — Page 119
- VT: Vermont Workforce Development Council — Page 123
- WA: Enterprise for Equity — Page 126

Appendix B - Resources for Career Centers

- "Filling a Need" by Greg Newton — Page 129
- I-Open White Paper on "Strategic Doing" — Page 130
- Sixty-five Indispensable Web Sites for Business Owners — Page 137

Appendix C - Tools for Self-Employment

- DOL Entrepreneurship Competency Model — Page 146
- DOL Focus on Career Clusters with Entrepreneurial Occupations — Page 168
- Entrepreneurship Technical Competencies Checklist — Page 175
- Entrepreneurship Process Readiness Checklist — Page 184
- Entrepreneurship Values for Career Centers — Page 186
- Sample Entrepreneurship Signs — Page 187

Appendix D - Unemployment Issues

- Kauffman Poll on Entrepreneurship and Economic Recovery[50] — Page 189
- WIB Questionnaire Analysis Summary — Page 190

[49] www.entre-ed.org/careerctr.htm

[50] www.kauffman.org/uploadedFiles/Enterpreneurship/Entrepreneurship_and_Economic_Recovery_poll.pdf

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Focus: Grow a vibrant and sustainable economy for all 16 counties in Northwest Florida that creates nationally and globally competitive advantages for the development of key industry clusters, increases the income and prosperity of workers and families, ensures healthy communities and a vibrant quality of life, and preserves the natural beauty and resources of the region.

Geographic Area Served: 16 counties in the Northwest Pensela of Florida are a part of the Great Northwest Initiative. The counties are**:** Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Gulf, Liberty, Gadsden, Leon, Wakulla, Jefferson, and Franklin

Participant Age Level: No age is specified in the website but the program of work generally focuses on working with high school, as well as the five community colleges, and four university level education institutions in the region as well as business persons who would be able to execute business contracts.

Funding Sources: The WIRED Initiative, created and funded by the United States Department of Labor, Employment and Training Administration with a $15 million dollar grant, is designed to support the development of a regional, integrated approach to workforce and economic development and education. The ultimate goal of WIRED is to expand employment and advancement opportunities for American workers and catalyze the creation of high-skill and high-wage jobs.

The initiative is primarily established as a performance-based grant program that requires a 100 percent match. Incorporated into the initiative are guidelines that enhance the long-term sustainability of the program, establish a minimum wage and benefit structure for which job creation assistance will be provided, and incorporate the five workforce investment boards in the region and their associated one-stop workforce development centers into the initiative governance and program delivery

Key Services Abstract: The vision of Florida's Great Northwest grows a sustainable economy throughout Northwest Florida that embraces the rural, suburban and urban components of the region. The strategy focuses on job creation and includes :

- Diversifying the Northwest Florida economy, ensuring strength in multiple industry clusters, as well as strengthening world trade markets.

- Lessening the burden of government by focusing on business development that complements Northwest Florida's existing infrastructure, matches Florida's competitive strengths, and minimizes the reliance on incentives for business development.
- Establishing and strengthening international trade, including the import and export of goods and services as well as reverse foreign direct investment in the region.
- Integrating education, workforce, infrastructure, quality of life, and smart growth as integral elements to diversify Florida's economy.
- Focusing on quality development through embracing an environment that:
    - Fosters the development of globally competitive businesses.
    - Provides, through the development of high wage/high skill jobs in knowledge-based industries, annual increases in the per capita income of the region.
    - Discourages off-shoring by encouraging the development of high-margin businesses.
    - Corrects the region's existing two-tiered or barbell economy through a focus on job creation in the $30,000 to $80,000 annual income range.
    - Understands that rural projects are different in magnitude than urban/suburban projects.

The strategy incorporates a holistic approach to economic development. It incorporates the basic economic development principals of product development, retention and expansion of existing industry, attraction, and new business development or entrepreneurship, as well as adding an international trade component.

Florida's Great Northwest WIRED Initiative examined all 26 industry clusters represented in the region but focuses on creating high wage, high skill jobs in the most promising areas which are: Aerospace and Defense, Health Care, Life Sciences, Information Technology and Electronics Engineering and Construction Services. Florida's Great Northwest has developed a governance council and industry council for each of the targeted industries. Each council incorporates membership from the regional partners, including businesses, which must represent at least 50 percent of the councils' membership in order to keep the initiatives business driven.

Summary of Key Benefits and Results:

Northwest Florida is working hard to create an environment that attracts new jobs and businesses, retains, attracts, and educates the kinds of workers needed in the knowledge-based economy, and builds a platform for innovation and entrepreneurship, all encompassed in a uniquely positive quality of life.

The entrepreneurial focus of Florida's Great Northwest is on bringing new technology to the market as well as supporting research and development activities across the region and within target industries. A key strategy in Florida's Great Northwest regional economic development plan is to support the growth of locally-founded target industry businesses. Current efforts in supporting entrepreneurial development include the formation of an Entrepreneurship Advisory Council tasked with identifying the spectrum of needs to assist entrepreneurs, plus an analysis of the status of the region.

The initiative is focused on development of an *entrepreneurial business climate* and *creative communities* that appeal to the new generation of workers. To be successful in new business development in knowledge-based industry clusters, the region must embrace an environment supportive of entrepreneurial activity and must create the type of work and living environment supportive of the "creative Class" or the techie society.

The creative community philosophy has been gaining exposure and acceptance in Tallahassee and Pensacola. Additionally, the Gulf Coast from Pensacola to Mexico Beach already has in place many of the attributes critical to creative communities

Florida's Great Northwest focuses on supporting the philosophy of developing creative communities that attract and retain the increasingly diverse, mobile workers who will drive tomorrow's economy.

Florida's Great Northwest has created a PR campaign that promotes the entrepreneurial foundations that are already in place across Northwest Florida as well as the region's entrepreneurial success stories in an effort to draw attention to and build on the positive entrepreneurial climate already in existence in the region.

Florida's Great Northwest developed a strategy that fosters the development of a regional infrastructure embracing emerging businesses.

Florida's Great Northwest facilitated the development of local "New Business Investment Clubs," a strategy that is working in other states. The investment club is a partnership of local community philanthropists who fill in missing parts of emerging clusters by actually providing the necessary start-up capital.

(An example is a group of community leaders that decided their community needed a hotel, so they each contributed monthly to an investment club until they had the equity necessary for down payment on a hotel, with the local bank providing the balance of the financing.)
This is a particularly effective rural development strategy.

(Another example was a group of manufacturers who realized they each had a need for a specific supplier. They invested the equity to start the business and secured the operating line of credit by guaranteeing orders for the product.) This strategy is essentially a "buy your own business" philosophy that incorporates enough local support to make the business profitable.

Florida's Great Northwest is endeavoring to strengthen and expand incubators and related entrepreneurial services throughout the region. Though the Northwest Florida region boasts a number of strong R&D institutions, the innovation support framework that helps to translate research into commercially viable products or services emerged as an area in which improvements can be made. This initiative focuses on strengthening business incubation and entrepreneurial services resources and thereby enabling the region to capitalize fully on its innovative capacity.

Florida's Great Northwest continues to develop services such as the SBIR/STTR Phase 0 and Phase 1.5 Programs that enhance the research and commercialization capacity of the region's entrepreneurial businesses.

Lessons Learned: The common performance measures that the WIBS have to focus are outdated and focused on placing people in jobs not on job creation which is the economic development paradigm essential to growing a vibrant economy.

Focusing on job creation is the way to ensure that the Florida's Great Northwest initiative can meet their grant requirements and the needs of the region. They focus on full-time jobs created (full-time offering benefits and sustainable)
Communities that embrace failure can create an entrepreneur friendly environment.

Florida's Great Northwest could not make the Self Employment Assistance program work for individuals but could provide incentives for entrepreneurs to focus on target industries. Serial entrepreneurs have provided some of the biggest bang for the investment incentives.

There is often a gap in the needed seed capital beyond the $100,000 that is often available from angel or foundational investors.

The rework of the Panama Canal will positively impact the Gulf Coast region of Florida when completed because of the interstate routes north to the densily populated east coast regions.

The low wage jobs in the hospitality industry have a negative impact on raising the wage scale in the region.

Spin off companies to become supply chain partners in the aerospace and defense industry have been good entrepreneurial ventures in the region.

Tax credits are not very helpful to start up entrepreneurs. Refundable items are more helpful as they help with cash flow of new businesses.

IndianaWIRED (North Central Indiana)

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Focus: We are focusing on the following dimensions of high performance production.

- Strengthen entrepreneurship networks
- Launch next generation cluster initiatives
- Leverage talents of older workers
- Create a process of stronger civic engagement
- Invest in promising innovations to align our resources

A model of "loose hierarchy" to guide these initiatives is used. A Core Team of partners is responsible for design and implementation. Individual initiatives are guided through "initiative charters". A Policy Team holds the Core Team to account and removes obstacles to stronger alignments within the region.

Five industries are targeted in the initiatives: Advanced Manufacturing; Advanced Materials; Agribusiness, Entrepreneurship and education opportunities for older workers

Geographic Area Served: North Central Indiana Wired serves 14 counties: White, Carroll, Clinton, Benton, Warren, Fountain, Montgomery, Tippecanoe, Fulton, Cass, Howard, Tipton, Miami, Wabash. North Central Indiana has a major partnership with Purdue University Center for Regional Development.

Participant Age Level: Programs begin with Kindergarten-12, and advance through community college, university and older adults being served as needed to develop the entrepreneurial pipeline of workers as well as bringing up the skill levels of current workers.

Funding Sources: The initiative began with a first round $15 million grant from the US DOL WIRED grant. WIRED engaged the region's community foundations in a discussion of the recent wealth transfer study - conducted by the Indiana Grantmakers Alliance and innovative models for capturing a portion of that wealth for ongoing investment in community-based entrepreneurship and economic and community development.

Other sources of funding are angel investors from across the region that were convened for a workshop facilitated by the Indiana Venture Center along with would-be angel investors, especially from the rural agricultural community to put in place a region-wide angel network.

Key Services Abstract: IndianWIRED is all about transformation. Transformation at many levels from how we define our regional economy, what we recognize as our core economic assets, our approaches, systems, structures, and institutions that support our regional economy.

Technology and innovation have created a need to evolve how our communities foster economic growth. This evolution requires taking a regional approach. The city, county, state, and institutional boundaries are irrelevant in a global economy. The North Central region is made up of 14 counties, with a lot of strong local economic assets. Linking and leveraging those assets to contribute to the future regional economic transformation is part of our charge.

Indiana*WIRED* has four major components:

Creating Globally Competitive Industries: This effort combines university research with existing advanced manufacturing, advanced materials and agribusiness firms to create clusters of innovation to strengthen the competitive position of Hoosier companies.

Building an Entrepreneurship Super-Region: The goal here is to develop and grow new business while equipping existing industry with the tools to think and act entrepreneurially. Emerging and existing entrepreneurs – including students – along with community leaders and economic development support organizations collaborate in this effort.

Developing a Workforce with 21st Century Skills: This two pronged initiative focuses on both older and younger workers. We are enhancing the skills of older workers so they can remain employable in the future. At the same time we are deploying educational approaches to strengthen Science, Technology, Engineering, and Math (STEM) disciplines for K-12 students.

Weaving Supportive Civic Networks: To ensure a region's viability, we must work across organizational and political boundaries. Those boundaries are irrelevant in a global economy that places an emphasis on entrepreneurship, innovation and high performance.

Summary of Key Benefits and Results: From a grassroots perspective, emerging regional leaders across this 14-county region have solidified regional leadership positions that drive structural change, nurture high growth industries, train the workforce and transform the region.

North Central Indiana (NCI) obtained $730,000 in newly leveraged funds during the last quarter of 2008 alone. The region has now exceeded all four, end-of-grant target goals and leveraged $16,000,000 of reported partner leverage. Measures of success include: 13,641 individuals began Workforce Training; 6,594 individuals completed Workforce Training; 1,044 certificates or Degrees Awarded, and; 3130 Workers Placed.

North Central Indiana's Investment Portfolio features over 50 individual programs that are managed by 22 independent partners. As of December 31, 2008 the region had successfully concluded 50% of all portfolio programming or 28 of 56 programs. While the percentage of new participants has eased as the project winds down, the number of recognized emerging regional leaders demonstrates the effective manner in which NCI has generated sustainability over time through persistent leadership development. NCI has shared and embedded the Opportunity Fund structure with Southeastern Wisconsin WIRED; partnered other WIRED grantees on the use of

business innovation programs like Green Workforce and Energy Efficiency, and; coordinated a learning experience with Southeast Wisconsin that has successfully engaged school superintendents.

Over the last 18 months North Central Indiana WIRED has worked closely with regional stakeholders, Indiana's Office of Governor, Central Indiana Corporate Partnership (CICP) and the Office of Energy and Defense Development on formation of an energy technology "cleantech" industry network. During Q4 of 2008, our effort culminated in the formation of the Indiana Energy Systems Network (IESN), a new cluster organization focused on the talent and innovation needed to support Indiana's energy technology "cleantech" sector. IESN projects draw on the rich diversity of established and emerging companies and institutions across Indiana who collectively make up a world-class cleantech cluster with expertise in advanced technology vehicles, distributed power generation, advanced bio-fuels, renewable energy, and energy efficiency. IESN member companies and institutions include: Duke Energy, Cummins, Delphi, Allison Transmission, Remy, Rolls Royce, Raytheon, Indianapolis Power and Light, Midwest ISO, NSWC Crane, Brevini, I-Power, EnerDel, AltiarNano, Bright Automotive, Purdue University, Indiana University, The University of Notre Dame and Ivy Tech Community College.

NCI is producing excellent results by any stretch of the imagination. *To date, WIRED's PLTW initiative has generated 7,187 student enrollments.* Indiana continues to build momentum by ensuring students are prepared for engineering and technology-related programs through institutions of higher education and ready to enter the workforce upon graduation."

Classroom Business Enterprise (CBE) has successfully focused on the development of a proven, "ready-to-go" train the trainer program. CBE has demonstrated how trainers have the capacity to increase a student's knowledge of economics and entrepreneurship in school settings within the WIRED service area by operating hands-on classroom businesses. During the quarter: (48) teachers received Phase II training on basic economics and entrepreneurship at the CBE Training Program held on the Purdue University campus; student pre-test assessment materials were provided to teachers with the anticipation of over 1000 respondents; eight (8) Purdue extension Educators began working with CBE trainers, and; eight (8) IU Kokomo SIFE (Students in Free Enterprise) students began actively working with CBE trainers in Kokomo. CBE and ICEE staffs are currently coordinating the 2009 Business showcase that will occur on Purdue's campus and the Economics and Entrepreneurship graduate credit workshop for teachers.

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Lessons Learned: A great deal of economic research went into determining economic assets mapping and defining the region's strongest industry clusters. Each of these assets and clusters represents an economic strength. Other regions may have the same sectors but this region of Indiana has a different set of businesses, corporate leaders, and workers, who make up that cluster. That uniqueness is what makes the cluster an asset. Our clusters include Advanced Manufacturing, Advanced Materials, and Agribusiness Food Processing & Technology.

The presence of a world-class research university (Purdue) a regional campus of another world-class university (Indiana University Kokomo) and a top-notch community college with two campuses (Ivy Tech Kokomo and Ivy Tech Lafayette) are available in the region. North Central Indiana is fortunate to have institutions that represent a major source of innovation development, technology transfer, technical assistance, knowledge, and teaching.

North Central Indiana is home to both the Purdue Research Park (the #1 university-affiliated research park in the U.S. and Inventrek, one of the Indiana's premier non-university technology parks. Both of these assets represent a significant source of entrepreneurship-focused economic growth in the region.

North Central Indiana is a region that knows how to make stuff because of the strong manufacturing heritage. What we make and how we make it changes, but the ability to make stuff is part of our regional DNA that will lead to a bright manufacturing future.

The accumulated knowledge of the baby boomers in this region is astounding. Thirty years of experience "making stuff" is an asset the region does not want to lose. This is an asset that must be leveraged. We also know that our young people, nearly ready to join the workforce, represents another vital talent asset. Giving them a reason to stay in the region is paramount if the region's workforce is to be poised and ready with the 21st century skills.

Key Partnership and open network learnings: The North Central Indiana Workforce Innovation project (see http://www.indiana-wired.net) brought together 26 key partners over the past three years to deliver on four focus areas of their initiative. The entrepreneurial focus of the project worked to make entrepreneurship a vibrant, mainstream part of the region's economic and educational culture. Along with other networking efforts to help policy-makers, start-up entrepreneurs, and students, their work has resulted in

- Over 13,000 individuals beginning Workforce Training
- Over 6,000 individuals completing Workforce Training
- Over 1,000 degrees or certificates earned
- Over 3,000 individuals placed in workplaces

and has leveraged over $16M in partner investment to sustain the work of the project.

This work resulted from an open network approach to guiding the project activities and bringing together those in a position to make a difference to become strategic partners. The core team began the strategic planning with an asset mapping project and then began strategic doing to develop the re-employment networks needed in 14 generally rural counties. Each re-employment network had a different purpose:

Network	Purpose
Strategy redesign network	Help company execute on new or existing strategies
Assessment and guidance network	Help laid-off or at-risk employees assess their skills and career options; introduce the re-employment system
Direct re-employment network	Help laid-off workers find employment in a closely related business
Growth cluster network	Prepare individuals for new opportunities in a growing cluster
Skunk works network	Help individuals launch a growth-oriented business
Self-employment network	Help individuals with self-employment or a lifestyle business
Career ladder network	Help an individual move up from a lower-skill, lower-paying job
Career exploration network	Help an individual explore career and training options

The "Skunk works network" became a place for the innovators among the 700+ engineers who were laid off from Delphi Automotive to tinker and test out ideas as well as develop the entrepreneurship and business skills they needed in order to get their innovative business ideas organized and funded so that they could become self-sufficient and self-employed. The One-Stop Center in Kokomo, IN worked as an essential entry port for telling unemployed persons about the various networks and their purposes that were available to meet their needs.

Maine CareerCenters, Maine Department of Labor

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Focus: Helping Businesses locate qualified workers, helping job seekers find employment or help with establishing their own businesses, helping connect professional training and development providers, and providing information about employment and business legislation and regulations.

Geographic Area Served: Augusta Maine is the headquarters and operates throughout the state. There are four Workforce Investment Boards serving Maine.

Participant Age Level: Clients must be of age to be employed.

Funding Sources: State funding of the CareerCenters, the scholarship programs and the Small Business Development Centers has allowed them to partner with private organizations, private non-profits, and other funders to expand the services to Maine's citizens. Workforce Investment Act Funds are used to provide the services allowed under the various titles of the Act.

Key Services Abstract: The Maine Department of Labor manages a system of services designed to help persons seeking employment and businesses seeking employees. They manage a system of 21 CareerCenters throughout Maine where services are available to citizens. They partner with many organizations such as the Community Colleges within Maine who offer training and the Center for Women, Work and Community who are focused on helping women succeed in business through their 18 centers throughout the state of Maine. They manage the funds for the Life Long Learning Accounts (LILAs) 401K type accounts (Contributions from Employers and Worker) to help individuals gain training for job advancement. Pre Apprenticeship and Apprenticeship programs are managed and encouraged by the DOL as well as Competitive Skills Scholarships to assist citizens in advancing in their chosen occupation.

The Maine Enterprise Option (MEO) is the self-employment focus of the Maine Department of Labor. The Maine Enterprise Option is managed by the 21 CareerCenters to help those who have a specific business idea and are about to exhaust their unemployment benefits. Counselors from Career Centers and other organizations have focused on the belief that low income or unemployed individuals can become self employed even without loans if they are exposed to the correct resources that they need to assist their personal development of their business idea.

Wagner-Peyser Act funds provide for counseling staff who first meet with the unemployed. Funding through Maine's supplemental budget provided funding for "capacity building" for the Maine Employment Opportunity initiative through various organizations involved in making the training possible. Career Centers have found the initiative to be very case intensive.

Leaders of Maine Employment Option (MEO) have used the AEO and TANIF studies to seek ideas that work to help individuals as they enter the microenterprise segment of business. (For example in TANIF women need to be earning at least minimum wage in order to be thought of as being successful)

Because the normal operation of the DOL is to place students into wage jobs the Career Staff had to be constantly encouraged to get beyond the normal culture of achieving core performance measures of placing persons into jobs (wage at placement mentality). They had to refocus as an additional way of helping people to become self sufficient by thinking of how unemployed persons could earn income and create wealth for themselves through self employment (Business development over time). Career Center Counselors had to come to know in general terms what is required to start a business if they are to direct the clients properly.

Through the MEO initiative they trained career center staff to think entrepreneurially and have one person in each center to be the entrepreneurship program leader to counsel with individuals, sign them up for the initiative and to send them to the small business counselors as needed. The MEO is just another tool in their counseling box for meeting the needs of the clients. Continuing communication with the persons in the career center allowed career center staff to learn from one another and allowed the state leadership to understand the needs that should be addressed as the initiative evolved.

Coastal Enterprises was developed in 1977 as a private non-profit community development organization focused on micro-enterprise financing and business development strategies to help fledging businesses in coastal and natural resources businesses.

The Small Business Development Centers network based at the Southern University of Maine operates out of 31 different offices throughout Maine to provide business counseling, training, and information. They are a key partner for delivering training, counseling and mentoring services as a partner to the One-Stop Centers across the state. Their website MaineWorks allows individuals to see training available and registration on line with the entity offering the training. This has been a great service to the state.

Summary of Key Benefits and Results: In the state of Maine the State Department of Labor, the Small Business Development Center, and the Maine Centers for Women, Work and Community have been partnering for several years to ensure that the Maine Enterprise Option (MEO) continues. They developed an Entrepreneurial Working Group to break down the barriers between groups who were all focused on enhancing the economy of Maine. These three groups have partnered to put in place an effective program that the twenty-one One-Stop Career Centers can use to connect those interested in self employment (over 3,000 since its inception) with the appropriate agency. The Small Business Development Centers work from twenty-five locations across the state to counsel and mentor those desiring their assistance. They also offer on line

courses, as well as various courses at the universities and in their centers. The women's centers in 16 locations across the state allow for development of assets through personal savings or family development accounts that are matched to help women start businesses. Trainers are provided as needed.

The DOL website has links for those individuals who desire to start their own businesses. CareerCenter staff help counsel citizens who have interest in developing their own businesses toward the service provider who can assist them advance their dream. The Maine Business Works website operated by the SBDC is an effective vehicle for linking clients to the events available to help them improve their business effectiveness. The website can be searched by service provider, by month of the event, by topic of training, by region or county where the service will be provided. The Maine Business Works website links clients back to the service provider so that clients can learn more about the service provider or register for events/services.

Governor John Elias Baldacci established Maine's North Star Alliance Initiative in 2006. The North Star Alliance Initiative, (NSAI) is an industry-led collaborative, synthesizing business, R&D, education, workforce, and economic development resources to re-skill a workforce and launch a new regional economy in coastal Maine. Referred to as the "Four Pillars of Economic Development", the strategy focuses on building capacity and addressing gaps in Workforce Development, Research and Development, Outreach and Market Development, and Capitalization and Infrastructure Development. The targeted industry sectors of Maine's North Star Alliance include a range of enterprises that make up or support the marine trades and those that utilize advanced composite materials, including boat building, marine/waterfront infrastructure, marine service and repair, building products, sporting goods, and ballistic armor. These industries represent the majority of the economic base of Maine's mid-coast region.

The Small Business Development Centers works with the Governor's office to coordinate regional Small Business Conferences held every two years in various areas of the state. These Small Businesses Conference events provides needed training, allows the small business owners to have a voice in the policies of the State of Maine, provide feedback to policy makers as to what needs to be enhanced through legislation or policy enhancement. The Governor has used the opportunity to interact with this critical component of the economy as both a listening board and a time to share policy changes.

Lessons Learned: A state leadership team in the DOL, in the Small Business Development Centers, and through the Maine Centers for Women, Work and Community that provided leadership, advocacy and consistency for the Maine Employment Option (MEO) self employment initiative. State level leadership over a period of 15 years has generated enthusiasm among the program deliverers for continuing the work and empowering individuals to create businesses.

Focusing on the fundamental capitalist approach to economic development allowed the legislature in Maine to approve the Self Employment Assistance option as a tool for working with the unemployed. Even when organizations such as NFIB spoke against it, they had to agree with the fundamental right of persons to enter business.

Counselors from Career Centers and other organizations have focused on the belief that low income or unemployed individuals can become self employed even without loans if they are exposed to the correct resources that they need to assist their personal development of their business idea.

Wagner-Peyser Act funds provide for counseling staff who first meet with the unemployed. Funding through Maine's supplemental budget provided funding for "capacity building" for the Maine Employment Opportunity initiative through various organizations involved in making the training possible. Career Centers have found the initiative to be very case intensive.

The development of "The Entrepreneurship Working Group" was a way of breaking down barriers between various groups offering services to enhance the economy of Maine and to assist unemployed persons become self sufficient. The time together allowed development of shared goals among the groups.
The "The Entrepreneurship Working Group" has worked through a Kauffman funded teacher training initiative preparing teachers in the K-12 system to present core academic concepts in an entrepreneurial context.
The Maine Public Schools Learning Results includes entrepreneurship as a goal of their curriculum so the future pipeline of entrepreneurs will be more knowledgeable of entrepreneurial processes. This should help focus some young talented persons to remain in Maine rather than feeling that they must move out of the state to meet their personal goals
The Maine Micro Enterprise Loan Fund allows early stage entrepreneurs to have access to capital.

Because the normal operation of the DOL is to place students into wage jobs the Career Staff had to be constantly encouraged to get beyond the normal culture of achieving core performance measures of placing persons into jobs (wage at placement mentality). They had to refocus as an additional way of helping people to become self sufficient by thinking of how unemployed persons could earn income and create wealth for themselves through self employment (Business development over time). Career Center Counselors had to come to know in general terms what is required to start a business if they are to direct the clients properly.
Through the MEO initiative they trained career center staff to think entrepreneurially and have one person in each center to be the entrepreneurship program leader to counsel with individuals, sign them up for the initiative and to send them to the small business counselors as needed. The MEO is just another tool in their counseling box for meeting the needs of the clients.
Working with dislocated unemployed with some business skills (as opposed to individuals who desired to open a business but had no business skills) who desired to enter their own business allowed for greater potential for success as they opened their own business.
Personal relationships between the intake staff at the career centers and the small business counseling staff seemed essential for effective connection of the unemployed workers to the self employment options. They have taken an approach within the MEO partnerships that no one can do it all but if partners do what they do best; the client's need's can be met successfully.
Career Centers work to not replicate the role of the certified business counselors and the SBDC. They work to provide clients information so that there if "No Wrong Door" for clients by being informed of services available by partner organizations.

The Career Center and other organizations schedule training sessions for technical training and entrepreneurial preparation training so that there were some complete weeks allowed for individuals to focus on developing their self-employment option was very helpful to clients. Caring counselors and an energetic facilitator has orchestrated an "Unemployed Professionals Group" so that it has emerged as an effective resource for persons who are out of work. It serves as a support group, a training group for helping prepare for a job search, a networking group, and an effective link to the Chamber of Commerce "After Hours Business Networking" meetings. The Chamber allows members of the Unemployed Professionals Group to attend the after hours networking meetings at no cost in order to optimize the opportunity for businesses to have access to the talent pool that exists within the group of unemployed professionals.

The North Star Alliance

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Focus: This revolutionary industry led collaborative, synthesizes business, R&D, education, workforce, and economic development resources to re-skill a workforce and launch a new regional economy - coastal Maine.

The industries participating in this project include a vast range of enterprises that make-up or support the Marine Trades and those that utilize advanced composite materials, comprised of: boat building, marine/waterfront infrastructure, marine service and repair, building products, sporting goods, ballistic armor, and more.

Referred to as the "Four Pillars of Economic Development", the proposed strategy focuses on building capacity and addressing gaps in Workforce Development, Research and Development, Outreach and Market Development, and Capitalization and Infrastructure Development. TheNorth Star Alliance (NSAI) management team works with each of these pillars as they move through defined strategies. The overall profile of each pillar is:

> ***(1) Workforce Development***
> Develops and delivers just in time applied knowledge and skills to both incumbent and new workforce, utilizing faculty jointly sponsored by industry and education and space within Maine's businesses, secondary schools, adult education centers, community colleges, and university systems. The team also identifies any existing training resources than can be utilized in conjunction with WIRED funding.
> ***(2) Research and Development***
> Identifies and prioritizes new industry based research initiatives, leveraging existing R&D resources with the ultimate goal of increasing Maine's industry focused R&D workforce. These activities are being accomplished through a contractual arrangement with the University Maine Orono's Advanced Engineering Wood Products facility.
> ***(3) Outreach and Development***
> Works to expand new market development initiatives within the boat building and composites industries, extending the reach of Maine brand products into both the domestic and international markets while showcasing career opportunities within these industry sectors.
> ***(4) Capitalization and Infrastructure Development***
> Engages philanthropic and investment partners throughout the state to develop strategies that will provide capital and management assistance targeted for business and industry growth, facility improvement and expansion in the targeted industries in order to provide the necessary backdrop for workforce development.

Geographic Area Served: Coastal Maine areas that includes twelve of Maine's 16 counties**:** Washington, Penobscot, Hancock, Waldo, Knox, Lincoln, Kennebec, Androscoggin, Sagadohoc, Cumberland, York, Piscataquis (eight that are coastal and 4 that are greatly impacted by the closing of the Brunswick naval base)

Participant Age Level: Clients must be of age to be employed.

Funding Sources: Over $21 million in leveraged resources is brought to this project from the partners who are coming together to make this collaborative work for the industries involved. $15 million from the first round funding of the US DOL WIRED grants allowed the Governor to begin the work of the collaborative. Also of interest is the collaboration of Maine's North Star alliance Initiative with Southern Maine Community College who submitted a $2 million Community Based Job Training Grant. The grant will be used to establish a composites training facility in the Brunswick community, the site of the future naval base closing. The collaborative will work in conjunction with the college through the process of creating the composites training curriculum is a world renowned composites training institution.

Key Services Abstract: The lead of industry in the initiative manifests itself in the creation of an industry coordinator position that works in partnership with the professional organizations and agencies that support industry; recruits industry representation to serve as working team members on the Steering Committee as well as within each of the four pillars; but most importantly collaborates with industry to identify and then respond to training and workforce needs as well as the identification and utilization of economic development resources and support that will allow industry to realize the full potential of advancing and applicable technology.

In order to successfully accomplish the overarching goal of the WIRED Project to spur the integration of education, workforce, and economic development systems, Maine's North Star Alliance partners have identified the following six goals:

1. Create high quality, skilled jobs that support the competitiveness of the targeted industries, the income of Maine workers, and a return for the public investment.
2. Expand current markets and develop new ones so that the boat building, composites, and marine trades industries achieve global industry leadership.
3. Transform and build upon the capacity of the public system to nimbly and flexibly support competitive boat building, composites, and marine trade industries that are looking to expand capacity, create and/or improve their workforce, and/or take their technology to the next level.
4. Through advanced training opportunities build on the willingness, ability and skill sets of both the current and future workforce.
5. Ensure that the economic development delivery model is sustainable and can be replicated for other targeted industries and regions.
6. Catalyze innovation through research, development and workforce preparedness that will sustain and improve the global competitiveness of Maine's boatbuilding, composites and marine trades industry.

The North Star Alliance centers on three major industry associations: the Maine Composites Alliance, Maine Built Boats Inc, and the Maine Marine Trade Association, jointly representing over 285 companies across a wide range of manufacturing and service industries who desire to upskill their workforces and expand their markets.

Additional members include the University of Maine, the Maine Community College System, the Maine Technology Institute, Eastern Maine Development Corporation, the Maine Community Foundation, local and regional Workforce Investment Boards, the Governor's Office, and the State Departments of Labor, Economic and Community Development, and Education who bring education initiatives and support for the six goals.

Summary of Key Benefits and Results: A collaborative effort of this size has never been attempted within Maine before so it is a real opportunity to see if the work of various government entities, associations, and nearly 300 businesses can work jointly to achieve goals of revitalizing and expanding a regional economy through innovation.

Key Partner Organization Roster of Maine's North Star Alliance Initiative:

Brunswick Municipal Government
Governor's Office of Redevelopment, Reemployment and Business Support
Harbor Technologies
Maine Built Boats
Maine Community Foundation
Maine Composite Alliance
Maine Department of Economic and Community Development
Maine Department of Education
Maine Department of Labor
Maine Marine Trades Association
Maine State Planning Office
Maine Technology Institute
Private Industry Representation (individually listed in Attachment , Pillar Membership)
Solera Capital
Southern Maine Community College
University of Maine of Orono, Advanced Engineered Wood Composites Center
US Department of Labor
Washington County Community College
Workforce Development Boards of Aroostook/Washington, Central/Western Maine, Coastal
County, and Tri-County

Currently, the Initiative management team is working with both USDOL ETA WIRED staff and several state agencies that already track many components necessary to document the Initiative's progress. A set of standards by which activity can be measured is currently being created. To this end, in addition to acquiring a more concise profile of the targeted industry sector, the management team is working in conjunction with the Workforce Pillar as well as

industry representatives to conduct a business visitation with each individual company. An obvious benchmark will be employment and past revenues of each company prior to accessing assistance from the NSAI. Additionally, machinery and equipment costs associated with upgrading labor skill sets and the always desired value of non NSAI leveraging will be included. A major portion of the evaluation process will involve the standard activities associated with workforce development.

By matching benchmarks and standards to periodic monitoring, the management team will be able to better identify when and where the Initiative may be straying or ineffective in its efforts. These findings will then be brought back to the Executive Committee for further evaluation and then if necessary to the Steering Committee for revision. Until this activity is formalized in the near future, management team will continue to capture individual company profiles via a basic database while the Workforce Pillar team tracks individual activity via the already established Career Center system.

Lessons Learned:

Maine's North Star Alliance management team is charged with identifying and then recommending to the Executive Committee a long-term strategy by which to continue the efforts of the Initiative after the grant has closed. This process will be ongoing through the end of the grant period. All NSAI partners will be solicited for their suggestions as well.

Mid-Michigan Innovation Team (MMIT)

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Focus: Renew mid-Michigan's economic prosperity by reorienting and reinventing the region's industrial base, developing next-generation talent and capitalizing on the region's assets, partnerships and networks. The overall project has one central objective: *to catalyze regional economic transformation, creating better opportunities for more Michiganders who are better equipped to take advantage of them—right here in mid Michigan.* Fundamentally, the project aspires to help mid-Michigan firms, inventors, investors, and aspiring entrepreneurs reinvent our economy by fostering innovation wherever we find it, connecting ideas and assets, and engaging people within and across communities.

Geographic Area Served: Mid-Michigan which includes these 13 counties: Bay, Midland, Saginaw, Shiawassee, Clinton, Eaton, Ingham, Livingston, Tuscola, Genesee, Huron, Sanilac, Lapeer

Participant Age Level: Students in the K-12 education system are served in programs designed to help develop an entrepreneurial innovation mind set. Business clients must be of age to be employed.

Funding Sources: The project began with a DOL Wired grant of $15 million. Since then they have leveraged additional dollars from partners. A $250,000 grant has been made to focus on how to change the environment of the area so that individuals think more entrepreneurially about their future. Many of the university personnel are doing pro bono work. There is an investment of 1 billion dollars being made $100 Million per year to focus on developing 21st Century jobs for the region by foundations and the state Venture Michigan Fund.

Key Services Abstract: The Prima Civitas Foundation, supported by Corporation for a Skilled Workforce, is responsible for overall project management, with specific emphasis on governance, connecting new partners, communications and facilitation aimed at shared learning, public choice-making, and structural transformation.

Partners include Michigan State, Saginaw Valley, and Kettering Universities; Mott, Delta, and Lansing Community Colleges; North Coast Ventures; Charles Stewart Mott Foundation; and Center for Automotive Research are helping focus on jobs for the 21st Century.

The work of the Mid Michigan Innovation Team has Targeted the following industries: Alternative Fuels/ Fuel Cells; Advanced Manufacturing, Healthcare, STEM focused education and workplaces after doing some asset mapping for the region.

The MMIT Vision envisions a strong regional economy that:

- **Benefits** the diverse communities across mid-Michigan's 13 counties and fosters regional thought and action.
- **Promotes** existing and emerging assets in alternative fuels and energy, advanced manufacturing, health care, construction and entrepreneurship.
- **Creates** new business, better jobs, top-notch talent and a continuous demand for world-class economic, education and business support services.
- **Is sustained** over time, ensuring that mid-Michigan continues to thrive in the 21st century economy.

This vision will be achieved through completion of the following goals:

1. ***INNOVATION****-Reinventing our industrial base around innovation*—to seed economic activity in Michigan's future industries; accelerate growth in Michigan's entrepreneurial firms; and build strong networks.
2. ***TALENT****-Developing next-generation talent through learning*—including business-based learning opportunities for workers and students, increased region-wide training opportunities in key industries (current and emerging), and communication and engagement with people, firms, and communities about current and emerging opportunities in Mid-Michigan
3. ***COLLABORATION****-Asset-building through connections and partnerships*—specifically, identifying and building key assets *in the region* and making them available and accessible *to the region;* influencing the way key institutions and organizations work within the region; and supporting and promoting learning and networking (at all levels) in the region.

INNOVATION-Reinventing Our Industrial Base

The Project has committed to four interrelated industry-focused strategies:

 Promoting and investing in emerging sectors and clusters that promise high-quality business and job opportunities—alternative energy/biomass, life sciences, homeland security/defense and advanced manufacturing are examples of such clusters.

 Helping high-potential firms develop new markets (domestically and internationally) by growing their customer base, applying existing technologies in new ways and supporting innovation.

 Facilitating the launch of new businesses through accelerated technology transfer, support and training for high-growth firms, improved linkages and collaboration across firms and sectors and increased entrepreneurship.

 Building deep and broad networks within and across stakeholder groups including learning communities, supply chain and business development partnerships and others and promote networking across geographic, professional, business and interest-based communities.

TALENT-Developing Talent through Learning
The Project has identified three key strategies for developing the talent the region will need as the economy changes. These include:
 Investing in the skills of career advancers and changers, in growing industries including healthcare, building and construction, alternative fuels, bio diesel, advanced manufacturing and in career advancement and learning for life.
 Focusing on the region's next generation of talent (K-16) by promoting career exploration, certified job training programs, enterprise, entrepreneurship and technology transfer, particularly in emerging industries.
 Influencing the opinions, attitudes, beliefs

COLLABORATION-Maximizing Assets

Finally, the Project must maximize regional assets in order to achieve and sustain economic advantage. Toward that end, the MMIT Steering Committee has committed to a strategy of forging connections, networking and aligning investments and capacities of key stakeholders in education, workforce, economic development and industry. These include:

Implementing a Regional Innovation Assessment to measure the region's current capacity to support innovative firms, institutions and people. The ultimate goal would be to use this assessment to improve the regional innovation environment.

• Identifying and promoting the transfer of best-practices in reinventing local economies and developing local talent bases so that they become regional practices through summit meetings, town halls, publications, websites, and practice/learning communities
• Encouraging and cultivating a regional identity through the dissemination of resources, trainings and opportunities to change the way organizations and institutions think about their constituency groups leading to the long term sustainability of the Mid Michigan region.
• Maximizing talent development by assuring that programs offered in one region are available across the region through shared enrollments, distance education, and other methods.

Summary of Key Benefits and Results: Mid-Michigan's project has an array of strategic partners including: Michigan State, Saginaw Valley, and Kettering Universities; Mott, Delta, and Lansing community colleges; North Coast Ventures; Charles Stewart Mott Foundation; Center for Automotive Research; major health care systems; home and building associations; intermediate school districts; Michigan Manufacturing Technology Center; the State of Michigan; and regional cities, chambers of commerce, economic development agencies, Michigan Works! agencies, and community development agencies.

The ten MMIT projects funded through the U.S. Department of Labor's WIRED initiative include:

- **Center for Automotive Research**: helping regional automotive suppliers access new markets suppliers.

- **Greater Flint Health Coalition**: helping entry and mid-level health professionals pursue more advanced career alternatives; helping unemployed/displaced workers move into healthcare occupations.
- **Kettering University**: managing the Center for Fuel Cell Systems and Powertrain Integration incubator with a focus on research, education and commercialization of fuel cell systems.
- **Lansing Community College (LCC)**: Launching entrepreneurship curriculum designed to prepare the student to own his/her business and a small business service and technology incubator to provide emerging businesses with advice, counseling and mentoring. LCC is also launching a healthcare initiative focused on an accelerated prior-degree nursing program and Fast Track program for certain health professionals.

  Lansing Community College will launch an entrepreneurship curriculum (12 sections of entrepreneurship courses will be taught) designed to prepare the student to own his/her business by helping the student identify a specialty area coupled with entrepreneurship, the steps to developing a business plan, financing, launching the business, and managing a new business. Academic course work, seminars for current and potential small business owners, and a business incubator will provide emerging small businesses with services including advice, counseling and mentoring. A small business service and technology incubator will be launched to foster the start up and growth of new companies with ties to the Lansing Community College Small Business Exploration Certificate of Completion and Associates in Business. The incubator is expected to accommodate up to 40 companies for each year of the grant for a total of 120 companies. Lansing Community College is working with the Mid-Michigan intermediate school districts, the Michigan Small Business & Technology Development Center, and Saginaw Valley State University in the implementation of this initiative. At the end of the 3 year grant period, the anticipated results are:
  -40 new businesses launched
  -200 K-12 students introduced to entrepreneurship and 80 graduating seniors will feed into the post secondary credit and non credit entrepreneurship programs
  -20 new completers of the Entrepreneurship Studies Certificate and/or Associates Degree program
  -240 small business and potential small business owners trained through contracted seminars
  -240 occupational program students completing entrepreneurial studies courses

- **Michigan Manufacturing Technology Center**: Assisting mid-Michigan firms to develop new markets and address facility and job retention beyond automotive.
- **Michigan State University**: exploring with various partners ways to grow and process bio-fuels as alternatives to petroleum and fossil fuels and seeding the development of mid-Michigan's bio economy. MSU is the prime contractor for the WIRED grant.
- **Mott Community College**: managing a Building and Construction Technology Employment initiative and an Advanced Manufacturing project providing focused intervention training to 5 regional companies to use productivity-enhancing technology tools.
- **Prima Civitas Foundation, supported by the Corporation for a Skilled Workforce**: managing overall the MMIT/WIRED initiative, with specific emphasis on governance,

connecting new partners, communications and facilitation aimed at shared learning, public choice making and structural transformation.

- **Saginaw Valley State University** will manage an Accelerated Entrepreneurship Initiative that will consult with, network, incubate, train and otherwise support new ventures. It will coordinate the services and supports of over 20 partners to focus on new business creation, accelerated market diversification (for existing firms), increase commercialization of intellectual property, new market development, self-employment, industrial retraining, and assistance to schools in targeting entrepreneurship training efforts in Michigan's high-growth or emerging industries.

  During the life of the grant, we expect a combined impact of:
  -27 firms incubated, 15 of them high-growth;
  -60 firms to receive help with technology integration or market diversification, and eight of those in new economy industries to hire at least one new employee;
  -45 entrepreneurs to receive training/ information in commercialization opportunities in the region; --48 businesses to be assisted in identifying new markets;
  -300 workers to complete workshops in self-employment opportunities,
  -100 workers to be retrained in high level skills in-demand in the region; and
  -60 high-school trainers to be trained in industry-focused entrepreneurship.

The Center for Business and Economic Development at SVSU has a motto of Real people. Real Results. They are open for calls at (989) 964-4475 to discover how CBED can positively impact you and your bottom line through the Center for Business and Economic Development. Harry Leaver is the Executive Director, (989) 964-4047 hlleaver@svsu.edu

There is developed by Dr. Mark Clevey a Michigan Entrepreneurship Score Card that shows how the culture is becoming more accepting of entrepreneurs. Saginaw Valley State University has put in place a minor in Entrepreneurship to connect entrepreneurship to all majors on campus.

Lessons Learned: If we desire to work with business we have to go to them on their turf to learn of their needs and to gain their support of collaborating to enhance the economy of the region.

Teacher training is one thing essential to creating a pipeline of persons with an entrepreneurial mind-set.

Working with the 2 + 2 program high school students can gain appropriate technical skills and see the value of the STEM initiative.

Most of the work in the Auto Industry today is requiring 2 years of post high school training. The graduation promise initiative encourages staying in school until training is appropriate for the work of the future.

Work Readiness testing will be a part of the state testing program beginning in 2010 in order to show that students can meet the skills needed by industry and shown through the WorkKeys assessment.

Economic development today must focus on creating an entrepreneurial friendly region and state. Entrepreneurial innovation is the key to a growing economy.

Universities can provide great assistance to small entrepreneurs through providing market research database capabilities which small businesses could rent time for using them to gain the market information they need.

Rural enterprise networks are focusing on economic gardening and this help communities focus on how they can encourage business development and growth.

The Federal budget has lots of funding for R & D but less than 1% of the budget comes from selling innovations into the market place. There seems to be a huge disconnect in our budgeting process. America needs to be smarter about getting innovation from R & D to the marketplace. Currently Universities don't have incentives to transfer the innovations so they wait until some person comes to them and writes a check to the university for the technology.

Some serial entrepreneurs are housing other entrepreneurs and mentoring (Incur Mentoring) them in their new business ventures. There needs to be a tax credit for this type of work with new entrepreneurs.

There needs to be better connections between SBA and EPA on the Federal level to add capabilities to the system if we are to solve problems rather than regulating things related to the environment.

Daniel Goldstein of Case Western Reserve University has done a lot of work with emotional intelligence which helps with the understanding of entrepreneurs.

There is some support for the concept of - if a student completes a degree in the state and starts a business that employees persons in the state, there should be forgiveness of college tuition loans just like we forgive teacher loans for those who teach.

West Michigan Strategic Alliance

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Focus: The West Michigan Strategic Alliance serves as a catalyst for regional collaboration in order to make West Michigan a better place to live, learn, work and play. *WIRED West Michigan which operates within the Alliance has a Goal*: to develop and manage an "innovations lab" designed to spawn a wide range of innovations in our regional economic development, workforce development and educational systems.

Geographic Area Served: West Michigan Alliance serves in seven counties. They are: Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, Newaygo and Ottawa counties.

Participant Age Level:

Funding Sources: The Alliance began in June 2000 and has worked to bring together partners throughout the region. These partners brought together the funding essential to do the work of the alliance. In 2006 a first round $15 million dollar WIRED grant was secured and has been merged into the operation of the alliance. Phillip Rios, has been the director of the WIRED initiative. They are located at 10 Straight Avenue SW, Grand Rapids, MI49504. Their phone number is 616.331.6967 and the WIRED office e-mail is admin@wiredwestmi.org The three-year, $15 million West Michigan WIRED grant is funding several regional initiatives and programs – called Innovations – that will help the West Michigan region overcome many of its workforce, education and economic challenges.

Key Services Abstract: Industries that are targeted are**:** Advanced Manufacturing, Health Care, Life Sciences, and Entrepreneurship

The Guiding Principles that guides the WIRED initiative are:

Innovation

- Invest in genuine innovations that deliver performance improvements at reduced costs
- Compress cycle times
- Create customer pull

International

- Target performance outcomes against global benchmarks and global value chains
- Create global awareness at every level of the system
- Source from the best in the world

Integration

- Create seamless integration between the K16 education system; workforce development and training; economic development; and enterprise development
- Integrate work and learning

WIRED SubGoals and Strategies for the *West Michigan Entrepreneurial League System*
Stimulate entrepreneurship and new business creation in key sectors of the innovation economy.

Enterprise Development

•Global School Model
•Accelerated Engineering Program
•Manufacturing Skill Development Coop
•Performance Based Credentialing Using WorkKeys
•Manufacturing Skills Standards
•Health Care RSA
•TriSector - Workforce Development (SOURCE)

Restructure key elements of our workforce development and education systems for emerging, existing and transitional workers.

Workforce System Transformations

•Innovation Curriculum
•Industrial Design Council
•Innovation Forum
•Intellectual Property Commercialization

Catalyze, support and sustain strategies to support innovation in our regional economy.

Innovation

•Emerging Sector Skill Analysis
•Regional Supply Chain Evolution analysis
•Knowledge Workers & Economic Development

Better understand the structure of regional employment clusters and the emerging skill requirements for the innovation economy.

Summary of Key Benefits and Results: The Result that the Alliance is seeking is - to compete and win in the "innovation economy".

Focus has been on implement the Entrepreneurial League System® (ELS) to create a system that consistently supports the development of entrepreneurs from early stages of business development through business growth. (Collaborative Strategies). This work has created a more entrepreneurial friendly region.

Lessons Learned: Partners are key in advancing the broad initiatives in a region**.** West Michigan's partnership members represent both sectoral and geographic diversity. They include West Michigan Strategic Alliance; Grand Valley State University; Grand Rapids Community College; The Right Place, Inc.; Lakeshore Advantage; Newaygo County Economic Development Office; Muskegon/Oceana County Consortium; Ionia County Economic Alliance; Delta Strategy; New Urban Learning; Work Design Collaborative, LLC; W.E. Upjohn Institute for Employment & Research; Metrics Reporting; Collaborative Strategies LLC; IRN; Michigan Small Business & Technology Development Center; Alliance for Health; the Council for Adult and Experiential Learning (CAEL); Continuous Quality Improvement Network (CQIN); Best Michigan; Lambert, Edwards & Associates; Strategic Communication Group and 2GTech.

In the 8 county West Michigan area there are 96,701 firms registered to do business of that number 79,711 or 82% of the firms have no employees. The entrepreneur is the key to the success of the economy of the West Michigan area.

The key to a region's economic success is its entrepreneurial capital. We are not referring to financial capital, but to human capital. The most common mistake communities make is to focus on the results of the entrepreneurial process – the enterprise and its assets, and to ignore its source – the individuals who generate that wealth.

The pipeline of entrepreneurs in a region reflects a continuous flow of entrepreneurs and enterprises over time. Each communities "Pipeline of Entrepreneurs and Enterprises is different. That is why in order to get a true picture of the regions pipeline" – researchers must aggregate and map the variety of local pipelines to make sure that the whole is (and can be) representative of the parts.

We must acknowledge that to compete successfully in the global economy of the 21st century requires regions to have an enterprise development system, where the whole is greater than the sum of the parts. This is something that West Michigan needs to create.

The entrepreneur and the enterprise are not one and the same, and the lack of attention to the entrepreneur, as distinct from the business, has become a source of failure. Service providers can provide numerous stories where the proper assistance was delivered but it had no impact on the business at all because (as is commonly recognized after the fact) the entrepreneur was either unwilling or unable to take the necessary actions to grow the business.

By itself, there is no guarantee that the natural movement of the pipeline (i.e., the current startup, growth and failure rates) is in accordance with the needs and strategies of the region.

The critical determinant of a community"s economic vitality is the quantity and quality of its entrepreneurs and how well they are matched to the market opportunities they pursue. Communities can and must do something to improve their supply of entrepreneurs. We methodically cultivate many other kinds of talent, why not entrepreneurs?

Most of the above lessons learned come from a Study of Feasibility of and Requirements for Implementing an Entrepreneurial League System® in West Michigan, prepared By: Gregg A. Lichtenstein, Ph.D President Collaborative Strategies, LLC

AdvantageWest Economic Development Group
Certified Entrepreneurial Community Program

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Focus: The goal of the Certified Entrepreneurial Community Program is to create communities of entrepreneurial interest by promoting public and governmental awareness of the need for entrepreneurship through certifying governmental bodies and local units of government regarding their approach, strategy and state of readiness with respect to entrepreneurship.

Geographic Area Served: AdvantageWest serves 23 counties in western North Carolina. The counties served are: Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Wilkes, Yancey.

The North Carolina Office of State Budget and Management estimates that the population of Western North Carolina is approximately 1.2 million people, approximately 20% greater than the population in the region a decade ago. Much of this increase has been the result of migration from other parts of the country to the mountain region. North Carolina ranks third in the nation as a retirement destination, behind Florida and Arizona.

Western North Carolina's (WNC) regional economy is strong and growing. Asheville and other cities in the region have garnered recognition as best places for entrepreneurship and innovation (from the Small Business Administration), hot places for manufacturing expansions and relocations (Expansion Management magazine), best high-tech output growth (Forbes and Milken Institute) best places for business and careers (Forbes), and best places to live and work (from sources too numerous to mention).

Participant Age Level: Age is not really a key issue with the work of AdvantageWest at they work generally with organization leaders. AdvantageWest works closely with employers and workforce training providers — including four-year public and provide universities, community colleges, Workforce Investment Boards, K-12 school systems and private training organizations — to identify and meet employers' needs for skilled, productive employees.

Funding Sources: Funding is provided by six different Federal Agencies, State Agencies, Foundations, Educational Institutions, and more than 100 private sponsors that desire to assist and participate in the economic development of the 23 county region of western North Carolina.

Key Services Abstract: Through extensive research AdvantageWest has learned that regions who boast a healthy economy and high levels of prosperity are typically regions that also foster

strong entrepreneurial environments. Much like the rest of the nation many counties in the WNC region has experienced significant job losses due to a number of plant closings. It is becoming more apparent to local business leaders that in order to be competitive in today's global economy WNC must include entrepreneurship and small business as part of our economic development infrastructure and policy for the future of our country.

It is for this reason that in early 2007, AdvantageWest Economic Development Group took its entrepreneurial initiatives one step further down to the community level and created The Certified Entrepreneurial Community Program (CEC) to educate and empower local leaders with the critical foundational building blocks necessary to attract and retain entrepreneurs in their community.

The CEC Program consists of a five step process that is outlined in a guidebook that each approved leadership team is given at the onset of the certification process. Highlights of the program include the formation of a leadership team, community visioning, asset mapping, identification of entrepreneurial talent, comprehensive plan for including the youth in entrepreneurship, and streamlining the business licensing and permitting for entrepreneurs. The Certified Entrepreneurial Community Program and the contents of the guidebook are copyrighted materials and the business method is currently patent pending.

Upon successful completion of all required elements of the program, AdvantageWest is providing marketing for these communities as well as access to a revolving loan fund for qualified entrepreneurs, funding for last-mile telecom broadband, training for leadership teams and signage for communities.

Summary of Key Benefits and Results: Blue Ridge Economic Council supports entrepreneurs through the following four focus areas: education, mentoring and networking, communications and capital formation. BREC meets monthly, and provides quarterly opportunities for qualified entrepreneurial businesses to present plans before a group of local investors, the Blue Ridge Angel Investors Network.

In 2008 Haywood County became the first Certified Entrepreneurial Community (CEC) in America using the CEC guidelines and process. They had developed the first Small business incubator in NC back in 1985. Haywood Community College was the first CC in the country to implement a REAL program – Rural Entrepreneurship through Action Learning –which has been providing hands-on entrepreneurial education for the skilled craftsperson in the region. Haywood County is now poised to assist aspiring and current entrepreneurs to succeed in their county.

Fourteen different communities in the AdvantageWest region are currently seeking the CEC designation. People in eight different states have worked with AdvantageWest about doing CEC in their states. The former director of AdvantageWest Dale Carroll has testified before Congress twice about the merits of the CEC program and the advantages it has allowed the counties in western NC. He shared that AdvantageWest is the first EDC in the US to develop a professional Economic Developer Certificate program with a university. (Appalachian State University)

The five Workforce Development Boards across the AdvantageWest region have entered into compacts with AdvantageWest. Over 30 partners have joined with AdvantageWest to complete an allied Healthcare worker study for the region. AdvantageWest is the first regional EDC in the US to develop a Center for Health and Aging with legislative leaders and university partners. (University of NC at Asheville) Ashville Buncombe Technical College and Buncombe County have joined with AdvantageWest to launch the first Wet-Lab in Western North Carolina. They are also exploring an inland port in the region with university partner Western Carolina University.

Several metrics are used to measure economic performance of the 23 county region served by AdvantageWest. Many of them use the year 2000 as a baseline. The WNC Economic Index produced by the Walker College of Business at Appalachian State University indicates a climb of 18 points from 100 in the year 2000 to 118.2 in August 2008. The Working Capital Index produced by Business North Carolina Magazine indicated that a 3% gain in the number of jobs within the AdvantageWest region has been achieved from 2000 until August 2008. The NC Commerce Department Capital and Investment tracking indicated that the largest number of new jobs in more than two years occurred in the third quarter of 2008 with 2,122 new jobs being announced as a result of capital investments.

Lessons Learned: Focusing on the needs of the region has been very helpful in causing interest in the Certified Entrepreneurial Community program. The work with Advanced manufacturing professionals, Blue Ridge Food Ventures, the WNC Film Commission, the Blue Ridge Entrepreneurial Council have all brought to the surface the needs of the many entrepreneurs in this region of North Carolina.

Because of the number of home based and small businesses in the region the EDC learned of the importance of the Internet to businesses in the region and has worked to get the 177 mile fiber network “Carolina Connect” in place to allow connection to the marketplaces of the world.

A regional initiative that focuses on critical needs of a region can add value to a concept such as the Certified Entrepreneurial Communities and enhance the resources of individual communities.

Piedmont Triad WIRED Project

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Focus: There is a transformation team of area university chancellors and presidents working under the leadership of Leslie Boney of UNC central administration who are focusing on the big leadership needs of economic development. They are focusing on entrepreneurship. Rose Johnson of Western Carolina University has led the Associates Degree in Entrepreneurship Education. Advantage West has developed the Certified Entrepreneur Communities initiative and the PTP WIRED is examining that as a concept to be replicated. High School and Community Colleges have generally been linked through tech prep initiatives. Grants for REAL and Family Health Care have been provided to advance the entrepreneurial preparation of students. Elon University has a summer camp for students interested in Entrepreneurship.

YES is a WIA youth program operating in Surry County that has entrepreneurship preparation programs in three school systems - Surry County, Elkin City Schools and Mt. Airy City schools. (This is one of PTP's WIRED funded grant activities.)

Geographic Area Served: The Piedmont Triad is a dynamic region of more than 1.5 million residents and a labor force of approximately 820,000 workers. Geographically, it consists of twelve central North Carolina counties, including: Alamance, Caswell, Davidson, Davie, Forsyth, Guilford, Montgomery, Randolph, Rockingham, Stokes, Surry and Yadkin. The largest cities in the region are Greensboro, High Point and Winston-Salem.

Participant Age Level: The work has been limited to those over age 16. There can be some exceptions for students age 14 to 16 students with DOL approval and in accordance with Youth initiatives of the WIA.

Funding Sources: First round $15 million WIRED grant as well as the use of other funding in the region as well as business organization contributions of services. Many of the initiatives have been operations from university or community college budgets.

Key Services Abstract: Six Workforce Boards have linked to a TriadWorks Consortium. PTP is working on building a workforce portal for the region .Focus is on 4 different industry clusters of the economy as well as building an entrepreneurial network. The region is looking at the Certified Entrepreneurial Communities program that Advantage West has developed to determine how to replicate it.

The Piedmont Triad Wired is working with the National Information Clearing House project which is being developed with a DOL grant. It will help provide information to regions desiring to advance their economic structures.

Many partner organizations have developed or shared services to meet the needs of emerging entrepreneurs. Some key partners are PTEN, Area Universities, Community Colleges and Surry County, Elkin City, and Mt. Airy city school systems. (High schools offering Entrepreneurship Education courses) and Elon University offering summer camps for students interested in Entrepreneurship. Most people that have been asked to partner have responded positively. People in key roles have used their roles to encourage changes that are needed.

Summary of Key Benefits and Results: There are programs being developed to provide some certified regional support networks, such as the Piedmont Triad WIRED, Finger Lakes WIRED, and Northwest Florida WIRED. They offer tutorials for small business owners.

PTEN – Piedmont Tried Entrepreneur Network has existed for 5 to 8 years and it offers the Capital Connections Conference and the Angels Network that focuses on funding for high growth businesses.

PT Leadership Institute is organized to address the needs of emerging leaders in the region as they approach regionalism. There are four areas of focus that they have decided to use as their action agenda. One of the four areas is entrepreneurship. The Center for Creative Leadership is a partner in this work.

Many of the initiatives have been pulled together to focus on the needs of the entrepreneurs in the community. Entrepreneurs are guiding the initiatives that they see as needed.

A leadership cohort of entrepreneurs are being developed and asked to help make the area more entrepreneurial. They are creating the services they determine are needed by them and entrepreneurs like them throughout the Piedmont Triad region.

The Yadkin Craft Guild which operates in both NC and VA works to help crafters who are dislocated workers to become self sufficient. They learned that a mentor/apprenticeship system works best. The major problems they encountered are that it is hard to build a business with no income. Entrepreneurs want to do things their way and don't respond to mentoring very easily thus it is hard to keep them afloat.

Lessons Learned: Rural counties need most assistance and may be the greatest advantage to improving economic success. The people generally have ideas for new business ventures and have a strong work ethic.

We have learned how hard it is to communicate with new entrepreneurs! They are busy, they are often isolated, and they are not in organized groups.

There is a wealth of resources but there is little hand holding mentoring support. Many organizations want to tell a new entrepreneur to bring me your business plan and we can tell you where to go for resource assistance. The truly needy businesses may not have business planning skills. The accelerator concept does not seem to work, many new entrepreneurs need hands on

assistance or they lose momentum – They are often people with ideas but not business skills – people need devoted interest to the project they want to pursue.

When an incubator – accelerator concept has been tried, there can be turf problems because of political clout problems between small business alliances, community colleges, and chamber support systems. Reporting on results can be hard also because of privacy issues. Resources are generally not the problem. (Community Colleges have small business centers, Universities have the Small Business Technology Development Centers, NCSU has the Industrial Extension Service, SCORE is available in conjunction with SBA, Small Business Loans, and Chambers of Commerce has focus for helping beginning businesses)

Co-location of entrepreneurial services is a good thing but it is hard to develop because organizations have a hard time paying part of the rent for space. They can pay their rent but to co-locate and pay partial rent often gets into some agency or grant funding issues. The issue for some organizations is a choice between having funds for client services or paying rent for a place to locate. Thus it is hard to get approval for renting space. * Perhaps some policy guidelines would be helpful if DOL/ETA would consider this issue.

One of the best models to learn from is the Prosperity Centers that are operated by Goodwill Industries of NW NC. They focus on the individuals coming in and ask about their hopes and dreams and they ask about their barriers. Then they work to move them toward their hopes and dreams by removing the barriers. (In Winston-Salem Sherry Carpenter and Art Gibb are contacts)

Project Gate Demonstration Grant in North Carolina

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Focus: GATE (Growing America Through Entrepreneurship) is a scholarship program for custom training and coaching to help individuals plan and start their businesses. GATE is a scholarship program that provides training and coaching to help laid-off, or dislocated, workers interested in starting a business. It is being offered to rural North Carolinians from 2009 through 2011.

Geographic Area Served: The GATE program is a rural demonstration program of the U.S. Department of Labor. GATE is being offered to dislocated workers throughout North Carolina's 85 rural counties. There are two possible ways to participate.

Persons living near the small business centers in the community colleges at Isothermal, Lenoir, Randolph, Richmond, Robeson, Rockingham, Surry, and Western Piedmont will be served by the college that serves the 13 rural counties in their service areas. Individuals will be able to work with a local GATE counselor in person at these centers.

Dislocated workers from the remaining 72 rural counties in North Carolina will be served through a "virtual site." This will include counseling by phone and online training programs combined with training and business counseling through the Small Business Center of other community colleges (58 total Community College Small Business centers) throughout the state. Individuals served this way will still have access to local training and programs, but will be expected to communicate by phone and Internet generally.

Participant Age Level: No specific age is specified but applicants must be dislocated workers (lost a job through no fault of their own due to a business closing or layoff) and be eligible for the Workforce Investment Act (WIA) program.

Funding Sources: The U.S. Department of Labor is funding GATE as a demonstration project testing self-employment as an alternative career path for dislocated workers. There will be a total of 750 scholarships for participants offered in NC. North Carolina is one of four participating states in the current GATE demonstration. In North Carolina, the demonstration is being led by the N.C. Department of Commerce in cooperation with the N.C. Community College System - Small Business Network, the N.C. Employment Security Commission, the N.C. Rural Economic

Development Center, North Carolina REAL Enterprises and local JobLink Career Centers. All partners are contributing through the provision of their services to the clients.

Key Services Abstract: At any of the JobLink Centers dislocated workers can attend an orientation session and the staff can help interested persons apply for the GATE scholarship. A limited number of GATE scholarships will be offered in each location based on an application process. Those selected for the scholarship will receive:

- Individual assessment of entrepreneurial skills
- Entrepreneurship training and counseling
- An introduction to resource professionals who can help throughout the life of the business.
- Help applying for a micro-enterprise loan upon completion of a workable business plan

Those receiving the scholarship will receive:

- The new, three-hour seminar "From Losing My Job to Owning My Job" offered at the community college
- The N.C. REAL Entrepreneurship course (see www.ncreal.org for more information)
- Other business and entrepreneurship courses at the community college
- Online modules of courses offered by N.C. REAL and other sources
- Technical and vocational courses related to the particular business participants are starting
- Free ongoing coaching and confidential counseling from the Small Business Center at the community college. This may include assistance developing a business plan, financial counseling or credit repair, and help on other issues specific to the business.

After you take the recommended course of training, the GATE counselor will help participants determine if they and their business idea are ready to go. Participants may decide they don't want to start this business, or at least not now. Participants may need additional training or counseling. If startup capital is needed, the GATE team will assess and offer various options, including the N.C. Rural Center's Micro-enterprise Loan Program, but no grant money will be awarded for the business.

After the start of a business, the GATE counselor will continue to check in with business owners monthly and offer ongoing coaching and troubleshooting, provided that participants agree to an "open books" policy for the first year with the business counselor. All of the counseling received through GATE will be strictly confidential.

Summary of Key Benefits and Results: Billy Ray Hall of the NC Rural Economic Development Center says "Project Gate can help us build homegrown economies in struggling communities all across the state."

The project is just beginning and thus the metrics identified for success will be measured as the project progresses.

The US DOL/ETA, The North Carolina Commission on Workforce Development, and the Employment Security Commission put in place waivers prior to the beginning of the effort to ensure that Project GATE participation will not interfere with unemployment insurance or any other benefits persons may be receiving as dislocated workers. Full time GATE enrollees will be eligible for a waiver from the Employment Security Commission allowing them to suspend the job search activities and visits to the ESC office while they work on developing their business.

Lessons Learned: Unemployment in North Carolina's 85 rural counties hit 12.3 percent in February 2009. Seventeen rural counties had jobless rates of 15 percent or higher.

Rural unemployment can be attributed in large part to continuing layoffs and closings by textile, furniture and other traditional manufacturers throughout the state. With other jobs scarce, self-employment may help keep rural workers in their communities. That potential is reflected in the growing numbers of dislocated workers expressing interest in creating their own job or small business.

Working with multiple partners to put in place a statewide project such as Project Gate takes considerable start up time as all boards have to be informed and appropriate approvals granted, as well as budget proposals approved before all partners can officially say they are ready to begin.

Having a website for communicating information to the public is essential.

Access to Micro-Enterprise loans state-wide is a hard component to put in place.

Women's Rural Entrepreneur Network (WREN)

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Focus: WREN began by helping low income women start businesses, but it wasn't long before this work led into new territory. Today the mission embraces business development, creating and supporting markets for local artists, artisans, and rural entrepreneurs, arts and empowerment workshops for girls, education and advocacy around buying "local", Main Street revitalization, pursuing sustainable models for rural economic development and acting an access point for community and business networking

Geographic Area Served: The Women's Rural Entrepreneur Network is located in the small town of Bethlehem, NH in the northwestern part of the state. WREN has succeeded in revitalizing this small town. They have become the economic development center for the town. They offer activities that support entrepreneurs to build and grow their businesses. It is located on Main Street and as you go up and down Main Street you will discover that many of these businesses got their start at 2013 Main Street the office/incubator of WREN.

Funding Sources: WREN addresses the needs and aspirations of a diversity of rural people, including over 400 business owners. Their work connects people with one another, provides access to resources many couldn't afford on their own, offers learning opportunities, creates and supports markets for entrepreneurs, actively engages in Bethlehem's revitalization, and serves as a national model for rural economics and community development.

WREN chose to become a **membership** organization in the second year of operations reinforcing the notion of community. Through membership people invest in the work, feel a sense of ownership in the organization, and shape WREN"s development. Members live near and far and in as many as 13 states. Members receive *The WRENzine* (published three times a year), a weekly email newsletter, discounts on classes and store/gallery purchases, and more - all while supporting the work of WREN.

WREN began in 1994 with 15 women participants, supporting their dreams of becoming business owners. Over the next decade WREN built on this success, growing in scope and mission. Today, the 'WREN Community' includes 900+ members - men and women living in New England and beyond - who benefit from and support WREN's many initiatives and resources.

Key Services Abstract: Networking and educational services are the main assets that WREN provides as the following list shows:

Community Revitalization - As part of WREN's commitment to community building, they work to make Bethlehem a better and more prosperous place. Bethlehem, New Hampshire was known as a "premier tourist destination" from the 1890s through the 1950s. But this ended as the travel patterns and expectations of Americans changed. Over the years, the town's grand hotels and businesses disappeared. When WREN relocated to Bethlehem in 1999, many of the store fronts were empty and little Main Street economic activity was evident. As WREN began to operate the retail store, they also put energy into bringing new life to our downtown. Thanks to a USDA Rural Development grant, they launched the "The Stars Come Out in Bethlehem" project. Convening residents, civic leaders and business owners, the group identified a number of short and long term revitalization goals. WREN began the Street Banner Project, a volunteer driven effort to create original, hand-painted banners for the Main Street. Today WREN supports the development of both summer and winter designs. WREN also partners with the Colonial Theater, the nation's oldest, continuously-operating movie house. The theatre, operates from May through October, offering independent and foreign films, as well as live performances.

WREN BETA (Business and Entrepreneurial Technical Assistance) PROGRAM -
In 2007, to address the needs of the community, WREN developed the BETA program. WREN staff members are trained as instructors in the Core Four business planning course and as business coaches for this comprehensive program. The nationally known, award-winning Core Four curriculum is integrated with WREN's own brand of business coaching, marketing assistance and networking. The course covers successful strategies for business including marketing, financial management and operations planning. Classes are scheduled on a year round basis and instructors are available to help entrepreneurs as the need arises. Since September of 2007, 110 participants have graduated from the BETA program.

WREN SUCCEED Program - The SUCCEED program is designed to take entrepreneurs to the next level by addressing specific training needs that WREN has identified and that members have requested. SUCCEED gives participants a solid background in Business Communications, Financial Planning and Web Marketing. Group sessions of Business Coaching help to integrate class work with the real life issues of starting or running a business, and puts personal goals into proper perspective with business goals.

Vendor-Readiness Classes - To ensure that vendors are prepared to enjoy the maximum benefit of participation in the Local Works Marketplace and/or Farmers Market, WREN provides classes in packaging, pricing, marketing, customer relations and booth display. Ongoing workshops are scheduled throughout the year as need is identified. All business owners are encouraged to take advantage of these learning opportunities.

WREN MARKET ACESS PROGRAM - "I have a great product or service, but where are the markets?" This is often the greatest challenge for rural business owners. Since 2000, WREN has made Access to Markets a key part of their mission. As is often done, WREN has used a "community" approach in addressing this challenge and have focused on developing opportunities that can benefit many simultaneously.

Wren Market Access provides real business world experience and technical assistance to first time entrepreneurs and existing businesses, giving them the opportunity to sell or promote their

products through the various aspects of the program. The Market Access program has assisted hundreds of entrepreneurs. WREN has learned much about self-sustainability; and has turned the retail store, gallery and farmers market into important sources of earned income for both members and the organization. It is an important element of the holistic approach to incorporate training, coaching, networking and market access into the services offered to members.

Local Works Marketplace - When the retail store (formerly known as WrenOvation!) opened in 2000, it had 52 vendors; today the store supports over 200 product-based businesses. Products are reviewed for store readiness. The review includes assistance with product packaging, display, marketing, pricing and quality control. The store program provides more than the typical retail experience; sellers are offered valuable, honest feedback. Local Works also provides a venue for buyers seeking unique locally made products. Products are taken on consignment, with 60% of the sales price going to vendors and 40% towards supporting the store itself. Since opening, the store has generated over three-quarter million dollars in sales and serves as a retail anchor for Bethlehem's Main Street. The store is open 7 days a week from 10 am to 5 pm.

The Gallery at WREN - In rural northern New Hampshire, opportunities for artists and art appreciation are limited. Galleries are few and far between; funding for the arts is virtually nonexistent. In a reaction to this void, the Gallery at WREN was created in 2001 as a cultural outlet for the creativity of a community, a place where local artists could display and sell their work, where the public could learn about and appreciate art. Today a new show opens each month. Painters, photographers, sculptors and multi-media artists have exhibited their work. Artists receive 60% of sales; WREN puts 40% back into the operating budget. The mere presence of the gallery has helped revitalize the economy of Bethlehem.

Local Works Farmers Market and Outdoor Marketplace - To expand the market access beyond the retail store, and to initiate the process of getting the community to "think local and buy local," WREN now hosts a twice-weekly farmers market and outdoor craft marketplace from the end of May through mid-October. This is an ideal launching pad for beginning entrepreneurs to get visibility, publicity and to start growing their customer bases. The market experience itself is WREN at its purest connecting small entrepreneurs with the local residents and tourists, creating a focal point for the community, bringing more foot traffic to the village business district and increasing local prosperity overall. Vendors have the opportunity to sell locally grown and produced food, baked goods, flowers, plants and crafts in a relaxed outdoor venue. The 2009 Local Works Farmers Market and Outdoor Marketplace is open every Wednesday, 3-6pm, and Saturdays, 9am-1pm, from the May 23 to October 10.

Incubator Office Program - One of the greatest challenges facing emerging entrepreneurs is affordable office space. WREN currently has three economically priced offices in the WREN Central building. Ten Health and Wellness professionals rotate use of two of these spaces; the third is used by a financial consultant. The presence of these businesses boosts the physical vibrancy of WREN and the economy of Bethlehem by bringing more customer traffic into the village on a regular basis.

WREN's Technology Center - For entrepreneurs and those living in a rural setting, so much depends upon access to and an understanding of technology. In 2000, the Technology Center

opened as a place where members and the wider community could access hardware, software, and affordable training that they couldn't find elsewhere in northern New Hampshire. That same year, WREN received an AOL Rural Telecommunication Leadership Award for these services. Every year hundreds of women, men and children use the Center to access the Internet, work on projects, and other technology tasks. The Center offers beginner and advanced classes.

Multi-Media Resource Studio - In 2005, WREN was selected as one of nine grantees for the Hewlett Packard (HP) Microenterprise Acceleration Program. This award provided over $150,000 in technology planning, equipment, and software, allowing WREN to completely update the Technology Center. WREN also launched the Multi-Media Resource Studio that offers advanced print and website development tools, including a digital photo shoot space.

Business Directories - WREN takes every opportunity to advocate on behalf of supporting the local economy and educates the public about the impact of keeping local dollars circulating within the region. WREN's **On-Line Member Business Directory** not only promotes members' enterprises, it also allows searching for the services and products desired. As part of the "Buy Local, Local Works" campaign, WREN has also published the **Local Works Business Directory,** a free 56-page handbook featuring business listings from over 230 member businesses. Designed and produced by WREN, the actual listings were written by the business owners themselves, with a minimal amount of editing.

WRENzine - WREN publishes a magazine, the WRENzine, three times a year. The WRENzine is a highly acclaimed publication where members are invited to write columns, publish photographs or share experiences; it also provides market access and advertising opportunities. Viewed by over 1500 households and businesses, it is considered by members to be one of the most important assets of their membership.

e-WREN - The weekly email broadcast is a resource for upcoming events, classes, news and more.

Equity Awards for Low and Moderate Income Women Entrepreneurs - Sometimes money makes all the difference, as WREN discovered in 2005 when two generous funders gave WREN $13,500 to award to nine low or moderate income women business owners. Since then, as local partners, WREN has been able to provide 35 women with equity awards through the Citigroup Women and Company Microenterprise Boost Program and the Fairy Godmother Fund, an initiative of the Ms. Foundation for Women.

Women's Investment Groups - Many North Country women don't have retirement plans or savings. WREN hosts two investment groups (*Nest Egg* and *Gold Diggers*) that bring women together once a month to collectively educate themselves about investment opportunities and to develop a group stock portfolio.

Networking Events - The WREN Community knows what it is like to work AND play. Many of our WREN events are free and open to the public.

The WINGS Program for Girls - Created in 1997, the "Wings of the Wren" program is a way to share the richness of the WREN Community with girls of the region. Girls ages 8-14 are invited to take part in free workshops and adventures. In the process, they get to know themselves, each other and the women who volunteer to oversee the program. WINGS emphasizes the arts as a pathway for self-knowledge and creativity. All Wings events are listed in the WRENzine and on the WREN website.

Key Benefits and Results: The WREN organization has the benefit of being the hub of the economic wheel in Bethlehem New Hampshire. WREN operates as a close knit community that can offer collaborative space and a shared vision for the community.

They have received grants from the United States Department of Agriculture, the Economic Development Administration, and the Community Development Business Group. The challenge is to create new programs that will bring the funding into the community. Funders want new programs and after 15 years of success, they are looking for sustainability and a living wage for all participants in WREN.

Most of the people who complete their entrepreneurial education training, do not develop a full time business but rather a part-time addition to their income.

Lessons Learned: Businesses and individuals being bold and resourceful, networking, and being involved in activities in the supportive community can improve the economic capabilities of the entire community.

Leaders need to keep creating and always keep a positive spirit to developing entrepreneurial organizations.

WREN is a small non-profit and is finding it a challenge to be able to access the Recovery Funding. Funding is always a big issue with non-profits.

Workforce Investment System (WIS) Initiative/Program
Rochester, NY Finger Lakes Region

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Focus: Finger Lakes WIRED was created to link the communities of education, workforce development and economic development, creating an entrepreneurial, industry-driven, integrated system. The nine-county Finger Lakes region is undergoing an historic restructuring. It came to depend on the success of Eastman Kodak, Xerox, and Bausch & Lomb, creating a big-company manufacturing culture that has floundered as technologies changed and global economic shifts left the region in a state of decline. This project is based on a deep commitment to creating fundamental change in the region.

Finger Lakes WIRED has been designed and is being implemented by a strong team of business, investor, entrepreneurial, philanthropic, government and academic leaders. These leaders share a vision to transform the Finger Lakes region into a premier place in which to innovate, invest in entrepreneurial operations, educate workers, and empower them to be agile, adaptable and aligned with global opportunities.

Key Strategies to support the focus are:

1. Energize the region's entrepreneurial economy
2. Catalyze regional innovation and convert orphan or under-utilized technology into vibrant business ventures
3. Educate and empower workers to successfully compete in the changing global economy
4. Build a collaborative regional education, workforce and economic development system.

Geographic Area Served: The Finger Lakes initiative is a partnership of more than 23 economic development, education, workforce development and business organizations in nine counties surrounding the Rochester, New York area. The nine counties in the Rochester area that are involved in the Finger Lakes economic enhancement initiative are: Orleans, Genesee, Monroe, Wayne, Wyoming, Livingston, Ontario, Yates, and Seneca.

Participant Age Level: Students are served as early as middle school in an effort to help students understand the opportunities to innovate and become entrepreneurs. High School camps and instruction are provided in order to begin the flow of a pipeline of workers with an entrepreneurial mind set. Community colleges and universities provide a range of courses for students and adults in the community who need assistance in advancing their entrepreneurial efforts.

Funding Sources: The key funding for beginning the initiative came through a round one $15 million dollar WIRED grant from the US DOL and has since become a sustainable effort as the partners for the initiative have worked to either generate the funding or to get the initiative into regular budgets.

Key Services Abstract: The Finger Lakes region was once among America's most innovative and entrepreneurial. The decline of its large manufacturers in the last two decades is evidenced by increasing poverty and unemployment, decreasing wages, low graduation rates and sluggish job creation. The area has responded by cultivating technology development organizations and funding services and facilities for start-ups. Economic analysis, however, highlights an absence of integrated collaboration and sharing of best practices among regional stakeholders; this has created a barrier for transforming the Finger Lakes region into an innovative and entrepreneurial economy. A report prepared by the US Council on Competitiveness for two local organizations reinforced this conclusion: *"Greater Rochester has the assets necessary to develop a strong entrepreneurial economy. Indeed, the Rochester area surpasses most regions in the U.S. on many dimensions relevant to supporting innovation and entrepreneurship. However, to date, the region has not become an entrepreneurial success story…A fundamental challenge is cultural - the region lacks a strong entrepreneurial environment."*

The twenty-one members of the Finger Lakes partnership represent critical leadership throughout the Finger Lakes region; strategic leaders from all sectors have worked to be agents for change in the region. RochesterWorks Inc**.,** the non-profit arm of the Monroe County/Rochester Workforce Investment Board (WIB), leads the project, employing the project management team, facilitating partner projects and maintaining communication among regional, state, and federal stakeholders. In cooperation, the Genesee, Livingston, Orleans, and Wyoming WIB and the Finger Lakes WIB (comprised of Ontario, Seneca, Wayne, and Yates counties) connected the initiatives to job seekers, employers and education systems. Government partners include the City of Rochester, the County of Monroe, Empire State Development and Genesee/Finger Lakes Regional Planning Council, which represents eight rural counties and is the planning entity for the New York State-designated Economic Development District. Public/private entrepreneurial leaders for this project are Greater Rochester Enterprise, High Tech Finger Lakes Partnership WIRED Program Application Rochester, Infotonics Technology Center, Rochester Business Alliance, and the Cornell Agriculture and Food Tech Park.

The academic community is represented by the region's leading universities (University of Rochester and Rochester Institute of Technology) and the three community colleges (Finger Lakes, Monroe and Genesee). Led by the business community, private and public sectors formed Greater Rochester Enterprise three years ago; the community has shown it is now willing to work together in ways that were not possible a few years ago. This commitment is evident in that the partners that have joined together to increase worker skills and are placing an emphasis on the talents of its entrepreneurial community and the sharing of infrastructure, leveraging each other's strengths, all of which amplify the region's capacity for innovation and build a stronger economy. The investment community is an important partner, represented by the Rochester Angel Network and Trillium Group, a local venture capital firm. Philanthropic support for regional job creation and entrepreneurship is given by Rochester Area Community Foundation.

The Partnership identified seventeen measurable outcomes of this project, including: increased employment and retention; improved earnings and reversed decline in wages (relative to the national average); increased job growth and the number of start-up companies, including from orphan technologies; improved employer satisfaction; involvement of high school students and teachers in entrepreneurial activities; increased participation in training by companies and individuals, including training of would-be entrepreneurs and innovators in high-growth sectors; doubled participation in business development; creation of industry-led clusters that stimulate sector growth; and economic development intervention with companies identified as high-risk. The outcomes directly involve and impact thousands of people and improve the business climate for the 1.2 million residents of the Finger Lakes region.

The lead organization for the Partnership - RochesterWorks, Inc. The Governing Board, consisting of presidents (including one representing the eighteen schools of the Rochester Area Colleges), CEOs or chairs from partner organizations, a school superintendent representative, and chief elected officials of the region, have set overall strategy for the Partnership to ensure the project addresses continually its mission of regional transformation. The Operations Team, managers from partner organizations, ensure region-wide engagement and project execution and initiative sustainability after the WIRED funding no longer exists.

Implementation Teams oversee the four initiative areas: entrepreneurship, innovation, workforce development and economic development. Each team, interdisciplinary by membership, coordinates specific initiatives and manages the application process from within the region for two funds embedded in this proposal: the *New Initiatives Fund* and the *Workforce Innovations Fund*. A National Advisory Panel of seven internationally recognized experts assure the Partnership is utilizing best practices effectively and help the Partnership accelerate the integration of economic and workforce development, which is central to this project.

Summary of Key Benefits and Results:

The Finger Lakes Partnership has leveraged over $22 million of relevant partner funding. The funding will catalyze the region, resulting in a true integration of powerful resources, propelling the economy from a period of slow decline to one of national leadership in regional innovation and entrepreneurship.

Youth Entrepreneur Academy (YEA) teaches students how to establish a business venture or enterprise, and participants write a business plan, receive mentorship from local leaders and start their own real business. The 2009 program model was redesigned based on student and parent feedback and will shift program delivery from college campuses to high schools. The first high school cohort launched in Victor in January 2009. In the fall of 2009 nine high schools will begin operating YEA on their campuses.

In the summer of 2008 scholarship opportunities were provided to encourage 16-18 year old high school students to explore the possibilities linked to studies in Science, Technology, Engineering and Mathematics (STEM), and help enhance awareness among students and parents of the region as a premier locale for STEM career opportunities.

In 2008 scholarships were provided for youth at the following locations:

- Cornell Cooperative Extension of Ontario County, 4-H Camp Bristol Hills for 16 students
- Finger Lakes Institute - Hobart & William Smith Colleges, Kids College for 7 students
- Infotonics Summer Science Camp for 30 students
- Rochester Institute of Technology, National Institute for the Deaf for 25 students
- Finger Lakes Council, Boy Scouts of America for 30 students
- Monroe Community College Career Track for 15 students

In August of 2008, 26 educators from 14 school districts participated in this four-day industry immersion and professional development program. Educators were placed in industry shadow teams and interacted with leaders of 25 businesses in Advanced Manufacturing, Food and Agriculture, Information Technology, Biotech/Life Sciences and Optics to learn more about career opportunities and the skill requirements of those industries. This experience allows the educators to connect their classroom instruction with the workplaces their students will be entering in the future.

Educators developed informational presentations to take back to their respective schools and districts along with personalized plans for implementation in the upcoming school year. It is estimated that over 1,000 students will be indirectly impacted by the program.

Five funded programs are dedicated to providing youth ages 16-21 with the skills and competencies necessary for success in high-growth industries, and encouraging them to complete high school and pursue technical training. The programs provide a combination of On-the-Job training and work experience in the industry in order for them to be more aware of the demands of the workplaces in the region. Nearly 150 students have participated in these programs.

The Entrepreneurial Network (TEN) is a six-month program designed to introduce local entrepreneurs to new ideas by optimizing exposure to and interaction with leading entrepreneurial experts through boot camps, workshops and panel events. To date TEN has served more than 104 executives from 90 companies spanning the nine-county region.

TEN members have won approximately 8 SBIR grants, created more than 50 jobs, increased revenue by more than $7 million and secured more than $9 million in angel and venture capital investments.

Technology Commercialization trains qualified students, researchers and entrepreneurs with the skills technology development via classroom and on-the-job training and experience necessary to launch new businesses and raise capital, and positions them to become serial entrepreneurs. Specific training is provided in the areas of business and commercialization principles, business development and technology development via classroom and on-the-job training. The Technology Commercialization project has directly generated: $2 million+ in investments and grants; 3 new jobs created; and 483 entrepreneurs, researchers and students have received tech commercialization training.

Pre-Seed workshops foster a collaboration of technologists and/ or inventors knowledgeable about business and provide an assessment of potential for a specific invention. In November 2008 a multi-regional conference with 70 participants from the Rochester and Geneva region pre-seed workshops was held with the aim of increasing the visibility and profile of entrepreneurial training and support provided by PSWs, as well as to enhance multi-regional collaboration and extend support to underserved areas. Over 170 researchers, entrepreneurs and students have benefited from these workshops since 2006.

The Small Business Innovation Research (SBIR) programs advance the region's small business tech transfer efforts. Specific, hands-on training is provided to businesses services were utilized develop three Phase II SBIR/STTR grant applications. Since program inception five firms received SBIR/STTR awards leading to almost $1.3 million in federal dollars reaching the region.

The Scholarship program allows businesses to apply for up to $25,000 in funding to upgrade the skills of their workers to meet the demands of emerging industries including Alternative Energy, Biotech & Life Sciences, Food & Agriculture, Optics & Imaging, Advanced Manufacturing, Information Technology, Engineering, Business Services and Health Care sectors. All funded training leads to the acquisition of transferable skills and/or industry recognized credentials.

Since the program launch in September 2006, Finger Lakes Wired has allocated over $3.7 million for 205 unique businesses to increase the skills of 5,700 workers, with $6.4 million in matching funds provided by business.

Incumbent Worker Training programs have reached over 7,000 workers in the past three years to provide them upgraded transferable skills that can be used in emerging industries.

See **http://www.fingerlakeswired.com/about.aspx** for more details of results achieved in the Finger Lakes region through this initiative.

Lessons Learned: Bringing partners together from throughout a region is a key to enhancing the economic development of a region. Developing the capacity to work jointly through an open network is one key to the communication of the goals that must be driven by all the partners. It generally takes 2-3 years to reach a point where the momentum is such that the partnerships can achieve shared goals.

Getting beyond talk to strategic doing is very hard. It generally takes longer to ramp things up than expected because of the bureaucracies involved.

Partners must learn together and create win-win situations for all partners in order to continue sustainable partnerships that are powerful and focused on shared goals.

Community colleges need to work jointly to develop courses that will be provided throughout a region. They can market the courses jointly, seek scholarship support jointly, select students jointly and provide the courses in the most appropriate locations as demanded by the clients.

When more than one WIB exists in a region they can jointly plan to meet the needs of the region's businesses and unemployed or under-employed persons. The joint working of multiple partners focused on common goals will allow the resources available to the one-stop center staff to be enhanced.

Having a person in a coordination role is one key to ensuring that programs done by multiple partners throughout a region is key to effectiveness and sustainability.

To develop an entrepreneurial mindset in a region there has to be a lot of learning on behalf of educators, parents, students, business and economic development leaders, and those leading collaboratives that brings partners together to revitalize a region.

Business attraction models are no longer going to work to enhance the economies of a region. We must learn to develop regional economies through entrepreneurial initiatives.

Developing a pipeline of entrepreneurs must start with changing the K-12 education system and continue throughout the higher education system.

Lancaster County, Pennsylvania Workforce Investment Board Program

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Focus: The mission of the Lancaster County Workforce Investment Board is to coordinate, develop, and maintain an effective and responsive system of programs and services that integrates the needs of employers for an ample and productive workforce with the needs of Lancaster County residents for meaningful work that enhances their quality of life.

Geographic Area Served: Lancaster County, Pennsylvania – population of approximately 500,000 – One of the top 20 Agricultural producing counties in the USA. (Largest Non-irrigated producer) Large producer of chickens and cows. Lancaster County generally has had one of the lowest unemployment rates in Pennsylvania.

The PA Turnpike is just north of the county and is a heavy logistics area. High tech in the region focuses on wire and plastics. New Holland Farm machinery is in the eastern portion of the county. Banking is large in the Reading area north of Lancaster County. There is a good bit of food manufacturing and printing in Lancaster County. Nearby there is a biotechnology initiative and it has helped fuel the regional healthcare initiative.

Participant Age Level: Generally, age 14 is the minimum but there are a few funding sources that permit service to youth as young as age five. There is not maximum age.

Funding Sources: The WIB operates its programs from a budget made up of approximately 33% WIA dollars and 33% Welfare dollars and 33% private sector, state and foundational funding.
The WIB staff and its partners are constantly seeking opportunities to secure funding to advance its strategic plan initiatives. Private funding primarily allows and drives the work of the targeted industry consortiums.

Key Services Abstract: The Lancaster WIB has a diverse approach to economic development. It has developed numerous partnerships that allow for developing a pipeline of workers through the education system as well as enhancing the skills of existing workers in order to continue the focus on high wage and high skill work in the region.

In response to the perceived needs of employers, the CareerLink of Lancaster County has added a workforce readiness process called Ready2Work to its traditional program of labor exchange in an effort to better prepare prospective employees for work. The new system accommodates people who are currently working but looking for a better job, people who have been dislocated because of being laid off, people who are re-entering the workforce after incarceration or a

lengthy time on welfare, and young people who are out of school and unemployed. Job placement and retention of the job is the ultimate outcome.

There are essentially five steps to the process…
- Assessment
- Pre employment training
- Job readiness preparation
- Placement
- Retention

Upon completion of the Job Readiness part of the program, participants will have a portfolio as they move into the placement phase that includes at minimum a WorkKeys profile. It is anticipated that participants will also have other credentials to include in their files as a result of their participation in other parts of the process. Persons that complete the Job Readiness part of the curriculum and are judged by the cut score established with input from the area business people to be "job ready" receive a Career Readiness Credential, endorsed by the Lancaster Chamber of Commerce & Industry and the CareerLink of Lancaster County.

Companies around Lancaster County guarantee a job interview to graduates of the Job Readiness program who match their job profiles. When the CareerLink Center matches the graduate and the company and the graduate completes 3 months of successful employment the company makes a donation of $75 to the WIB to help re-coop the training costs.

Entrepreneurial Development Program activities are organized and directed by the Lancaster WIB and staff with the partnership of the Lancaster Chamber of Commerce that works with the Keystone Innovation Zone initiative and other Self Employment initiatives.

The SEA program (Self Employment Assistance is a state funded initiative for individuals recently unemployed and who have a strong business plan in mind) is small as the region seems more focused on "place based" economic development strategies than "people based" economic development strategies. The Lancaster WIB seems to see entrepreneurial preparation programs as a small component of the broader work of economic development for the region.

Partners such as SCORE are working with not only new start-up businesses but they are also working with existing businesses. They provide continuing counseling and mentoring, as well as SCORE volunteers serving as boards of directors for non-profits. SCORE provides through its volunteer's retail and contractor roundtables in order to allow "learning communities" to develop to allow business to prosper. (Only one type of business is allowed in a specific roundtable in order to not have competitors limit the openness of discussions- eg only one ladies dress shop in a retail roundtable)

The Small Business Development Center connected with Universities in the State works with the WIB to impact businesses especially those in Keystone Innovation Zones who are involved with technology transfer along with a private sector partner.

Assets Lancaster is a Small Business Development organization that operates a business incubator and connects all of its clients with mentors in the same business field as they are initiating. They have about an 80% success rate and to date had 237 businesses they have helped start. They offer connections to funding through the First Community Fund.

The Biz Center in the Lancaster County Public Libraries is a wonderful asset for all the counseling and mentoring organizations who work with aspiring entrepreneurs. The main library in downtown Lancaster has two staff members who run the Biz Center and they are extremely helpful with marketing research. Biz Centers exist in all branches but all do not have the concentrated staff assistance.

Summary of Key Benefits and Results: By letting the industry personnel guide the WIB initiatives there seems to have been an effective partnership for focusing on high skill high wage industries.

The US DOL has provided a regional Innovation Grant to allow the region to continue its focus on improving the economic conditions of the entire region.

The State of Pennsylvania has put in place the Keystone Innovation Zone program that allows state and local taxes to be reduced on tracts of land so that businesses are encouraged to establish themselves in the state. This work has caused many organizations to view Pennsylvania as entrepreneur friendly.

Taking the long view, the Lancaster WIB sees itself as part of a network for organizations in Lancaster County that form a local Innovation System whose purpose is to assure that the competitive advantages of key regional industries are sustained and grow. The WIB knows that a skilled workforce is essential to competitiveness but also know that technology commercialization, entrepreneurship, local research and development, and location amenities are components of regional economic growth.

For the last three years, the Lancaster County Workforce Investment Board has been a partner in Lancaster Prospers, the economic development collaborative that has been charged with building a local Innovation System for Lancaster County. The WIB has been responsible for implementing the Centers of Excellence strategy, one of seven strategies in the current work plan.

There are currently four Centers of Excellence

- Production Agriculture;
- Long-Term Care Practice;
- Packaging Operations;
- Radio Frequency Identification

As the Lancaster WIB has defined them, Centers of Excellence have five essential functions

- Local research and development;
- Technology transfer activities;
- Entrepreneurial development activities; See the PowerPoint on Entrepreneurship at http://www.lancastercountywib.com/images/stories/documents/PPT/Entrepreneurship.ppt

- Incumbent worker training; and
- Maintenance of a pipeline from school to work for essential careers

Major economic development organizations, community-based organizations, and educations institutions have partnered with the WIB to achieve its mission. Lancaster County WIB has been a leader in developing industry partnerships from 2002 when the Lancaster County Workforce Investment Board received a grant to work in the health care industry. The WIB now operate industry partnerships in food processing, industrial maintenance, metal manufacturing, plastics manufacturing, printing, and construction.

The WIB participates in the logistics and transportation partnership run by the South Central Workforce Investment Board and the biotechnology partnership run by the Life Science Career Alliance.

Several partnerships have become Centers of Excellence...Production Agriculture, Long-Term Care Practice, Packaging Operations, and Radio Frequency Identification where the mission of incumbent worker training joins school to career pipeline development, local research and development, technology transfer activities, and entrepreneurial development as a way of connecting to local innovation systems.

The Incumbent Worker Training program has provided nearly 2 Million state dollars for training within the eight industry partnerships that presently exist. There is a shared approach to ensure that all industries are able to hire some of the newly trained workers.

The workforce investment board and staff have been aggressive in establishing training and partnerships that seem to be needed and have reached out into other counties as needed. (For example the Bio-Tech initiative involves 9 different counties.)

Lessons Learned: The WIB meets the WIA core performance standards but realizes that the measures are measuring what was accomplished primarily in the CareerLink Center 1 to 2 years in the past. The focus on current and future needs is not a focus of the WIA common performance measures and that should be changed.

Some of the local research and development empower entrepreneurs. There remains a need for a place for a person with an innovation or improvement idea to go and test that idea. Communities of practice or centers of excellence could provide innovation centers for persons (intrapreneurs) to tinker with improvement processes or innovation that might result in patents. For example the many organizations currently focusing on energy conservation practices could spend more focused discussions as well as R&D as a community of practice or centers of excellence to focus on this emerging “green initiative” if there was a innovation center to encourage this type of innovation focus.

More research and development in the Lancaster area to generate concepts that are needed and proven that could be executed by innovative businesses in the region would help build the economy.

Quicker access to training, counseling and mentoring is needed. Continuing support from the unemployment funds if they are unemployed, greater access to funds to assist with start up of their business concept if they desire to become entrepreneurs.

The strategic initiatives are an on-going initiative of the Lancaster WIB and its numerous partners that are constantly working as a network of partners and all participate in the strategic doing essential to enhance the economy of the region.

Northeast Pennsylvania WIRED Initiative (Wall Street West)

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Focus: Wall Street West is a not-for-profit partnership of more than two dozen local, regional and statewide economic development agencies, technology investment groups, workforce development organizations, educational and research institutions and experts from the private sector.

The current local financial services and insurance industry cluster includes the core segments of insurance, banking and securities and investments already operating in the Northeast Region of Pennsylvania. The Wall Street West Initiative is focused on bringing additional headquarters, back office/shared services, customer service, sales centers, software development and data centers to the Northeast region of Pennsylvania. Wall Street West will provide local support services for the financial services industry. These services will include:

- Software development
- Disaster recovery/business continuity
- Records management and electronic imaging
- Data center services
- Tax, audit and advisory services

Geographic Area Served: The northeastern Pennsylvania region is a nine-county area with a combined population in excess of 1.7 million, spread over approximately 5,189 square miles. There are five different Workforce Development Boards operating in the region. It is home to 27 colleges and numerous corporations including Bank of America, Wachovia Bank, Guardian Life Insurance Company of America and Sovereign Bancorp. More than 25,000 residents are employed within the financial services and insurance industries in northeastern Pennsylvania. The nine counties included are: Wayne, Lackawanna, Pike, Monroe, Northampton, Lehigh, Carbon, Luzerne, and Berks County.

Participant Age Level: Career Development programs have been designed for students beginning in kindergarten through grades 12 in order to create a pipeline of qualified workers for financial services occupations. Many students are enrolled in specific preparation programs in high school programs as well as post secondary programs. The majority of the initiative works with adults who are employed, seeking employment or managing organizations related to the Wall Street West initiatives.

Funding Sources: The Wall Street West group secured a $15 million Workforce Innovation in Regional Economic Development (WIRED) grant from the U.S. Department of Labor in 2006 to help fund its effort to attract New York City-based financial institutions to establish their back-

up and back-room operations in the region. Partners bring lots of additional funding through the numerous efforts that are focused on the initiative.

Key Services Abstract: Historically, Northeast Pennsylvania was an economy driven by coal and steel. Over the last several years, however, this region has completed several important research and planning activities necessary to transform its economy to become a region that serves as secondary operations, financial institutions - also known as Wall Street West.

Northeast Pennsylvania is focusing on five facets of transformation:

1. Connectivity: Building the Infrastructure - In order to meet the telecommunications needs for Wall Street West, private and public sector resources are united to build the broadband network between Northeast Pennsylvania and New York City.

2. Creating the Talent Pool - Wall Street West utilizes a variety of education and training programs to:

   • Create industry specified curriculum;
   • Retrain within the region's the large population of dislocated workers,
   • Create career ladders and current worker training to help workers advance;
   • Build a pipeline of workers through high school programs;
   • Increase the numbers of students engaged and completing post-secondary education; and
   • Creating internships for high school and college students.

3. An Innovation Environment -Through expansion of Keystone Innovation Zones and University partnerships with community-based organizations, Wall Street West continues to build a regional environment that supports technology transfer, research partnerships and entrepreneurial activity.

4. Strategic Investment - By increasing the coordination of existing economic development and investment programs, Wall Street West utilizes targeted investment in business expansion, attraction and start-ups, along with technology development in the financial services sector to enhance the region.

Stronger Regional Partnerships - In order to sustain momentum, Wall Street West builds on the existing Northeast Pennsylvania Telecom Working Group to strengthen partnerships and ongoing strategic collaboration between workforce investment organizations, education and economic development partners.

Summary of Key Benefits and Results: Wall Street West is focusing on relocating key financial services businesses from the Wall Street area in New York. They focus on providing incentives to help recruit businesses to the region. The Commonwealth of Pennsylvania's Department of Community and Economic Development offers a variety of incentives depending on certain qualifications of the company and the location selected for their operations. Examples of available incentives include:

Customized Job Training
Grants available for up to 75% of the cost for training newly hired employees that includes the cost of instruction, supplies and materials, contracted services and related travel.
Job Training Tax Credits
Tax credits for creating new jobs for approved businesses. A $1,000 per job tax credit is used to offset various business tax liabilities. Business must create 1 job per $1,000 within 3 years. 25% of the tax credits allocated each year must go to businesses with less than 100 employees. Tax credits may not be used by a business until the jobs are actually created.
Workforce and Economic Development Network of Pennsylvania (WednetPA)
Provide funds for a wide range of basic and high-tech training for qualified companies.
Opportunity Grant Program (OGP)
Funds available to support new jobs that offer significant economic impact and include:
• Machinery and equipment
• Working capital
• Job Training
• Infrastructure
• Land and building improvements
• Acquisition of land and buildings
• Site preparation
Keystone Opportunity Zones (KOZ)
For operations located in designated KOZ locations, the following taxes are reduced nearly to zero:
State Level
• Corporate Net Income tax
• Capital Stock and Foreign Franchise tax
• Personal Income tax
• Sales and Use tax (for purchases consumed by the business located in the Zone)
• Mutual Thrift Institution tax
• Bank and Trust Company Shares tax
• Insurance Premiums tax
Local Level
• Earned Income/Net Profits tax
• Business Gross Receipts, Business Occupancy, Business Privilege and Mercantile tax
• Sales and Use tax (city/county portion for purchases consumed by the business located in the Zone
• Property tax

Lessons Learned: Wall Street West wouldn't be possible without the support of the numerous public and private partners. The work toward a regional economic development has brought many partners together through a shared strategic planned initiative.

Though more than 2,000 students at the area's 21 colleges and universities are pursuing degrees relevant to the financial services industry, in 2007, Wall Street West conducted a Gap Analysis to identify gaps between the available workforce and needs of the financial services industry. According to the report, which can be accessed as shown below, the region, like many regions

across the country, has room for improvement. http://www.wallstreetwest.org/assets/base/pdfs/WSW-MSB-GapAnalysis.pdf As such, Wall Street West has developed several programs, including the Innovation Investments and Workforce Investment programs, to address these gaps and ensure essential education and training are in place for Pennsylvania workers and students. For additional information on the Gap Analysis or these funding programs, please contact Susan Shaffer at sshaffer@wallstreetwest.org.

A number of education partnerships have been developed to focus on generating the pipeline of students essential to staff the businesses operating and coming to the Northeast Region of Pennsylvania known as Wall Street West. Northeastern Pennsylvania has the resources in place to ensure the workforce receives the best possible training. In addition to the 49,000 students currently attending the 21 area colleges and universities, programs are offered to advance the connectivity among business/industry, education, and workforce and economic development stakeholders to people at all stages of their education and career. The following is a sampling of regional programs available in Northeastern Pennsylvania:

Northeastern PA Tech Prep Consortium - A consortium of schools, colleges and industry members working together to help students and parents better understand career opportunities available in the region and helps schools develop training programs that prepare students for highly technical careers. Offers a Leadership Academy, for 11th grade students at a college campus that focuses on teamwork, critical thinking, problem solving and customer service.

Berks Business Education Coalition - Coordinates the resources of the business community in partnership with the education community, toward selective initiatives that will improve student competency. The coalition developed a Career Pathways model to help students explore and make career choices. Additionally, they partner with Project 720 high schools to infuse the Career Pathways into the strategic plan of each school.

Luzerne County Business & Education Partnership - A program designed to develop a cohesive, comprehensive and viable school-to-work system to enhance the career and decision-making skills of all students within Luzerne County. The partnership created the Luzerne County Academic Assessment Tracking System (LUCAATS) linking students to higher education, community agencies, volunteer opportunities and career/employment information. In conjunction with the Greater Wilkes-Barre Chamber, they also produced a Guide to Business Education Connections to help educators connect with programs and services offered to students and teachers by area businesses.

Lehigh Valley Business Education Partnership - Collaborates with school districts to raise student achievement levels, support and align education with career preparation and workforce development, and advocate for sound educational policies. The partnership established more150 job shadowing opportunities for students in member school districts in 2005-06 and facilitates the Summer Teacher Internship Program, which allows local educators to work for local businesses for 6 weeks in the summer to increase their awareness of workforce issues and to relate those experiences to their students.

Women's Opportunities Resource Center

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Focus: The mission of the WORC is to promote social and economic self-sufficiency primarily for economically disadvantaged women and their families. WORC provides training, individual business assistance, job placement, and access to business and financial resources. WORC empowers its constituents through various self-help strategies including savings mobilization, a self-employment network, and access to its local, national and international affiliations.

Geographic Area Served: Headquartered in Philadelphia but serves citizens throughout PA with most of their focus being on the five counties that surround Philadelphia.

Participant Age Level: One needs to be at least 18 to sign contracts for business operations and loans. The loan program is built on a sliding scale with limits as to the amounts based upon earnings and family size. The program is somewhat of a self-selection program for welfare clients; however it is thought that the success rate of the clients would be greater if there was more of a selection process used. 80% of the clients have at one time been median income adults.

Funding Sources: The state leadership that provides funding for the Self Employment Assistance program has been instrumental in making the funding available to meet the needs of the clients. That funding has been reduced and finally in 2008 completely deleted from the budget by the Governor. Now individual participants pay for the training courses they attend. If they are being encouraged to take the training from a welfare agency or from the WDB then they may have some funding available from these agencies to support their training.

Key Services Abstract: WORC started in 1985 to focus on micro enterprises to provide women an additional alternative for earning income. They were one of about four micro enterprises operating within the US at that time. They took many of their ideas from Bob Friedman who was doing similar work in England and France in the early 1980's.

Beginning in 1993 WORC began to offer individuals who were underemployed and/dislocated workers self employment assistance to become self sufficient. Today, WORC works with Philadelphia, Bucks and Delaware counties to respond to the need shown by those who go to the one-stop centers seeking assistance with their unemployment. The counties that provide a notice in the informational letter given to unemployment applicants seem to have a higher response rate seeking self-employment assistance.

The Women's Opportunity Resource Center (WORC) of Pennsylvania helps those from low-income and disadvantaged families, who may have an idea for starting their own business, even a

home based business, turn that idea into a reality. The classes that are offered have been organized by the WORC staff and provide for specific outcomes that move the client toward the goal of having a working business plan and operation.

Women who have a viable business idea or self employment idea may participate in the WORC 6-week Self-Employment Training which runs six to seven times each year. The first step is to attend an orientation to present their business concept and any related experience(s) to a WORC representative. A home based business needs the same careful analysis as any other type of business idea. Once accepted onto the Self Employment Training program, participants will start a series of 12-classes, meeting twice a week, three-hours each session. The classes provide the basic skills needed to form the business's legal entity, complete a business plan, and develop the revenue from sales projections. Following the successful completion of class, funding is available for those that qualify.

Summary of Key Benefits and Results: WORC (www.worc-pa.com) provides training and access to funding for self employment or those who want to own a home based business.

WORC offers its own small business loan programs. There are 5 loan products for the low-income borrower offering loans from $500 to $35,000. WORC staff helps business owners through the loan application process. Orientations are held weekly.

Participants can market their Businesses - on www.worcweb.com. Worcweb is a Philadelphia directory of women owned, minority owned, and socially responsible businesses, and is a great way to market home based business via the web.

When funding has been available 300+ individuals have been served in one year. (2006) generally the number of clients has ranged from 125 to 250 annually. Currently, approximately 125 individuals are being served as funding has been cut for “people based” economic development in Pennsylvania.

Lessons Learned: If poverty elimination is a goal, then the self employment initiatives can help individuals become self sufficient. Research shows that about 1 in 9 persons are entrepreneurial by nature. If proper training, modeling, and mentoring are provided to those desiring to become entrepreneurs most can develop an income stream that will allow for self sufficiency through their self employment.

It is believed that training and technical assistance is the key to helping individuals start businesses. Capital is not the major problem encountered in working with the clients who come to WORC. It is believed that micro-enterprise loans are widely available throughout America. WORC uses a credit builder program in order to help clients to restore their credit worthiness.

The mission of the WORC is to promote social and economic self-sufficiency primarily for economically disadvantaged women and their families. The WORC provides individuals that have several business ideas and possessing transferable skills or owners of existing part-time businesses or those with fewer than 12 months of business operations, an opportunity to take their business to the next level. The Start Smart business model employs next level marketing

and formal business structures incorporated into a highly developed written business plan. Successful graduates will have developed and implemented legal business operations and are invited to participate in the WORC lending program. This seems to be the guidance essential to ensure that these women can get businesses up and operating.

The Self-Employment Assistance funding from the State of Pennsylvania was extremely useful in assisting to provide the funding that covers the difference between what the client pays and what the program costs to provide the leadership for getting the clients businesses up and operating successfully. Without that funding the participant cost is more than most low income women can pay.

Funding for the loan program has been organized through various partnerships such as the SBA small business loans and other bank loans. WORC has made some small character based loans in order to assist clients to begin their businesses. Of the participants who complete the WORC program, it is estimated that 40% will pursue their business plan and of the enrollees 20% will need capital to start their business.

The program is an on-going program since the mid 1980's. It is not for everyone as some people want to become employed by someone else. It is believed by the program leadership that if self sufficiency is the goal, then those who desire to become self employed or to supplement their income when they are dislocated from a job or as a retiree, then the program works. The system should not penalize those who can generate personal income within the Workforce Investment System.

The Association for Enterprise Organizations (AEO) has an outcomes study that shows results of the programs offered my micro-enterprise organizations which includes WROC.

The Aspen Institute has been studying the numbers to determine how effective micro-enterprise programs are throughout America. WROC is included in that study.

Benchmarks have been developed by John Fogel to measure the success of micro-enterprise development programs. It is thought that if 6 of the 15 benchmarks are met then the client should be positively shown within the workforce investment system.

Memberships and partners in this work are listed at http://www.worc-pa.com/ebusinesspartners.html

Center for Business Planning and Development

Partnership among the Fairfax County Department of Family Services, the Business Development Assistance Group, and the Northern Virginia Workforce Investment Board

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Focus: The Fairfax County Department of Family Services (DFS) is the contracted service provider for the Workforce Investment Act program throughout Northern Virginia, and operates three of the five one-stop employment centers in the region. As the operator, DFS acts as a "host" and provides the space for the center, including rent and associated costs, for the centers and the co-located partners which deliver on-site employment and training services. One of the co-located service delivery partners in the Falls Church one-stop center is the Business Development Assistance Group, Inc.(BDAG), a community-based non-profit which specializes in assisting people in starting or expanding a small business. BDAG places a special focus on serving new immigrants and language minorities, who often use entrepreneurship as their first entry into American economic life. In fulfillment of this mission, and in response to the widely diverse community in Falls Church and the surrounding areas, BDAG offers all counseling services and information materials in English, Spanish, Korean, and Vietnamese.

The Center for Business Planning and Development provides business startup, retention, and expansion services to emerging entrepreneurs and existing small businesses. In 2008 they helped create 25 businesses. The Northern Virginia Community College (NVCC) provides scheduled training classes on their campuses. The US SBA offers SCORE and other services that the center or clients access; clients are also referred to Small Business Development Centers as needed.

Geographic Area Served: The workforce area includes one-stop employment centers in Fairfax, Loudoun, and Prince William Counties; only the Falls Church SkillSource (one-stop) Center has a co-located small business development center. The Falls Church Center also operates a Job Corner, a program for youth ages 14-21.
http://www.fairfaxcounty.gov/dfs/webdocs/publicassistance/jobcorner.htm

Participant Age Level: The one-stop and the Center for Business Planning and Development work with adults of all ages. BDAG clients must be of age to be employed and make contracts.

Funding Sources: The center was started with a Model One-Stop Center grant from the US Department of Labor to the Northern Virginia Workforce Investment Board in 2001; it is currently supported through cash and in-kind funding from the Fairfax County Department of Family Services and the Business Development Assistance Group, as well as special events, which are funded through business registration fees and sponsorships. Local government (non-WIA) funding from Fairfax County DFS is combined with the Business Development Assistance Group's resources, which comes from a variety of grants. The partners operate under a Memorandum of Understanding with a related cost-sharing agreement. Project GATE began implementation in December 2008, and has a control group and a performance improvement group in order to study results of interventions provided.

Key Services Abstract: As individuals are in the one-stop Career Center and mention to staff members that they desire to begin a business or as they exhaust their job search and determine that they must develop their opportunity for self sufficiency they are referred to the Center for Business Planning and Development. CBPD business counselors start with a short 1 page self assessment to determine if they are ready to begin the planning process. Next, the client receives intensive one-on-one counseling, technical assistance, or marketing plan assistance, business plan assistance, and business training as needed. CBPD works with the clients to assist them with networking and with capital for start up or expansion as needed.
If a client is not ready to start a business, or decides that he or she prefers to find a job, they will be referred to the one-stop center for employment assistance. The co-location of the employment and entrepreneurship service components are critical to the successful integration of workforce and economic development.

The primary partners are the Fairfax County Department of Family Services, the Business Development Assistance Group, and the Northern Virginia Workforce Investment Board. The center works with other organizations as needed, including the Northern Virginia Community College system, Service Source (a community-based non-profit to serve people with disabilities), the Small Business Administration, the Virginia Department of Business Assistance, and the Virginia Employment Commission. The Model One-Stop Grant in 2001 from the US Department of Labor jump-started the program, but it has been sustained through extremely committed leadership within the Fairfax County Department of Family Services, and the Business Development Assistance Group.

Summary of Key Benefits and Results: The Business Planning and Development Center served approximately 220 individuals per quarter of 2008, for a total of nearly 900 clients during that year. Of the clients served, 45% were Hispanic 15% were Asian, 15% were Black, 10% were white and 15% were other ethnic origins.

The BDAG helped 42 businesses last year. 25 (59%) were new business starts, 4 (10%) were businesses that were turned around and salvaged from closing, and 13 (31%) were business expansions. These efforts created 48 jobs. The types of businesses served ranged from Adult

Home Care, Construction, Cleaning Services, Child Care, Retail Operations, and the largest group (32%) were not easily classified as they were so diverse.

The common performance standards used by the US DOL/ETA do not apply to the The Center for Business Planning and Development program, as WIA funds are not used. They evaluate their services based upon serving the clients who come to them and based upon how well the clients needs are met. The staff at BDAG desires to have a value for each job saved or created by a business development initiative established in order to indicate how successful the work is in the economy. (A formula needs to be developed that can be used universally for the value of a job created; it could include tax base contributions, the labor and wages the business provides, the lack of Health and Human Services being accessed, and the contribution to the community such as rental or home ownership.)

Lessons Learned: A small group of committed partners can decide that helping aspiring entrepreneurs is critical, and then find shared resources to support the idea. The partners determined that if they "Build it, and they will come". There must be a true political partnership between various agencies serving clients if they want to help families become self-sufficient. Each partner does what they do best and contributes to the whole initiative. If there is a government and non-profit in partnership, they must value the contributions each can bring to the partnership and work to enhance opportunities for clients through the strengths of each organization.

One-stop centers and business development centers must be well connected to the community they are going to serve. Co-location of service providers is one key to serving clients effectively. It helps to reduce the "turf wars" that can develop by not knowing what each partner is contributing on a continuing basis. There must be a true partnership between the one-stop center staff, leading training partners, and the business development consultants if the clients are going to be effectively served.

Networking events are hard to make effective in a diverse cultural community as people of one nationality are often more comfortable with friends from their culture and do not willingly network. Some concept such as "speed networking" needs to be used to ensure that people connect with others who can help with their business expansion. (Language is often a barrier also)

There is a great need for one-on-one assistance (hand holding) for helping new business owners with business license applications, tax identification numbers, and business registrations as people are unfamiliar with the processes, the forms and the computer (in some cases). BDAG staff attempt to meet this nurturing role. The largest barrier faced by prospective entrepreneurs is the lack of available startup capital and no effective source has been secured.

There is a need for a Business Planning and Development Center in the Ft. Belvoir area of Northern Virginia to focus on assisting veterans who are leaving service to advance their careers as entrepreneurs while they have the military clearances and contacts essential to do government contracting.

Funding is a key to the sustainability of any workforce development program. The programs for clients must be advanced (built) first and then funding secured to provide the programming. Then there needs to be champions to help keep the program in place through budgets of various organizations.

When asked what enhancements are needed or desired the staff at the Northern Virginia Workforce site indicated that what has provided them the most opportunities for aspiring entrepreneurs and they are listed below:

> Intensive business counseling assistance in multiple languages
>
> Referrals to and from the one-stop employment center (also, referrals to on-site support services as needed)
>
> Networking opportunities
>
> Facility use for aspiring entrepreneurs (conference room, computer lab, resource library)
>
> Business Startup marketing kit

When asked about what was needed as enhancements to the program in order to optimize the services they offer, they replied as listed below:

> A consolidated calendar on a website of partner services/training events, etc. would help all who counsel clients to be able to help clients locate the training or services they need.
>
> A matrix of specific services offered by partner organizations is needed to define concepts such as technical assistance, so that clients and counselors alike can have a clear understanding of what is available from a specific service provider.
>
> There is need for a resource pool of funds that can be used with individuals with a great business concept, a good business plan, and an opportunity to implement effectively but whose credit rating is not very good.

Vermont Workforce Development Council

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Focus: The Workforce Development Council advises the governor on the establishment of an integrated network of workforce education and training for Vermont and coordinate planning services for this task as well as oversee its implementation. It shall also oversee and establish workforce investment boards.

The Workforce Development Council (WDC) was established in State law in 2006 as the successor to the Human Resources Investment Council, originally established in 1993. The mission of the Council is to ensure that Vermonters have the skills they need to get and keep good jobs, and that Vermont employers have the skilled workers they need to compete in a rapidly changing world economy. The Council advises the Governor on the development and implementation of a comprehensive, flexible and responsive workforce education and training system. The Council is also designated as the State Workforce Investment Board under the Federal Workforce Investment Act.

Geographic Area Served: All geographic regions of the State and all sectors of the economy are represented on the council and are served by the services provided by the council.

Participant Age Level: Students are served from ages 14 to graduation as allowed under the WIA and adult workers are also served by the various services provided by the Council.

Funding Sources: The Council identified a number of strategies common to many partner organizations designed to respond to the aging of the Vermont workforce, the shrinking cohort of younger workers, and the escalating skill requirements and technology applications in the workplace. Act 46 was drafted to address these challenges by linking training and economic development efforts with a range of immediate and longer term strategies. During FY '09 Next Generation Legislation Act 46 provided eight million dollars to be distributed from July 1. 2008 through June 30, 2009. Included were funds for college scholarships, a targeted student loan repayment program, increased funding for the VSAC Non-Degree Grant Program, and expanded dual enrollment opportunities, as well as increases in funding for the Workforce Education and Training Fund, and the Vermont Training Program that provide grants to assist employers to meet their needs for training new and incumbent workers. The Act also established new programs for secondary and postsecondary internships, adult programs at the regional technical centers, career awareness programs, alternative secondary vocational/academic programs, and funds to be used for two regional pilots of workplace readiness credentials.

Key Services Abstract: The WDC is charged in State law with authorizing Regional Workforce Investment Boards (WIBs). These twelve regional volunteer boards are the local component of the system, working closely with employers, schools, colleges and community organizations to identify needs and implement training solutions. The Regional WIBs continued to address the workforce needs of specific employment sectors in their regions that are experiencing shortages of skilled workers. These include construction, manufacturing, healthcare, information technology and others.

The Council has undertaken several new initiatives in partnership with the Department of Education (DOE) during 2008-2009. First, recognizing the need to create more effective pathways from secondary career and technical education programs to further education and to better meet needs of employers, the WDC and DOE have formed a partnership with the State Chamber of Commerce and the New England Culinary Institute. This partnership will develop the first Industry and Education Center of Excellence (IECE) which will focus on the Hospitality sector. If successful, this approach will be expanded to other sectors in the future. Second, discussions are underway with DOE to explore the potential for utilizing the Department of Labor's Next Generation secondary programs, including the WETF Internship Program, the Career Awareness Program and the Alternative Technical Education Program in support of DOE's School Transformation initiative.

Act 46 also established a new committee of the WDC, the Workforce Leadership Committee, as a standing committee of the Council chaired by the Commissioner of Labor. The Committee includes the Commissioners of Education and Economic Development as well as the Secretary of
Human Services, the Chancellor of the State Colleges, the Chair of the WDC, and three business members of the WDC. The committee was charged with "developing a limited number of over-arching goals and measurable criteria for the workforce development system", and "reviewing reports from each entity that receives funding" to determine the contribution made to accomplishment of the goals. The committee completed its first full report in December 2008. It identified four broad goals supported by recommended strategies and performance measures. Copies are available on the Workforce Development Council website.

Summary of Key Benefits and Results: 2008 was the second year of implementation of the High School Completion Program by the newly established Learning Works statewide adult education system (formerly Adult Basic Education). The development of such a program was part of the WDC's strategic plan and was supported by the Council throughout its development. It is estimated that between 1,000 And 1,200 students leave Vermont's public schools each year without a diploma. This is an important workforce development issue because Vermont has a shortage of young workers, and those lacking basic skills are often unable to meet entry level job requirements. This new program, the first of its kind in the nation, has enrolled 522 students and graduated 258 students through June of 2008. To date 84% of participants are successful in earning their high school diploma. The program targets out-of-school youth between the ages of 16 and 21 who can participate through the Learning Works Centers across the state where they develop an individualized learning plan in partnership with their home high school. Under the supervision of the Learning Works instructors, students can access classes at the high school or regional technical center, enroll in adult education programs, take college courses, or participate

in a wide range of educational options that meet their individual needs. Once the goals in their plan are completed, students may participate in graduation ceremonies at their high school and receive a diploma. This program has received national attention for its innovative approach.

The Council continues to respond to the workforce needs of the Healthcare sectors with new and innovative training solutions.

Developing an Industry and Education Center of Excellence in hospitality as a pilot for the concept of forming close partnerships with employers to create comprehensive career pathways that improve student success and that provide employers with fully prepared workers.

Lessons Learned: Vermont's workforce is older than the average in most other states, and as these baby boomers retire, a large number of skilled workers will leave the workforce. Census data continues to show a decline the 20-34 year old population. There will be an 18% decline in Vermont's high school population over the next ten years.

The aging-out of current workers is not being offset by a sufficient number of new entrants into the workforce, creating a shortage in most sectors.

Much higher skills are required to get and keep a good job than in the past, and skilled workers are increasingly difficult to find.

Of the top ten fastest growing jobs in Vermont, seven require two year college degrees or more for entry, and two others require specific post-high school training.

Enterprise for Equity

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Focus: Our mission is to ensure that low income people in the South Puget Sound region near Olympia have access to training, technical assistance, support and credit for small business development. These services are provided with the belief that people can and do transform their lives as they bring their strengths, initiative and dreams to their entrepreneurial efforts.

Enterprise for Equity grows entrepreneurs! Enterprise for Equity is a community supported nonprofit that helps people with limited incomes start and sustain small businesses.

Geographic Area Served: South Puget Sound Region.

Participant Age Level: No age is specified only income limitations. To be eligible, participants must have an income of no more than 185% of the federal poverty level (in 2009: $20,036 for a single person, $26,955 for a household of two, $33,874 for a household of three, $40,793 for a household of four, or $47,712 for a household of 5).

Funding Sources: The Board of Directors actively participate in the development and expansion of the program, raises funds, and oversees the management of the organization. Volunteer Board members and other volunteers serve on organizational pillars (committees) and provide valuable expertise and guidance for the operation and expansion of Enterprise for Equity. Scholarships are available for classes; no one will be turned away for lack of funds.

Key Services Abstract: The decision to start a small business often stems from the need to supplement income due to low wage work, job loss, divorce, illness or disability, lack of affordable child care, and/or lack of alternatives in the labor market. We have worked to ensure that our support is relevant, meaningful and compatible with the needs of these entrepreneurs. Grants have assisted with funding for operations and partner organizations provide benefits to clients that assist with the training they desire in order to become self-sufficient.

Enterprise for Equity has implemented a full menu of business training, technical assistance and support services to help people increase their income, confidence and financial security. Enterprise for Equity is uniquely qualified to support low-income entrepreneurs in the development of their business. The curriculum is comprehensive and the staff, trainers and volunteers are experienced in supporting micro-businesses.

Enterprise For Equity offers assistance to individuals in the following ways:

- Training to build skills and confidence:
    - Technical assistance and support
    - Peer support from learning circles
    - Assistance in obtaining start-up funds

- Each Participant will:
    - Pay a fee* (Scholarships are available for classes; therefore no one will be turned away for lack of funds.)
    - Attend classes and complete homework
    - Develop and write a business plan
    - Receive technical assistance
    - Learn practical business skills
    - Present his or her business at the Business Showcase (formally known as Community Graduation)

Enterprise for Equity has been helping low-income people start small businesses since 1999. The Microcredit Summit in Washington, D.C in 1997 initially inspired this effort. After the Summit a small group of volunteers brought together 30 representatives of low-income serving agencies in the South Sound such as the Food Bank, Refugee and Immigrant Services Center, and Housing Authority to learn about the self-employment needs of the people they serve. Since then they have developed relationships with these agencies, conducted comprehensive training programs, obtained our 501(c)3 designation, established an active Board of Directors, and received sponsorships and funding from foundations, businesses and public agencies.

Within the field of other employment and income assistance programs that target disadvantaged individuals, Enterprise for Equity is distinguished for its appreciation of the skills, assets, and potential of its participants. Because of this they provide entrepreneur training, technical assistance and micro-credit assistance with one eye on who these entrepreneurs are, and another on who they can become. With the guidance and support provided by Enterprise for Equity, even a person with limited income can dream of owning their own business.

Summary of Key Benefits and Results: The best national research shows that:

- Low-income micro-entrepreneurs reduced their reliance on government assistance by 61% with the greatest reduction in the amount of cash benefits received. Average benefits declined by $1,679.
- 72% of low-income micro-entrepreneurs experienced gains in household income over five years. The average change in household income was $8,485, rising from $13,889 to $22,374 over five years.
- 53% of low-income micro-entrepreneurs had large enough household gains to move out of poverty The micro-enterprise business was a major source of earnings for households moving out of poverty.
- Average household assets of low-income micro-entrepreneurs grew by $15,909 over five years.
- 49% of micro-enterprises owned by low-income entrepreneurs survived after five years - a rate comparable to the national average.
- On average, micro-enterprises create 1.5 full and part-time jobs per business.
- Micro-enterprises also generate a wide range of social and economic benefits such as life-long skills development, further education and training, improvement in self-esteem and family relationships.

  - The Aspen Institute

Lessons Learned: The business directory web pages at the Enterprise for Equity site feature only a few of the business owners who have graduated from Enterprise for Equity's business training program. All of these businesses have been in operation for at least six months, and many of them have been profitable for much longer. They have invested time, energy, and passion in order to bring their unique talents and gifts to the South Puget Sound community through their business enterprises. Enterprise for Equity is proud to showcase them as buying their products and services will keep consumer dollars in the South Puget Sound region, and foster the creation of an inclusive local economy in the South Sound. Information is provided with each business so that you can contact each of them directly through the contact information listed on their individual pages.

Enterprise for Equity Graduates shared the lessons they have learned through the programs and services provided to them as shown below:

"Enterprise for Equity helped me to evaluate my business interest, develop a business plan that will continue to be refined, provided a supportive environment and extensive information. The instructors helped a diverse group of individuals in the class strive to meet their goals." - Enterprise for Equity Graduate

"… Enterprise for Equity provided me with the support I needed to find a way to fit into the work force. My ideas and organization skills were recognized as strengths and the interactions with others broke up the routine pattern of isolation I sometimes get in.
-Enterprise for Equity Graduate

"I have had struggles with DSHS about self-employment as a viable option for getting off welfare, but many of the skills I learned in class gave me the resource base necessary to demonstrate my business could successfully meet requirements for getting my family off welfare." - Enterprise for Equity Graduate

If you don't have a solid business plan you're not going to go anywhere. It is vitally important to define your goals and have them close to you." At Enterprise for Equity, "I got to hear other people's versions of what they're doing. I realized the amount of time I needed to give to my business, especially the marketing end of things, and now I'm more focused than I've ever been." - Enterprise for Equity Graduate

Greg Newton....Filling a Need

Greg Newton is a results-oriented consultant and trainer whose widely recognized success stories come from Workforce Development areas across the nation. Since 1981, more than 450 state and local organizations and over 100,000 training participants have benefited from working with Greg. Greg has an undergraduate degree in marketing from Ohio University and a Masters in Public Administration from Harvard University. His range of expertise is founded on more than 20 years of experience in the Workforce Development Community and is complemented by tireless review and analysis of trends and promising practices. Greg combines these with his perceptive ability to envision successful approaches to position for the future -- so that clients are ensured solutions that span from targeted strategic planning to hands-on practical implementation.

In the fall of 2008 at a state-wide Workforce Development Conference Greg focused on the work of One-Stop Center personnel working to help enhance client skills and place them in jobs with existing businesses and industries. After listening to Greg Newton in three different sessions for more than 3 hours a conference participant asked Greg why he had not talked about Self Employment Assistance or entrepreneurship as a service tool of the One-Stop Center personnel. He responded that "very little focus is provided within the Workforce Development System currently to assist persons to become self-sufficient through their own entrepreneurial endeavors." Then he went on to share his personal story. As an unemployed person he was able to get some consulting work within the Workforce Development System. He was effective in his training and continued to receive requests for services. After a while he was turning down requests as his calendar was so filled. At this point he realized that he had a business that was allowing him to be self-sufficient without being employed by any one organization. "No one had ever suggested to him that he consider starting a business of his own when he became unemployed, he just took his skills and talents and determined that he could meet clients needs and be rewarded for his preparation time and training delivery."

After launching his successful consultation business in 1981, it continued to grow, Greg expanded in 1994 to add other consultants and trainers to meet increased demand for his services. Greg Newton Associates have worked in every state, and customers cover the full spectrum of public and non-profit workforce development programs.

We share Greg Newton's story to say that One-Stop Center staff can and should assist individuals to become self-sufficient as a self-employed person if they have the skills to meet customer's needs. For some clients this is the most acceptable way to help them return to the workforce.

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STRATEGIC DOING: THE ART AND PRACTICE OF STRATEGIC ACTION IN OPEN NETWORKS

http://www.indiana-wired.net/documents/white_papers/I-Open_White_Paper_Strategic_Doing_v1.pdf

White paper version 1.2 Ed Morrison, Institute for Open Economic Networks, December 2008
www.i-open.org Telephone: 216 – 650 – 7267 e-mail - edmorrison@i-open.org

Economies are not just metaphorically *like* open systems, they literally and physically *are* a member of the universal class of open systems. Eric D. Beinhocker, The Origin of Wealth: Evolution, Complexity and the Radical Remaking of Economics

The future ain't what it used to be. **Yogi Berra**

Strategic doing guides strategy in open innovation networks

As we move into the world of networks, we need to find new ways of thinking together. Strategic thinking and the capacity to translate ideas into action have never been more important. Yet, traditional approaches of strategic planning, developed by corporations 40 years ago, are too slow, too rigid for today's fast cycle world. Command-and-control management styles also don't work very well. Long, drawn-out strategic planning exercises sap our energy and predictably lead to frustration and discouragement.

Networks are different. In a world of open networks, strategy becomes the art of guiding purposeful conversations. Effective strategy translates ideas into action quickly, so we can learn what works. That's what strategic doing is all about. It's a roadmap for guiding our conversations to a deeper level...quickly. Strategic doing balances both open participation and leadership direction. It helps us identify and keep focused on the transformational questions that move people. At the same time, strategic doing is never far from execution: What's our next step?

Developing an executing strategy in open networks requires a new approach: Strategic doing

While inflexible approaches to strategic planning are becoming obsolete, we still need practical strategies. We need to find fast ways to link and leverage our assets in order to achieve transformational outcomes. How do we reduce high school dropouts and by 30% in three years? How do we accelerate the number of start-ups in our region by a factor of ten? How do we double or triple the number of health care technicians or machinists we are training? These are the big questions, the transformative questions.

Strategic doing can help us answer them. Strategic doing is a set of principles, practices and disciplines for implementing strategy in a network. Old models of strategic planning were designed for hierarchical organizations, and they do not work well. Strategic doing is different. It guides strategy across organizational and political boundaries with a discipline to build collaborations quickly. Strategic doing answers four questions:

- What could we do together?
- What should we do together?
- What will we do together?
- How will we learn together?

Sounds simple, yet, it is not easy. Too few of us have learned the civic habits of keeping our conversations focused and on track. Too few of us have learned the skills of thinking together. Too few of us follow the handful of simple rules we need to manage complex projects in an open network. This should not surprise us. Hitting a golf ball straight looks easy, but it's not. Cooking a good meal from scratch looks easy, but it’s not. Like any new skill, strategic doing takes practice.

Here's the good news. Once we learn the discipline of strategic doing, the process of strategy becomes faster, much faster...and a lot more fun. Translating ideas into action is no longer an obstacle, but an opportunity. Moving ideas to action becomes an integral part of how we work together. Once we understand the process, we can move ideas into action quickly. And not just a few ideas. We can move a lot of them. That’s what creativity, innovation and learning are all about.

Action plans are still important for a simple reason: We tend to get lost unless we write down our tasks and next steps. At the same time, our strategic plan is no longer a thick dust collector on the shelf. Rather, it becomes a concise guide that quickly explains where we are going and how we are going to get there. It’s fast to read and easy to understand.

At the same time, with strategic doing, there is no final strategic plan. Instead, our plans are more like strategic agendas that we can quickly revise to reflect midcourse corrections, new insights from what we have learned, and new opportunities that pop up from time to time. Learning is what makes strategic doing fun. Making connections, learning, collaborating: this "work" is hardly work at all. It's both gratifying and rewarding, because it takes place in an atmosphere of trust, mutual respect, and enduring relationships. We collaborate and learn from people whom we trust and respect. At the same time, we are willing to share what we know when we sense that others value our insights and perspectives.

Strategic doing is also a skill that we can teach to others, once we have learned it ourselves. So, strategic doing is low cost and scalable. It can become a convenient framework for igniting and managing creative collaborations. We need enduring collaborations to integrate education, workforce development, and economic development. Strategic doing can deliver them. It helps us set quality standards for our civic collaborations. It becomes how we get stuff done when we venture outside the four walls of our own organizations.

There's more good news. Strategic doing is flexible. You can start the process in as little as an hour. Of course, as with most things, more time is better. But in today's world, we need to adjust to the fact that everyone's time is both scarce and precious. So we need to be flexible. We need to be prepared to do our strategic thinking on-the-fly.

The Simple, Guiding Questions of Strategic Doing

Let's look at more detail to the questions that guide strategic doing.

What could we do together? Strategic doing starts with our assets. Asset mapping is a critical first step, but it is not enough to list our assets. We need to probe. We need to ask questions about how our assets -- our strengths -- could be combined in new and different ways. This step

calls us to creativity. We need to see new patterns in our assets, new connections that we could form, new collaborations that align our interests and help us achieve some mutually beneficial outcomes. During this first step, we gain some insights about the importance of purposeful conversation.

First, we learn that the key to deep conversation is not speaking, it's listening. (Another Yogi Berra quote comes to mind: "It was impossible to get a conversation going, everybody was talking too much.") We also learn another important lesson: Our thinking follows the direction of our conversation. That's why focusing on our assets is so important. Our future prosperity will flow from the opportunities we see by linking, leveraging and aligning our assets.

Every person, every organization has an infinite list of deficiencies: things we do not have or cannot do. At the same time, every individual, organization, community possesses some clear and unique attributes, a set of assets that define who you are, what you can do, and how you live your life.

To understand the power of linking assets, follow a small thought experiment. Consider a group of three people: you and two of your friends. The combination of your attributes -- your skills, your experiences, your intelligences -- is unique on the planet. No group has quite the same mix. How can you combine your assets to create something new? Only your friends and you can answer that question, of course. And you'll need some deep, engaging conversation to do it.

Now add another dimension: your networks. Each one of you has a group of trusted people in your networks. One of your friends might have a small network, ten people or so. Another might have a network that is considerably larger, fifty people or more. In any case, these networks are also assets on which you can call for an important purpose. Now, we are not talking just about three unique individuals. We are all of the sudden engaging a network twenty to thirty times as large.

Our thought experiment started with a small group of three people. Now let's go back and consider what would happen if we started with a community group of twenty, fifty or two hundred. You can begin to see the possibilities that open networks create.

What should we do together? Once we start focusing on our assets and how we can combine them in new and different ways, we inevitably come up with a lot of different ideas about how we could collaborate. We have all been in brainstorming sessions in which we have covered the wall with new ideas. Then reality hits. None of us has the time to pursue all of these ideas. We need to decide. We need to choose one two or three things that we can do together.

Simply choosing is not enough. We really also need to focus on defining clear outcomes. We need to distill and integrate our thinking. We need to be clear about where we are heading. We need practical, tangible outcomes. Visions can be vague. Outcomes are not. There's an important reason to focus on practical outcomes. If we want others to follow our leadership, we will need to explain our outcomes concretely. Most people are intensely practical. They will only spend their time on projects they think can succeed. Our verbal picture of a strategic outcome needs to

be specific enough to move people. We need to give people the opportunity to experience our outcomes in their mind's eye. They need to picture in concrete terms how things will be different.

Clear, concise strategic outcomes have another benefit. Clarity points us to the metrics we need to measure our progress. For example, if we have a strategic outcome of teaching every third grader to read and comprehend well, we will clearly measure our progress by following third grade reading scores.

What will we do together? Now comes the step of translating ideas into action. To move forward, we need to make mutual commitments. We need to come up with an action plan of who does what, when. Action plans map our path ahead. They are also critical if we are going to enlist the support of others.

By definition, transformation requires us to step outside our comfort zones, outside the familiar patterns of how we lead our lives. People will not move in a new direction without a clear strategic outcome. They need to feel an emotional investment in a strategic outcome. Yet, that is not enough. Before they begin altering old patterns, people also need confidence that there is a practical path to get to our outcome.

People -- rightfully -- see some risk if they are asked to abandon old patterns, old habits, in favor of something new. What if the new path leads nowhere? What if we fail? What if I fail? These are all legitimate concerns. A clear, concise action plan helps us understand the magnitude of the risks we face and make a decision about whether we will personally commit to moving ahead.

How will we learn together? An action plan and even executing an action plan is not enough. We need to chart out a process for learning together, we need to create a "learning loop". No one is clear what works. What we learn, we learn by doing. So the last question of strategic doing is probably the most important: "How will we learn together?"

In practical terms, this comes down to answering two questions. First, how we will leverage the Internet to share information and experiences before we meet again? Second, how and when will we come together to assess our progress? To be an effective discipline, we must map a process by which we will reconnect -- both in person and on-line – to continue our learning and the strategic doing cycle.

A continuous commitment to learning and sharing also distinguishes the process of strategic doing from traditional strategic planning. In the traditional approaches to strategy, decisions rest in the hands of a few. With strategic doing, decisions continuously emerge through focused conversation and consensus. We listen to opposing views and reach new insights by integrating new perspectives. Then, we move toward action. Consensus emerges from a shared understanding that talking has its limits. If we are going to transform, it's less important what we do, and it is more important that we do something.

Consensus does not mean unanimity. It does, however, mean open participation in the process of choosing among alternatives. Not everyone needs to agree, but everyone who wishes to participate needs to be heard. We need full open and full debate of our strategic alternatives.

Managing these conversations, guiding consensus, and moving toward action quickly requires leadership direction. So, open participation needs to be balanced with leadership: The ability to see patterns, restate issues, integrate diverse perspectives, and move ahead. Good leaders give voice to new insights. They move us toward shared outcomes, and they see the tensions that inevitably emerge as new opportunities for creativity and innovation.

One last point: Throughout the strategic doing process, transparency becomes a critical component of successful collaborations. As trust builds within a community or network, gaining consensus becomes faster. Transparency has other benefits. Not everyone can be everywhere. For people who must momentarily step outside the process -- or for latecomers to a strategic doing process -- transparency helps people engage more quickly. They can quickly make up for what they have missed.

Developing New Civic Spaces with Strategic Doing

To promote innovation, we need new habits to think and act together. In region after region, the central challenge involves moving people out of old patterns of thought and behavior. The best way to move past these old traps is to form new collaborations across organizational and political boundaries.

The irony is, of course, that these boundaries are, for the most part, no longer boundaries at all. In a world of global competition and the Internet, traditional boundaries – boundaries often drawn decades ago -- simply limit our thinking of what is possible. When you think about it, submitting our thinking to these boundaries doesn't make much sense. It's a little like driving your car by looking in the rear view mirror.

In crossing our traditional organizational and political boundaries, we face some very practical problems, though. Again, it may sound simple, but it is not easy. As a first matter, we often do not have a habit of coming together on a regular basis to explore the big opportunities of transformation. A trusted convener may be hard to find. Or, simply locating a place where people feel comfortable poses problems. More typically, though, we often do not know how to act. We do not behave toward each other in ways that build trust and mutual respect.

Incivility emerges in a wide range of behaviors. People withhold information from each other. People may shout at each other. People may simply ignore each other. Recall a time when you left a civic or public meeting angry or frustrated. Now think about the behaviors (not the people) that gave rise to your frustration. Chances are, at the core, someone's incivility pushed you over the edge.

The irony, of course, is that we do not have to put up with incivility. We can agree to behave toward each other in ways that build trust and mutual respect. We can agree to follow some simple rules. It's not hard. Libraries do it every day.

Leveraging the Collaborative Power of Web 2.0

Strategic doing is not an event. It's a process. Indeed, with strategic doing, the process is the product. By connecting assets to our emerging opportunities, defining clear outcomes, setting action plans, and committing to learning, we are strengthening the habits we need to build networks and the trust that powers them. The collaborative tools of Web 2.0 -- blogs, wikis, RSS feeds, and others -- energizes strategic doing. These tools enable us to collaborate remotely. Web 2.0 unleashes the true power of the Internet – its interactivity. Web 2.0 tools make the two way flow of information easy. We can now communicate "one-to-one", "one-to-many" and "many-to-one". We can embed or stream video and audio files, so that people can be "in the room". We can share files and co-author documents. All this power is now in the hands of everyone. These tools are now simple enough for anyone who can type.

This interactivity creates profound implications. Information is freely available, and we can locate just what we need quickly. We can filter vast amounts of information and receive only what we want. Continuous learning is open to anyone with a connection to the Internet. People with similar interests can now find each other easily. Equally important, these tools enable on-line communities to thrive. They facilitate creativity, collaboration and sharing among members of a community. Strategic doing quickly leads to the formation of new communities. Web 2.0 tools empower these communities to continue their collaborations.

Strategic Doing and Regional Leadership

Finally, strategic doing requires a different kind of leader, someone who understands the importance of distributing responsibility and decision making widely. With strategic doing, leaders understand that a big part of the job involves helping others to learn.

Leaders lead by helping others find and follow their passions. Effective leaders understand that creativity and innovation is not the product of a single mind but the blending of diverse perspectives. Leaders skilled in strategic doing understand when they must lead from the front and when to lead from the rear. They are comfortable doing both.

Regional leaders can play a range of roles. The following table outlines the key roles. As we move toward new models of strategic doing, these roles will evolve.

Different Mental Models of Regional Leadership

An Appreciative mindset:

Focus on on our assets, on what we do want, do have, can do, what is working & why, what we want to move toward, what matters to us.

A Deficiency mindset:

Focus on what we don't want, don't have, can't do, what's not working & why, what we want to move away from, what we feel constrains us.

NEW NETWORK LEADER ROLE RESPONSIBILITIES

Conveys or Maintains the civic spaces

Connector - Links people, networks and assets
Civic entrepreneur - Sees new opportunities
Guide, mentor - Maps a complex process
Strategist - Reveals larger patterns

About I-Open

The Institute for Open Economic Networks (I-Open) develops and deploys new models of economic and workforce development based on open networks and the principles of open source software development. These models accelerate innovation in cities, rural counties and regions by strengthening collaborations among individuals representing diverse interests in business, education, economic development, workforce development, politics and philanthropy. I-Open's approach revolves around new principles, practices, and disciplines of "strategic doing." I-Open is currently deploying these models in collaboration with the Purdue Center for Regional Development and the Edward Lowe Foundation.

Learning More

Contact Ed Morrison at I-Open: edmorrison@i-open.org

65 Indispensable Websites for Business Owners

Get your business going, keep it going strong or take it in a new direction with this compilation of web sites for entrepreneurs. January 15, 2009

URL: http://www.entrepreneur.com/websmarts/article199544.html

At last count there were approximately 10 gazillion websites out there. Where's a business owner to start when looking for valuable information? If you're reading this, it means you're on Entrepreneur.com, which is a good start. Read on for 64 more vital online spots you should know about.

Accounting Terminology Guide
http://nysscpa.org/prof_library/guide.htm
If you need to know what a specific accounting term means, no matter how obscure, this is the site for you. Hosted and maintained by the New York State Society of CPAs, nearly 500 accounting terms are defined on this site, all sorted in an easy-to-use alphabetical list.

AccountingWEB
www.accountingweb.com
Updated daily, this site offers accounting industry news, information, tips, tools, resources and insight--everything you need to prosper and interact with other accounting professionals.

Adweek Online
www.adweek.com
This is the online edition of *Adweek*, a popular print magazine focusing on all things advertising and marketing. This site features the inside scoop on what's going on in the marketing departments of high-profile companies and corporations.

American Association of Franchisees and Dealers
www.aafd.org
This organization represents the rights of both franchisees and dealers. Here you can learn about upcoming events, read some free publications online, order other publications from the bookstore, and become a member.

Backpack
www.backpackit.com
Backpack is a web-based service that makes organizing your company's information easy. Backpack lets you make pages that can contain any combination of notes, to-dos, images, files and so on.

Better Business Bureau
http://us.bbb.org
Browse or search for a business or charity's reputation. Included are instructions for how to file a consumer or B2B complaint.

BizBuySell
www.bizbuysell.com
Looking to buy a franchise? There's a good chance you'll find one here. From restaurants in California to auto shops in Florida, you can search more than 25,000 businesses currently for sale, many of which are franchised.

Bizwomen
www.bizwomen.com
Bizwomen is an online community for women business executives and entrepreneurs to connect, support one another, learn and grow. You can share and explore ideas with women across the United States or in your neighborhood to help grow your business.

Business Owner's Tool Kit
www.toolkit.com
With an emphasis on problem solving, this site features more than 5,000 pages of free cost-cutting tips, step-by-step checklists, real-life case studies, startup advice, and business templates to small-business owners and entrepreneurs.

Business Owners Idea Cafe
www.businessownersideacafe.com
Managed by successful entrepreneurs and the authors of several guides on forming and running a business, this site includes numerous award-winning resources, along with practical advice, business news and humor.

BrandChannel.com
www.brandchannel.com
Run by internationally acclaimed brand consultancy Interbrand, BrandChannel.com provides a global perspective on brands and the art of branding. Site features include in-depth feature articles, conference announcements, career resources and access to white papers.

Brandweek
www.brandweek.com
A leading source of news and information for the branding industry, it's also the only online trade magazine to offer saturation coverage at all levels of the brand-activation process.

Catalyst
www.catalystwomen.org
Catalyst is a leading corporate research and advisory organization that works with businesses to build inclusive environments and expand professional opportunities for women.

Chief Marketer
www.chiefmarketer.com
A content-rich website, Chief Marketer provides marketing executives with insights into key marketing issues, innovations and practical solutions.

CPAdirectory
www.cpadirectory.com
When April rolls around and you find yourself scrambling to find a CPA, this site will help. Billed as "the largest online database of Certified Public Accountants," here you can search for CPAs by ZIP code, name, industry or area of specialty.

Customer Service Group
www.customerservicegroup.com
New Jersey-based Alexander Communications Group (ACG) uses this site to provide practical information free of charge to customer service professionals. If you work in the customer service industry, be sure to sign up for Service Starters, ACG's free customer service industry eNewsletter.

Customer Service Manager
www.customerservicemanager.com
If you work in customer service, this website is for you. Here you will find an active community of customer service professionals, along with daily news, reviews, articles and resources aimed at improving customer service.

Customer Service Zone
www.customerservicezone.com
Customer service expert Robert Bacal's website for customer service professionals, The Zone offers information to help businesses of all sizes and their employees provide efficient and effective customer service.

Direct Marketing Association
www.the-dma.org
The Direct Marketing Association is the largest trade association for businesses that are interested and involved in direct, database and interactive global marketing. Here you can learn more about the DMA, become a member and access its services.

Electronic Frontier Foundation: Intellectual Property
www.eff.org/issues/intellectual-property
EFF works to preserve balance and ensure that the internet and digital technologies empower consumers, creators, innovators, scholars, and average citizens. This section of the EFF website spotlights current challenges and solutions facing the intellectual property rights of everyone.

Entrepreneur.com / WomenEntrepreneur.com
www.entrepreneur.com/ womenentrepreneur.com
Published by the same people who bring you *Entrepreneur* magazine, this is an excellent site for entrepreneurs, featuring a solid collection of articles and tips from experts, plus hundreds of links to other entrepreneurial resources on the web. WomenEntrepreneur.com offers additional articles, blogs and resources specific to women for starting and growing their businesses.

Entrepreneur Connect
econnect.entrepreneur.com

Entrepreneur's social networking site is a gathering place for thousands of business owners. Take part in discussions, join like-minded business owners in groups, and give and receive valuable advice from the trenches.

Entrepreneur.com's Trade Publication Directory
www.entrepreneur.com/tradepublication/category/index.html
Don't miss one of the internet's largest searchable databases of trade publications. From agriculture and biotech to purchasing and procurement, Entrepreneur.com has your industry's trade publication listed here.

Fambiz.com
www.fambiz.com
Fambiz.com is the internet's leading website for owners and employees of family controlled companies. Managed by Northeastern University's Center for Family Business, here you will find insight on every family run business topic imaginable.

Federal Trade Commission: Franchise and Business Opportunities
www.ftc.gov/bcp/franchise/netfran.htm
This site has lots of information, including an FAQ section, Guide to the FTC Franchise Rule, consumer alerts, Before You Buy pamphlets, and state disclosure requirements.

Franchise.com
www.franchise.com
Learn more about available franchise opportunities or advertise your franchise to potential buyers at this site, which aims to connect franchise buyers and sellers, as well as anyone thinking of starting one.

Franchise Expo
www.franchiseexpo.com
If you're thinking about buying a franchise, do your research here; you'll find detailed information on nearly every franchising opportunity known to man.

Franchise Zone by Entrepreneur.com
http://www.entrepreneur.com/franchises
Dedicated to linking enthusiastic entrepreneurs with the top franchises, this site provides all the information you need to find the best franchises and become a successful franchisee. How-to articles, advice from experts and lists of the top franchises in various categories make this the first site to turn to for those considering the purchase of a franchise.

FreshBooks
www.freshbooks.com
FreshBooks is an online invoicing and time-tracking service that helps businesses of all sizes save time, get paid faster and look professional.

Fundability
www.fundability.com

Fundability is a marketplace where entrepreneurs and investors can find funding success. Founded by entrepreneurs and investors, Fundability's Company SnapShot, Deal Search Engine, and DiligenceRoom provide intelligent online tools for the savvy entrepreneur.

Glide
www.glidedigital.com
Glide is a complete mobile desktop providing a secure and scalable platform for personal and collaborative computing.

Google Checkout
www.googlecheckout.com
This online payment system works alone or as an alternative to systems already in place. Customers don't have to share credit card information with merchants that use the system, and identity protection is increased.

Google Docs
www.google.com/docs
The folks at Google deliver a free web-based word processor and spreadsheet, which allow you to share and collaborate online. Google Docs accepts most popular file formats, including DOC, XLS, ODT, ODS, RTF, CSV, PPT, and more.

Hoover's
www.hoovers.com
Hoover's gives you access to up-to-date information about industries, companies and key decision makers. Great for professionals working in sales, marketing, business development, and others who need intelligence on U.S. and global companies, industries, and the people who lead them.

Idea Locker
www.bkfk.com
One of the best invention/patent sites on the Web for novice innovators of all ages, this site is specifically designed for kids. It provides information on how to invent, famous inventors and discoveries.

Internal Revenue Service
www.irs.gov
Business owners can get all of their federal and business tax information--not to mention forms--directly from the source. It's also a good place to stay current on tax laws that affect business owners.

Jobfox
www.jobfox.com
Started by the former CEO of CareerBuilder.com, Jobfox walks you through creating a skills inventory and then tells you which employers are looking for people with those exact skills. The Jobfox site also provides a free trackable resume and career web page to showcase your skills, experience and work samples.

Kauffman Foundation
www.kauffman.org
The Kauffman Foundation delivers an up-to-date and relevant website dedicated to furthering our understanding of the phenomenon of entrepreneurship and to advancing entrepreneurship education and training. Check out the Resource Center for getting started information on business operations, sales and marketing, human resources, finance and accounting, and the like.

LinkedIn Jobs
www.linkedin.com/jobs
Whether you're looking for a new job or trying to help someone else find the perfect job, LinkedIn can help you find and get in touch with the people you need to contact. Create a profile and click the Jobs tab to get started.

Microsoft Small Business Center
www.microsoft.com/smallbusiness
A vehicle for selling various Microsoft small-business products, this site also provides plenty of excellent information and advice entirely for free. If you're starting or running your own small business, Microsoft's Small Business Center is an excellent place to learn from the experts.

Mint
www.mint.com
Entrepreneurs can get help with the personal finances, money management and budget planning. In addition, Mint offers free financial planning software.

National Association for the Self-Employed
www.nase.org
The NASE provides its self-employed members with support, education and training. The organization conducts surveys relevant to the needs of the self-employed and posts articles business owners can use.

National Association of Women Business Owners
www.nawbo.org
NAWBO is a fierce advocate for women business owners, providing resources and support. It can help women get access to government contracts that most business owners don't know about.

PayPal
www.paypal.com
Perhaps the best-known payment system, PayPal allows web sites to receive and send money electronically. Business owners and customers find PayPal easy to use--and secure.

Salesforce.com
www.salesforce.com
Easy-to-use web-based customer relation management tools for your entire company, including online solutions for sales, service, marketing, and call center operations.

Small Business Administration
www.sba.gov
Here you can learn how to start your own business and finance it. The site also provides information on business opportunities, local SBA offices, laws and regulations, and much more.

Survey of Current Business
www.bea.gov/scb
The monthly Survey of Current Business is the definitive source of information by the U.S. Bureau of Economic Analysis about its economic accounts. Monthly updates present the latest national, international, regional, and industry estimates, and keep business leaders up to date on relevant BEA issues and initiatives.

Survey Monkey
www.surveymonkey.com
Put your finger on the pulse of your customers with this free basic service. Create and publish custom online surveys to gather data you can use.

TradePub.com
www.tradepub.com
If you're looking for a trade publication, you're likely to find it here. This site features an extensive list of free business, computer, and engineering trade newsletters and magazines, all of which you can subscribe to for free.

U.S. Chamber of Commerce
www.uschamber.com
Find your local branch, figure out how to start, learn about new taxes and much more at the national Chamber of Commerce site.

U.S. Copyright Office
www.copyright.gov
Find all of the forms, publications and information you need to copyright your original work.

U.S. Department of Labor: Office of Small Business Programs
www.dol.gov/osbp
The OSBP promotes opportunities for small businesses, especially disadvantaged businesses, women-owned businesses, HUBZone businesses and businesses owned by disabled veterans.

U.S. Patent and Trademark Office
www.uspto.gov
Official site for searching the U.S. patent database. Includes international treaties, statutes and patent news.

VentureDeal
www.venturedeal.com
Easy-to-use database with the latest information on U.S.-based venture-backed technology companies, senior management, company financings, and M&A transactions. Updated daily, this

site offers a convenient way of accessing critical information related to business development, funding searches and venture capital investment goals.

VisualCV
www.visualcv.com
VisualCV reinvents your resume using technologies that transform the way in which resume data is presented, accessed and shared. VisualCV allows you to easily build and manage online career portfolios that come alive with informational keyword pop-ups, video, pictures and professional networking.

Wesabe
www.wesabe.com
The site offers financial advice, analysis and planning for business owners.

Word of Mouth Marketing Association
www.womma.org
Official website of WOMMA, where you can find the latest thinking on a variety of Web 2.0 marketing strategies, including word of mouth marketing.

Work.com
www.work.com
The small-business owner's manual on where to go, what to know, and how to get the most value from the ever-growing array of web resources for business. The site features more than 2,000 how-to guides written by business experts and organized by common business tasks and challenges.

Women's Work
www.wwork.com
Women's Work is dedicated to helping women move from standard 9-to-5 jobs to flex careers--telecommuting, small business and other options. This site is packed with articles, advice, how-to guides, flexible career choices, and success stories to inspire and motivate.

Wufoo
www.wufoo.com
Wufoo is a web-based application that removes inefficiency and tediousness from the form-building process. Wufoo reduces what used to take trained professionals days (if not weeks) into something that can be done by anyone in minutes.

Yelp
www.yelp.com
Yelp provides a fun and engaging website for “passionate and opinionated influencers to share the experiences they've had with local businesses and services.” Watch out because “yelping” can be quite addictive.

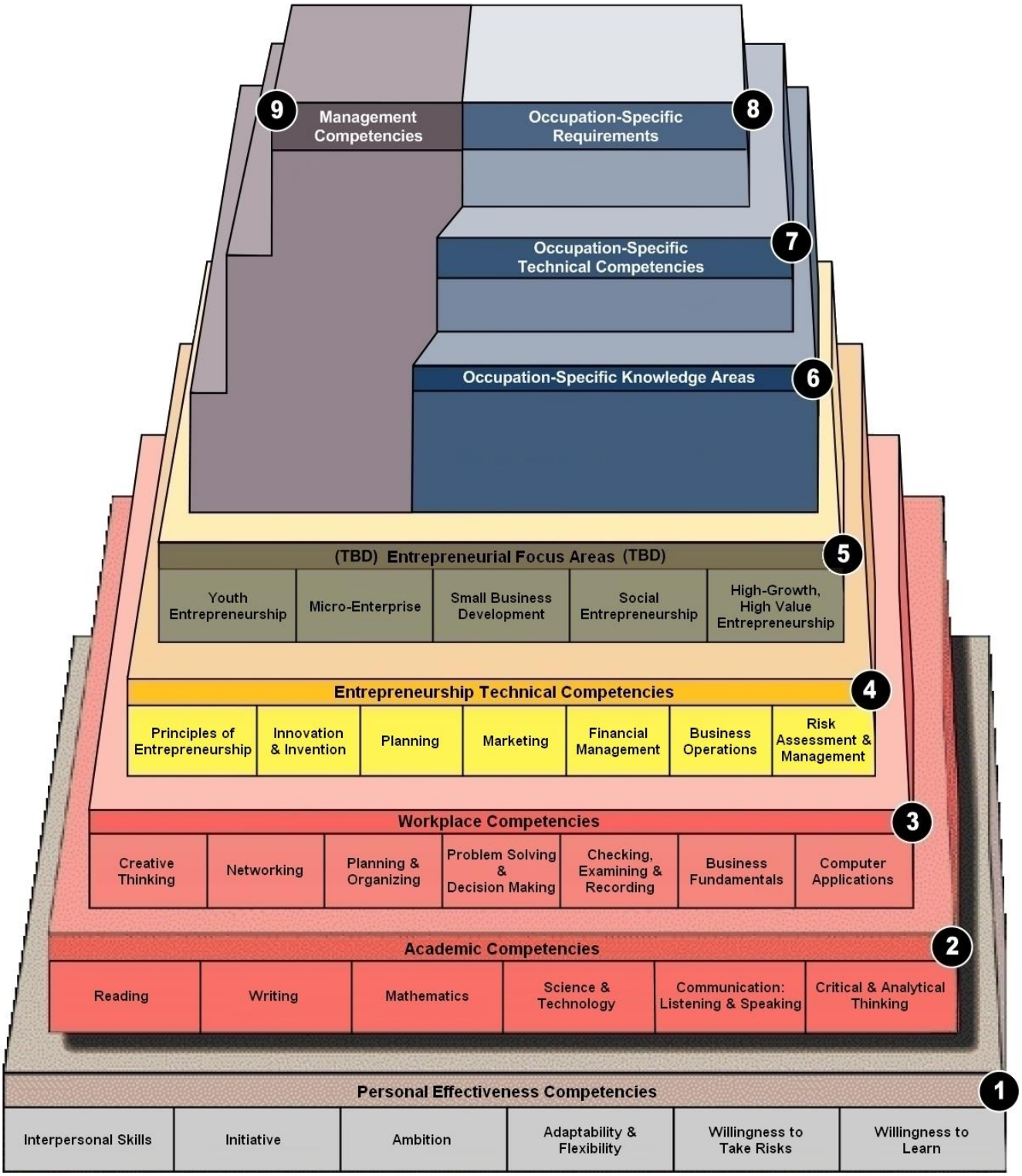
Zimdesk
www.zimdesk.com

Zimdesk provides all the features and functionality you would expect from a standard desktop PC. The difference is that Zimdesk runs from an internet browser, allowing you to access all your applications, files, games and accessories from any computer.

Zoho
www.zoho.com
Zoho offers a suite of office productivity tools online, including a word processor, spreadsheet program, invoicing tool, presentation creator, web-conferencing functions and calendar organizers.

This list was compiled by the Entrepreneur.com staff, with a major assist from Mikal E. Belicove, author of the 2009 Internet Directory: Web 2.0 Edition.

Entrepreneurship Competency Model



Entrepreneurship Competency Model
Table of Contents

About the Model **3**

Tier One: Personal Effectiveness Competencies **4**
- Interpersonal Skills 4
- Initiative 4
- Ambition 5
- Adaptability & Flexibility 5
- Willingness to Take Risks 6
- Willingness to Learn 6

Tier Two: Academic Competencies **7**
- Reading 7
- Writing 7
- Mathematics 8
- Science & Technology 8
- Communication—Listening and Speaking 9
- Critical and Analytical Thinking 9

Tier Three: Workplace Competencies **10**
- Creative Thinking 10
- Networking 11
- Planning & Organizing 11
- Problem Solving & Decision Making 12
- Checking, Examining & Recording 13
- Business Fundamentals 13
- Computer Applications 14

Tier Four: Entrepreneurship Technical Competencies **15**
- Principles of Entrepreneurship 15
- Innovation & Invention 16
- Planning 16
- Marketing 17
- Financial Management 19
- Business Operations 19
- Risk Assessment and Management 20

Tier Five: Entrepreneurial Focus Areas (TBD) **21**

Resources Reviewed **22**

ABOUT THE MODEL

The Entrepreneurship Competency Model is depicted in a graphic consisting of nine tiers. The arrangement of the tiers in a pyramidal shape is not meant to be hierarchical, or to imply that competencies at the top are at a higher level of skill. The model's shape represents the increasing specialization and specificity in the application of skills as you move up the tiers. Tiers 1-4 have been developed and are divided into blocks. The blocks represent competency areas, that is, the applied skills, knowledge, abilities essential to successful entrepreneurial performance. A table of the competency definitions and associated key behaviors accompanies the graphic.

Tiers 1 through 3 contain Foundation Competencies, which form the foundation needed to be ready to enter the workplace.

> **Competency** – A cluster of related knowledge, skills, and abilities that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.

Tier 1 –Personal Effectiveness Competencies are shown as hovering below the pyramid because these competencies are essential for all life roles. Often referred to as "soft skills," personal effectiveness competencies are generally learned in the home or community and reinforced and honed at school and in the workplace. They represent personal attributes that may present some challenges to teach or assess.

Tier 2 – Academic Competencies are critical competencies primarily learned in a school setting. They include cognitive functions and thinking styles. Academic competencies are likely to apply to all industries and occupations.

Tier 3 – Workplace Competencies represent motives and traits, as well as interpersonal and self-management styles. They generally are applicable to a large number of occupations and industries.

Tiers 4 and 5 contain Industry Competencies, which are specific to an *industry or industry sector.* Since entrepreneurship is not an industry, tiers 4 and 5 have been broken out as follows:

Tier 4 – Entrepreneurship Technical Competencies represent the knowledge and skills that are common to all entrepreneurial activities. These technical competencies build on, but are more specific than, competencies represented on lower tiers.

Tier 5 – Entrepreneurial Focus Areas represent types of enterprise. Related competencies may be developed by interest groups or communities of practice.

Tiers 6 through 9 represent the specialization that occurs within specific *occupations* within an industry. Information on occupational competencies is available through O*NET OnLine (http://online.onetcenter.org/).

Tier One – Personal Effectiveness Competencies

Interpersonal Skills	Initiative	Ambition	Adaptability & Flexibility	Willingness to Take Risks	Willingness to Learn

1. <u>Interpersonal Skills</u>: Displaying skills to work with others from diverse backgrounds.

Demonstrate Insight into Behavior

- Interpret accurately the verbal and nonverbal behavior of others
- Show insight into the actions and motives of others
- Recognize when relationships with others are strained
- Assess the abilities and personalities of others

Maintain Open Communication

- Maintain open lines of communication with others
- Encourage others to share problems, successes, and new ideas
- Establish a high degree of trust and credibility with others
- Demonstrate honesty and integrity

Work with Diverse People

- Demonstrate respect for the opinions, perspectives, customs, and individual differences of others
- Value diversity of people and ideas
- Keep an open mind when dealing with a wide-range of people
- Consider others' viewpoints
- Develop effective relationships with diverse personalities
- Take action to learn about the climate, orientation, needs, and values of other groups, organizations, or cultures

2. <u>Initiative</u>: Demonstrating a willingness to work.

Take Initiative

- Exhibit confidence in capabilities
- Demonstrate the expectation to succeed in future activities
- Seek opportunities to influence events and originate action

Set Challenging Goals

- Establish personally challenging but attainable work goals (short-, medium-, and long-term goals)
- Set definite time spans for the achievement of goals
- Articulate a vision for achieving goals

Work Independently

- Develop own ways of doing things
- Perform effectively with minimal direction, support, or approval
- Exert effort toward task mastery
- Bring issues to closure by pushing forward until a resolution is achieved

3. <u>Ambition</u>: Demonstrating desire and dedication to achieve goals.
Motivation ▪ Endeavor to succeed and excel ▪ Possess a desire for change, improvement, and personal accomplishment ▪ Strive to exceed standards and expectations ▪ Embrace challenges **Persistence** ▪ Pursue work with passion, energy, drive, and a strong accomplishment orientation ▪ Accomplish tasks even when conditions are difficult or deadlines are tight ▪ Persist at a task or problem despite interruptions, obstacles, or setbacks **Perseverance** ▪ Show patience, tenacity, and determination to achieve goals ▪ Undertake long-term commitments to new projects ▪ Cope with stress and ambiguity, especially in times of uncertainty ▪ Weather the highs and lows of business
4. <u>Adaptability & Flexibility</u>: Displaying the capability to adapt to new, different, or changing requirements.
Employ Unique Analyses ▪ Generate innovative ideas in complex areas ▪ Integrate seemingly unrelated information to develop creative solutions ▪ Develop innovative methods of obtaining resources when insufficient resources are available **Entertain New Ideas** ▪ Consider new ways of doing things ▪ Seek out the merits of new approaches to work ▪ Embrace new approaches when appropriate ▪ Discard approaches that are no longer working ▪ Be willing to change as the organization evolves **Deal with Ambiguity** ▪ Show tolerance for ambiguous, unstructured situations ▪ Take effective action even without all the necessary facts in hand ▪ Change plans, goals, actions, or priorities to deal with unpredictable or unexpected events, pressures, situations and job demands
5. <u>Willingness to Take Risks</u>: Displaying a willingness to accept risks associated with entrepreneurial activities.
Evaluate Risks ▪ Identify the risk associated with a particular action or decision ▪ Compare the risk of one decision/action with that of alternatives ▪ Describe the “worst case scenario”

- Weigh costs and benefits to assess whether a risk is worth assuming
- Evaluate the risks and possible rewards

Assume Risks

- Take calculated risks
- Develop back-up and alternative plans to minimize potential risk factors
- Treat failures, should they occur, as valuable learning experiences

6. <u>Willingness to Learn</u>: Displaying a willingness to learn and apply new knowledge and skills.

Demonstrate an Interest in Learning

- Be curious and attentive to identify business opportunities (the environment in which businesses operate is constantly changing)
- Anticipate changes in work demands
- Search for and participate in assignments or training that address changing demands
- Treat unexpected circumstances as opportunities to learn

Learning Strategies

- Set lifelong learning goals
- Identify when it is necessary to acquire new knowledge and skills
- Pursue opportunities to develop new knowledge, skills, and expertise

Identify Career Interests

- Take charge of personal career development by identifying interests, strengths, options, and new business opportunities
- Make insightful career planning decisions based on consideration of others' feedback and available opportunities

Tier Two – Academic Competencies

Reading	Writing	Mathematics	Science & Technology	Communication: Listening & Speaking	Critical & Analytical Thinking

1. Reading: Understanding written sentences and paragraphs in work-related documents.

Comprehension

- Locate written information in prose and in documents such as manuals, reports, memos, letters, forms, graphs, charts, tables, calendars, schedules, signs, notices, applications, and directions
- Attain meaning and core ideas in written materials

Attention to Detail

- Identify main ideas
- Note details and facts
- Detect inconsistencies
- Identify implied meaning and details, missing information, and trends

Integration

- Analyze information in written materials
- Synthesize information from various written materials

Application

- Integrate what is learned from written materials with prior knowledge
- Apply what is learned from written material to follow instructions and complete tasks

2. Writing: Using standard English to compile information and convey ideas.

Organization and Development

- Prepare accurate, clear, error-free written communications
- Create documents such as letters, directions, manuals, reports, graphs, and flow charts
- Communicate ideas and information, which may contain technical material, in a logical, organized, and coherent manner
- Convey ideas that are well developed with supporting information and examples

Mechanics

- Use standard syntax and sentence structure
- Use correct spelling, punctuation, and capitalization
- Use appropriate grammar (e.g., correct tense, subject-verb agreement, no missing words)

Tone

- Write in a manner appropriate for business
- Use language appropriate for the target audience
- Use appropriate tone and word choice (e.g., writing is professional and courteous)

3. <u>Mathematics</u>: Using mathematics to express ideas and solve problems.

Quantification

- Read and write numbers
- Count and place numbers in sequence
- Recognize whether one number is larger than another

Computation

- Perform basic math computations accurately
- Translate practical problems into useful mathematical expressions
- Use appropriate mathematical formulas and techniques
- Add, subtract, multiply, and divide with whole numbers, fractions, decimals, and percents
- Graph and chart data
- Calculate percentages, averages, ratios, proportions, and rates
- Convert decimals to fractions and fractions to percents

Financial Literacy

- Apply personal money-management principles and strategies to personal finances
- Explain the functions and services of financial institutions

4. <u>Science & Technology</u>: Applying scientific principles and using technology to solve problems or develop solutions.

Comprehension & Application

- Explain basic scientific principles
- Use commonly available technology
- Consider carefully which tools or technological solutions are appropriate for a given job
- Choose consistently the best tool or technological solution for the problem at hand
- Demonstrate innovative thinking by using new and existing technology in new ways

Keeping Current

- Demonstrate an interest in learning about new and emerging tools and technologies
- Seek out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity

5. <u>Communication- Listening & Speaking</u>: Giving full attention to what others are saying and speaking in English well enough to be understood by others.

Speaking & Presenting

- Express information to individuals or groups taking into account the audience and the nature of the information (e.g., technical or controversial)
- Speak using common English conventions including proper grammar, tone, and pace
- Speak clearly and confidently
- Present information in a logically organized manner
- Articulate clearly passion, vision, venture, and commitment
- Use eye contact and non-verbal expression effectively
- Track audience responses and react appropriately to those responses

Persuasion/Influence ▪ Influence others ▪ Present thoughts and ideas in a persuasive manner ▪ Gain commitment and support for proposed ideas ▪ Help others overcome resistance to change ▪ Woo venture capitalists and other contacts to seek financial support for new ideas ▪ Persuade key decision makers to invest resources to transform ideas into reality **Active Listening** ▪ Receive verbal messages and other cues ▪ Pick out important information in verbal messages ▪ Appreciate feelings and concerns of verbal messages ▪ Attend to nonverbal cues ▪ Respond appropriately to verbal and nonverbal messages ▪ Ask questions to clarify issues or unclear messages
6. <u>Critical & Analytical Thinking</u>: Using logic and reasoning to address problems.
Mental Agility ▪ Identify connections between issues ▪ Learn new enterprises quickly ▪ Shift gears and change direction when working on multiple projects or issues **Analyzing Information** ▪ Analyze points of view ▪ Categorize and classify data ▪ Compare and contrast information **Reasoning** ▪ Possess sufficient inductive and deductive reasoning ability to perform job successfully ▪ Critically review, analyze, synthesize, compare and interpret information ▪ Draw conclusions from relevant and/or missing information ▪ Apply knowledge of the relationships among facts when solving problems ▪ Understand principles of cause and effect

Tier Three – Workplace Competencies

Creative Thinking	Networking	Planning & Organizing	Problem Solving & Decision Making	Checking, Examining & Recording	Business Fundamentals	Computer Applications

1. <u>Creative Thinking</u>: Generating innovative and creative solutions.
Generate Innovative Solutions ▪ Reframe problems in a different light to find fresh approaches ▪ Entertain wide-ranging possibilities others may miss ▪ Use information, knowledge, and beliefs to generate original, innovative solutions ▪ Take advantage of difficult or unusual situations to develop unique approaches and useful solutions ▪ Search for new ways of improving efficiency of existing processes ▪ Identify what is missing from current product stream ▪ Search for new ideas for product improvement ▪ Apply innovative new ideas that satisfy the needs of a clearly defined market ▪ Demonstrate new ways of thinking, not merely about what is, but of what might be ▪ Conduct brainstorming sessions ▪ Exhibit capacity for imagination, creativity, and empathy **See the Big Picture** ▪ Possess broad knowledge and perspective ▪ Piece together seemingly unrelated data to identify patterns and trends to see a bigger picture ▪ Think expansively by combining ideas in unique ways ▪ Make connections between disparate things to see what others may have missed ▪ Identify the pieces of a system as a whole and the consequences of actions on parts of the system
2. <u>Networking</u>: Establishing professional relationships and partnerships.
Building Relationships ▪ Seek opportunities to make contacts through organizational events, social events, external organizations, and professional activities ▪ Identify partners/employees/consultants who complement one's own strengths and weaknesses ▪ Exhibit trustworthy behavior to build successful business relationships **Partnering** ▪ Establish strong and lasting partnerships with business contacts ▪ Seek ways of increasing business opportunities with contacts ▪ Negotiate with partners to create opportunities that increase the competitive position of both parties ▪ Propose innovative business deals to customers, suppliers, and business partners **Leveraging Contacts** ▪ Leverage contacts to obtain information relevant to the health and continued growth of the organization, including feedback on organizational performance ▪ Access outside consultants who can provide market projections and advice **Collaboration** ▪ Collaborate among partners to ensure buy-in and follow through on strategies ▪ Identify mutually beneficial goals and work cooperatively with partners to achieve them

- Collaborate in virtual teams via conference calls, web casts, and net meetings

3. <u>Planning & Organizing</u>: Planning and prioritizing work to manage time effectively and accomplish assigned tasks.

Planning

- Approach work in a methodical manner
- Develop business plans to map out approaches to new ventures
- Schedule tasks so that work is completed on time
- Keep track of details to ensure work is performed accurately and completely

Prioritizing

- Prioritize various competing tasks
- Perform tasks quickly and efficiently according to their urgency
- Find new ways of organizing or planning work to accomplish work more efficiently

Allocating Resources

- Estimate resources needed for project completion
- Allocate time and resources effectively
- Keep all parties informed of progress and relevant changes to project timelines

Anticipating Obstacles

- Anticipate obstacles to project completion
- Develop contingency plans to address obstacles
- Take necessary corrective action when projects go off-track

4. <u>Problem Solving & Decision Making</u>: Applying critical-thinking skills to solve problems by generating, evaluating, and implementing solutions.

Identifying the Problem

- Anticipate concerns before they arise
- Recognize the existence of a problem
- Deal with problems and challenges in order or priority
- Identify the nature of the problem by analyzing its component parts
- Recall previously learned information that is relevant to the problem

Locating, Gathering, and Organizing Relevant Information

- Use all available reference systems to locate information relevant to the problem
- Collect and analyze data
- Examine information obtained to gain a better understanding of the problem
- Recognize important gaps in existing information
- Takes steps to obtain information to eliminate gaps

Generating Alternatives

- Integrate previously learned and externally obtained information to generate a variety of high-quality alternative approaches to the problem

- Identify the strengths and weaknesses, the costs and benefits, and the short- and long-term consequences of different approaches

Choosing and Implementing a Solution

- Evaluate numerous potential solutions
- Make difficult decisions even in the absence of solid data or in ambiguous situations
- Commit to a solution in a timely manner
- Develop a realistic approach for implementing the chosen solution
- Observe the outcomes of implementing the solution
- Assess the need for alternative approaches
- Identify lessons learned

5. Checking, Examining, and Recording: Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic format.

Completing Forms

- Complete appropriate forms quickly and completely
- Expedite forms, orders, or advances that require immediate attention
- Detect and correct errors, even under time pressure

Record Keeping

- Keep logs, records and files that are up-to-date and readily accessible
- Update logs, files, and records, noting important changes in status
- Maintain record of daily financial transactions
- Maintain personnel records
- Maintain customer records

6. Business Fundamentals: Applying knowledge of basic business principles, trends, and economics to work activities.

Business Ethics

- Demonstrate respect for colleagues, coworkers, and customers
- Act in the best interest of the company, the community, and the environment
- Comply with applicable laws and rules governing work
- Recognize relevant, ethical issues in business

Market Knowledge

- Explain market trends in the industry and the company's position in the market
- Identify who the company's primary competitors are
- Stay current on organizational strategies to maintain competitiveness

Business and Economic Principles

- Explain the economic principles and concepts fundamental to entrepreneurship/small-business ownership
  - *Business cycles*
  - *Competition*
  - *International trade*

- *Private enterprise*
- *Productivity*
- *Supply and demand*

- Determine factors affecting a business's profit
- Determine the impact of business cycles on business activities
- Assess impact of government actions on business ventures

7. <u>Computer Applications</u>: Using a computer and related applications to input and retrieve information.

Comprehending the Basics

- Use basic computer hardware (e.g. PCs, printers) and software (e.g. word processing software, spreadsheet software) to perform tasks
- Use common computer terminology (e.g., program, operating system)
- Solve routine hardware and software problems

Preparing Documents

- Use word processing programs to create, edit, and retrieve document files
- Key materials quickly and accurately
- Check work carefully
- Identify and correct keying errors
- Use basic reference materials and tools (e.g., spell check) to ensure accuracy
- Use correct style and format, consulting style manuals as necessary

Internet Applications

- Use the internet and web-based tools to manage basic workplace tasks (e.g., timekeeping, maintaining employee records, conducting information searches)
- Perform internet functions requiring the use of log-in and password information

E-mailing

- Compose professional e-mails to communicate business-related information to coworkers, colleagues, and customers
- Navigate the e-mail system and its basic functions (e.g., replying to/forwarding messages, using electronic address books, attaching files)
- Ensure that key stakeholders are kept informed of communications by copying (i.e., "CCing") them on important e-mails when appropriate

Spreadsheets

- Use spreadsheet software to enter, manipulate, edit, and format text and numerical data
- Create and save worksheets, charts, and graphs that are well organized, attractive, and useful

Tier Four – Entrepreneurship Technical Competencies

Principles of Entrepreneurship	Innovation & Invention	Planning	Marketing	Financial Management	Business Operations	Risk Management

1. <u>Principles of Entrepreneurship</u>: Knowledge of processes and characteristics that are central to entrepreneurial activities.

Entrepreneurial Process

- Implement processes associated with successful entrepreneurial performance
  - Discovery – stage in which the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, markets, ventures, etc.
  - Concept Development – stage in which the entrepreneur plans the venture, identifies needed resources using a business plan, identifies strategies to protect intellectual property, etc.
  - Resourcing – stage in which the entrepreneur identifies and acquires the financial, human, and capital resources needed for the venture startup, etc.
  - Actualization – stage in which the entrepreneur operates the venture and utilizes resources to achieve its goals/objectives
  - Harvesting – stage in which the entrepreneur decides on the venture's future (growth, development, demise)

Leadership & Team Building

- Exhibit passion for goal attainment
- Take responsibility for the enterprise
- Lead others using positive statements
- Encourage creative thinking and innovation
- Determine the roles and responsibilities that leaders and members bring to an organization
- Enlist others in working toward a shared vision
- Build consensus
- Evaluate characteristics of effective team players and effective teams
- Build a team to compliment one's own skills and talents
- Select people who are committed, interested, and capable of undertaking the task at hand
- Recognize others' efforts

Managing Growth

- Use a replicable process to create enterprises that are sustainable
- Manage the implementation and execution of the business plan to grow the enterprise
- Recognize when to seek outside help and use available resources
- Follow advice from trusted sources
- Recognize when the enterprise has reached its potential
- Develop a continuation plan
- Pass over leadership to others when the organization needs change

2. <u>Innovation & Invention</u>: Formulating new ideas for and applications of processes and products.

Opportunity Orientation

- Identify changes in tastes, preferences, and trends as they are evolving
- Identify needs, wants, and problems as they are changing
- Identify smaller niche markets within larger markets
- Seek out opportunities to develop and offer new products and services
- Seek out opportunities to improve, streamline, reinvent work processes
- Maintain fit between business concept and opportunity
- Evaluate opportunities
- Create and undertake new business ventures

Research and Development

- Analyze the failure of other projects as research for a possible new venture
- Conduct research and development
- Conduct experiment and application
- Practice invention and innovation
- Identify design trends
- Incorporate human, environmental, and technological factors in the design process
- Design a system, product, or service

Technology Transfer

- Identify scientific research which has potential commercial value
- Analyze the consequences of societal or technological change
- Develop practical applications for the results of scientific research
- Apply newly created technology to new, innovative, productive uses

3. <u>Planning</u>: Determining the direction of an organization/enterprise and identifying a strategy to achieve that direction.

Venture Analysis

- Determine feasibility of ideas
- Assess start-up requirements
- Assess risks associated with venture
- Determine break-even point in venture
- Determine potential for profit or loss
- Estimate costs and potential revenues for planning purposes

Stages of Planning

- The Visionary Plan
  - Identify a clear entrepreneurial opportunity
  - Demonstrate research to support the viability of the idea
  - Develop a rudimentary cash-flow projection
  - Describe personnel requirements

- The Concept Plan

- Describe and explain the market opportunity the venture will address
- Explain how the product or service will work and how it is innovative
- Identify competition and describe strategy for meeting or beating
- Prepare a concise summary of the venture
- Review the plan and evaluate its effectiveness

- The Detailed Plan
  - Develop a detailed description of the venture and of market opportunity
  - Prepare complete plans: financial plan, accounting plan, legal plan, management plan, production plan, and operational plan

- The Strategic Plan
  - Provide the vision and key strategic elements of the plan
  - Provide continuing guidance at a strategic level
  - Keep the strategy focused
  - Sell others on completed plans and on the process of continuous strategic planning

4. <u>Marketing</u>: Planning and executing a strategy to promote and sell products, services, and ideas.

Marketing Analysis and Strategy

- Conduct an environmental scan to obtain marketing information
- Identify a customer base
- Define a target market
- Conduct market analysis and customer profiling
- Determine unique selling proposition
- Calculate breakeven point
- Forecast sales
- Plan strategies for meeting sales quotas
- Analyze sales reports
- Monitor internal records for marketing information
- Develop a marketing plan
- Determine image business is to project (positioning)

Product/Service Management

- Implement various methods to generate a product/service idea
- Plan product/service mix
- Choose product/service name
- Build brand/image
- Evaluate customer experience

Pricing

- Establish pricing objectives
- Select pricing strategies
- Set prices and adjust as necessary to maximize profitability

Selling

- Establish relationship with the client/customer
- Determine customer/client needs and motives
- Recommend specific product
- Convert customer/client objections into selling points
- Close the sale
- Manage online sales process

Promotion

- Explain the role of promotion
- Prepare a promotional budget
- Develop a promotional plan
- Write a news release
- Obtain publicity
- Select sales-promotion options such as coupons, display, email
- Compare types of advertising media
- Conceptualize and design advertisements
- Evaluate effectiveness of advertising

5. Financial Management: Managing and controlling money and assets to successfully carry out entrepreneurial activities.

Financing

- Determine financing needed to start a business
- Determine risks associated with obtaining business credit
- Identify sources of financial assistance
- Establish relationships with financial institutions
- Explore opportunities to secure venture capital

Accounting

- Implement regular accounting procedures and financial reports
- Prepare estimated/projected income statement
- Estimate cash-flow needs
- Prepare estimated/projected balance sheet
- Determine and deposit payroll taxes
- File tax returns

Money Management

- Establish financial goals and objectives
- Develop and monitor budget
- Manage cash flow
- Record deposits and withdrawals
- Implement procedures for managing debt

6. <u>Business Operations</u>: Carrying out ongoing activities involved in the running of a business.
Operations Management ▪ Plan business layout ▪ Determine equipment needs ▪ Establish operating procedures ▪ Select business location and distribution channels ▪ Manage computer-based operating systems ▪ Establish company buying/purchasing policies ▪ Choose vendors and negotiate contracts ▪ Carry out daily operations: schedule staff, maintain inventory, organize shipping/receiving **Human Resource Management** ▪ Develop a personnel organizational plan ▪ Determine hiring needs ▪ Recruit new employees ▪ Interview job applicants ▪ Select new employees ▪ Orient new employees ▪ Delegate responsibility for job tasks ▪ Encourage team building ▪ Build organizational culture ▪ Develop compensation and benefits plans ▪ Conduct performance evaluations ▪ Dismiss/fire employees
7. <u>Risk Assessment and Management</u>: Developing a structured approach to managing uncertainty and evaluating, assuming, and mitigating risks.
Legal Considerations ▪ Protect intellectual property rights ▪ Select form of business ownership (e.g., sole proprietorship, partnership, corporation) ▪ Obtain legal documents for business operations ▪ Explain businesses' reporting requirements ▪ Adhere to personnel regulations ▪ Implement workplace regulations (e.g., OSHA, ADA) ▪ Identify resources to keep current on business related laws and regulations **Risk Management** ▪ Explain types of business risk ▪ Evaluate potential risks ▪ Determine ways that small businesses protect themselves against loss ▪ Determine business's liabilities ▪ Obtain insurance coverage

- Develop safety and security policies and procedures
- Establish parameters for staff responsibility/authority

Tier Five – Entrepreneurial Focus Areas (TBD)

Youth Entrepreneurship	Micro-Enterprise	Small Business Development	Social Entrepreneurship	High-Growth, High Value Entrepreneurship

It is beyond the scope of this project to develop competencies around Tier 5 Entrepreneurial Focus Areas. The inclusion of focus areas in the model is intended to illustrate that the Entrepreneurship Competency Model serves a resource that underlies entrepreneurial activities at various levels of enterprise. The focus areas may be built out by interest groups or communities of practice.

1. Youth Entrepreneurship
o K-12 education o Community-based entrepreneurship education providers o Foster innovation and entrepreneurial thinking
2. Micro-Enterprise
o Cottage industry o Quick startup o Low capital investment o Low income
3. Small Business Development
o Startup capital required o Franchise o Revenue - over $25,000 but less than $100,000
4. Social Entrepreneurship
Social Enterprise o Entrepreneurs who start their own businesses o “Sector-bending” – blurring lines between business and social sectors o Social value creation Social Innovation o Entrepreneurs as innovators o New ways to address social problems or meet social needs o Large scale, lasting, and systemic change
5. High-Growth, High-Value Entrepreneurship
o Venture capital o Angel investors o Requires money management/marketing o Innovation – research ideas to market o Creates wealth o Employs others o Revenue – over $250,000

Resources Reviewed

Organization	Resource	URL
Content-Rich Entrepreneurship Resources		
Arizona Tech Prep	Competency and Indicator Lists - Marketing, Management, and Entrepreneurship	http://www.aztechprep.org/levels/Level-III/MktgMgmnt&Entrep/Entrepreneurship/Ec&i3-03.pdf
Babson College	Course Descriptions	http://www3.babson.edu/eship/
Canadian Foundation for Economic Education	Mentors, Ventures, & Plans - Self-Assessment, About Entrepreneurs	http://www.mvp.cfee.org/en/starthere.html
Connecticut Business & Industry Association	Industry Skill Standards: Retail, Tourism, Recreation & Entrepreneurial	http://www.cbia.com/ed/STC/career_explorations/career_explor_info/zpdf/industry_standards/Retail&tourismIntroduc.PDF
Consortium for Entrepreneurship Education	National Content Standards Entrepreneurship Education	http://www.entre-ed.org
Future Force Nebraska	Analysis of Entrepreneurship Standards	http://www.futureforcenebraska.org/Talent_PP/Entrepreneurship/Resources/standards.pdf
Future Force Nebraska	Finance Career Cluster Core Knowledge & Skills	http://www.futureforcenebraska.org/Talent_PP/Finance/Resources/2007_Finance_Core_KS.html
Illinois Department of Commerce and Economic Opportunity	Starting a Business in Illinois Handbook	http://www.ildceo.net/NR/rdonlyres/56B6918C-6FC0-49A6-BA2D-03022DCF33FF/0/SBIRrev0106.pdf
Industry Canada	About Entrepreneurs	http://entrepreneurship.schoolnet.ca/pub/entrepreneur/index.html
Institute for Entrepreneurship and Innovation	Graduate & Undergraduate Course Descriptions	http://entrepreneurship.bloch.umkc.edu/instituteOverview.asp
Junior Achievement	Elementary – High School Programs Scope & Sequence	http://www.ja.org/files/prgrms_chrts/SS_Chart_All_Programs.pdf
Kauffman Foundation	Fast Trac Program	http://www.fasttrac.org/
Mentors, Ventures, and Plans	Framework for Youth Entrepreneurship Success	http://www.mvp.cfee.org/en/pdf/catchingthewave.pdf
Missouri Center for Career Education	Career Development/Entrepreneurship Assessment	http://missouricareereducation.org/curr/Competency_Profiles/Career_Development_Entrepreneurship.pdf
MyBiz	Training Categories	http://www.mybiz.am/
Ohio State University Center on Education and Training for Employment	PACE Program for Acquiring Competence in Entrepreneurship	http://www.cete.org/Director/PACE.asp

PACE, Program for Acquiring Competence in Entrepreneurship	Competency List	http://www.entre-ed.org/_teach/pacelist.htm
The Business Link	Characteristics of Successful Entrepreneurs	http://www.canadabusiness.ca/servlet/ContentServer?pagename=CBSC_AB/CBSC_WebPage/AB_WebPage_Template&cid=1104766631404&c=CBSC_WebPage
US Department of Education (OVAE)	Career Cluster Resources for Business, Management and Administration	http://www.careerclusters.org/resources/ClusterDocuments/badocuments/BAFinal.pdf
US Department of Education (OVAE)	Career Cluster Resources for Science, Technology, Engineering & Mathematics	http://www.careerclusters.org/resources/ClusterDocuments/stemdocuments/STEMFinal.pdf
Wagner, Tony	Rigor Redefined: Seven Survival Skills for Careers, College, & Citizenship	Hard copy article
Watson, Greg	DNA of an Entrepreneur	http://www.dnaofanentrepreneur.com/
Wisconsin Department of Public Instruction	Wisconsin Cooperative Education Skill Certification Entrepreneurship - Portfolio	http://dpi.wi.gov/cte/doc/entreprp.doc
Wisconsin Department of Public Instruction	Wisconsin Coop Skill Standards "Marketing-Entrepreneurship" Final Evaluation	http://www.dpi.wi.gov/cte/doc/entrepre.doc
General Information on Entrepreneurship		
Center for the Advancement of Social Entrepreneurship	*The Concept and Process of Social Entrepreneurship*	http://www.caseatduke.org/knowledge/seprocess/index.html#defining
CEED Centre for Entrepreneurship Education and Development	Entrepreneurship 101 Toolbox	http://www.ceed.info/ceed/entrepreneurs_toolbox/entrepreneurship_101/
Council on Competitiveness	General Information	http://www.compete.org/
Global Entrepreneurship Monitor	National / International Reports (e-copy)	http://www.gemconsortium.org/
GWU DECA National Entrepreneurship Program	Online Learning Modules	http://www.gwudeca.org/
Illinois Department of Commerce and Economic Opportunity	Illinois Entrepreneurship Network	www.ienconnect.com
Indian Institute of Materials Management	Entrepreneurship Challenges in the 21st Century	http://www.iimm.org/knowledge_bank/14_entrepreneurship-challenges-in-21st-centuty.htm
Kauffman Foundation	The Rise of Entrepreneurship Education in Graduate Schools of Business	http://www.celcee.edu/publications/digest/99Dig-2.html
Kauffman Foundation	General information and links	http://www.kauffman.org/entrepreneurship.cfm
Kauffman Foundation	Entrepreneur U Curriculum (links to other resources)	http://www.entrepreneuru.org/teacher/curriculum.php

Lester C. Thurow	Foreword: on Entrepreneurship	http://www.mansfieldfdn.org/programs/program_pdfs/ent_thurow.pdf
National Foundation for Teaching Entrepreneurship	Web site with links to other resources	http://www.nfte.com/
RUPRI Center for Rural Entrepreneurship	Energizing Entrepreneurs	http://www.energizingentrepreneurs.org/content/cr.php
Tennessee Valley Authority Economic Development	Entrepreneurial Resources	http://www.tvaed.com/obr/index.htm
The Academy for Entrepreneurial Leadership	General information and links	http://www.business.uiuc.edu/ael/entrepillinois.html
Tom Glaser in St. Petersburg Times Online	*Who is an Entrepreneur?*	http://www.sptimes.com/News/032901/NIE/Who_is_an_entrepreneu.shtml
United States Small Business Administration	Small Business Resources	www.sba.gov
University of North Carolina at Chapel Hill	Research Power Point	http://www.unc.edu/depts/trustees/Tech%20Transfer.pdf
Wise Geek	What is an Entrepreneur?	http://www.wisegeek.com/what-is-an-entrepreneur.htm

ENTREPRENEURIAL OCCUPATIONS EXIST IN EVERY CAREER CLUSTER

Unemployed Persons can become self-sufficient as entrepreneurs

It is important that staff throughout the state and local Workforce Development Systems serving the unemployed recognize the skills and experience of an unemployed person as an opportunity to create their own jobs. Many job-seekers bring expertise related to some industry that could be nurtured with needed training and support systems to help them become self-employed entrepreneurs.

Persons coming into one-stop centers may want help in identifying possible occupations where they might use their technical, business and entrepreneurial skills. The occupations shown as entrepreneurial in the following listing may be helpful to employment counselors in identifying these entrepreneurial roles.

Counselors should be aware that often one of the major causes of business failures is that the entrepreneur has the technical skills but lacks the entrepreneurial skills that are essential for business success. The DOL Entrepreneurship Competency Framework Model will help counselors explain the skill sets that persons desiring to become an entrepreneur will need in order to succeed with their new venture. It is a tool that will help you explain what skill sets entrepreneurial experts believe to be essential for success.
ihttp://www.careeronestop.org/competencymodel/pyramid.aspx?ENTRE=Y

Every community has training and mentoring resources available that could be a resource for the potential entrepreneur and a partner in the management of the Career Center's assistance plans. Community colleges, Small Business Development Centers, Minority Business Development Centers, and a whole host of non-profit organizations and agencies exist everywhere to provide necessary skills for the potential entrepreneur. If there are none in your community such assistance may also be found on the Internet. The challenge is to empower the job seeker to be successful as a self-sufficient citizen.

The Entrepreneurship Technical Competency Check List is often a good tool for counselors working with persons desiring to advance toward their dream of entrepreneurship. It is part of the Department of Labor's Entrepreneurship Competency Model and can be found at www.entre-ed.org/career-center/tools.htm

Samples of Entrepreneurial Occupations shown in the 16 Career Clusters

The specific career specialists/occupations are taken from the listings of occupations that the States Career Cluster development teams of the Career Clusters Initiative developed www.careerclusters.org. Entrepreneurship is not identified as one of the 16 occupational clusters as it permeates all 16 clusters. The occupations are not in alpha order as they were picked up in order from the listings shown in each career cluster.

Agriculture, Food, and Natural Resources

Farmer
Rancher
Veterinarian
Pet Shop Operator
Agricultural Chemical Dealer

Architecture & Construction

Architect
General Contractor
Carpenter
Carpet Installer
Heating, Ventilation, Air Conditioning and Refrigeration Mechanic
Modeler
Remodeler
Plumber
Surveyor

Arts, Audio/Video Technology & Communications

Technical Computer Support Technician
Graphic Designer
CAD Technician
Fashion Illustrator
Dancer
Play writer
Screen writer
Script writer

Performer
Actor
Musician
Computer Programmer
Systems Analysis

Business Management & Administration

Entrepreneur
Chief Executive
Top Collection Executive
Top Investment Executive
Accountant
Human Resources Consultant
Interpreters & Translator
Business Consultant
Small Business Owner & Entrepreneur
E-Commerce Manager & Entrepreneur
Public Relations Specialist
Public Relations Writer
Demonstrators and Product Promoter

Education & Training

Superintendent
College President
Preschool Teacher/Director
Kindergarten Teacher/Director
Child Care teacher/Director

Finance

Personal Financial Advisor
Tax Preparation Specialist
Accountant
Financial Analyst
Claims Investigator
Appraiser

Government & Public Administration

President
Governor
Mayor
City Manager
Business/Enterprise Official)
Director (Various Agencies)
Executive Director - Foundations or Associations

Health Science

Dentist
Massage Therapist
Mortician
Optometrist
Physician (MD/DO)
Veterinarian
Cytotechnologist
Home Health Care Deliverer

Hospitality & Tourism

Restaurant Owner
Bakery Owner
Caterer
Director of Volunteer Services
Tour Guide
Tour Operator
Reservationist
Interpreter
Resort Instructor

Human Services

Marriage, Child and Family Counselor
Coordinators of Volunteers
Career Counselors
Barbers
Cosmetologist
Hairdresser
Hairstylist
Nail Technician
Manicurist
Peticurist
Funeral Director/Mortician
Personal and Home Care Aide
Companion
Personal Trainer
Massage Therapist
Certified Financial Planner
Insurance Representative
Sales Consultant
Field Merchandising Representative
Small business owner

Information Technology

Network Administrator
Systems Administrator
Systems Engineer
Data Systems Designer
Systems Architect
Multimedia Author
Multimedia Developer
Web Adminstrator
Website Developer

Law, Public Safety, Corrections & Security

Grant Writer
Physical Security Specialist

Loss Prevention/Security Specialist
Computer Security Specialist
Executive Protection Specialist
Industrial Espionage Security
Physical Property Security
Bonds Person
Private Dectective & Investigator
Mediator/Arbitrator

Manufacturing

Process Improvement Technician
Installer/Repairer – Various industries
Safety Engineer
Process Improvement Technician
Pattern and model maker

Marketing

Entrepreneur
Owner
Small Business Owner
Chief Executive Officer
Proprietor
Broker
Store Manager
Web Master
Web Designer
Copy writers-Designer

Science, Technology, Engineering & Mathematics

Computer Hardware Engineer
Computer Programmer
Prototype Engineer
Safety Engineer
Survey Technician
Technical Writer
Nutritionist

Transportation, Distribution, & Logistics

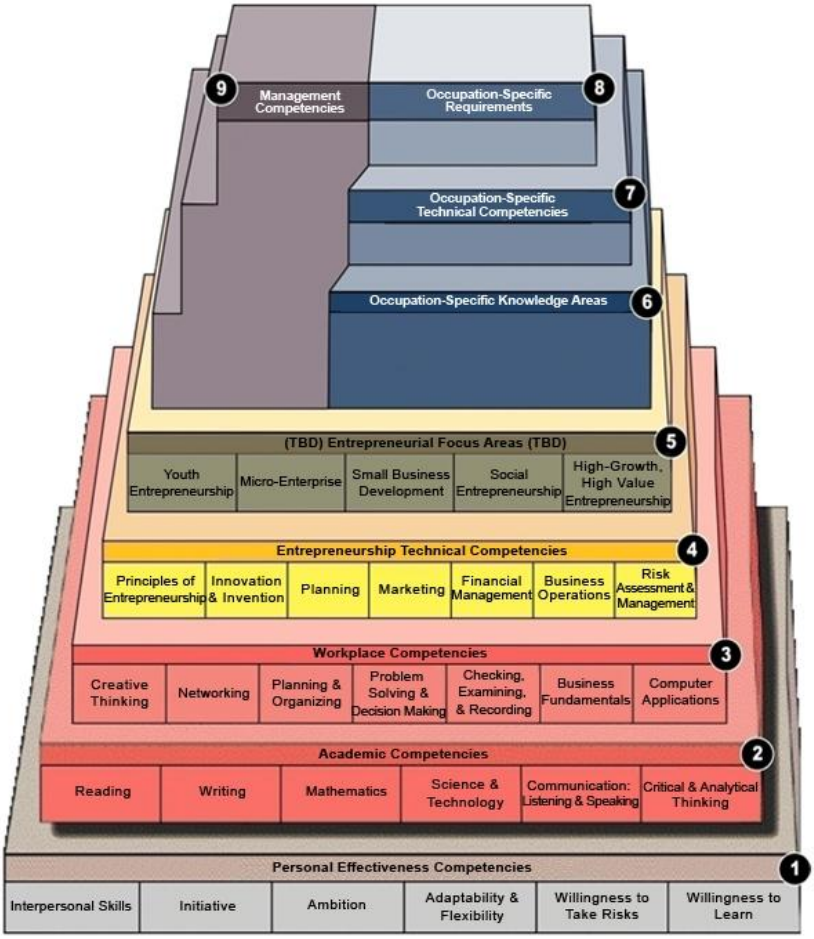
Industrial and Packaging Engineer
Civil Engineer
Surveying and Mapping Technician
Inspector – all modes of transportation
Travel and Transportation Agent

The Career Clusters icons are being used with permission of the States' Career Clusters Initiative, 2007, www.careerclusters.org:

Entrepreneurship Technical Competency Checklist

Competencies are as shown in the DOL Entrepreneurship Competency Model

Entrepreneurship Competency Model



Department Of Labor Entrepreneurship Competency Model
Developed by DOL with assistance of the Consortium for Entrepreneurship Education
Released in February 2009

http://www.careeronestop.org/CompetencyModel/pyramid.aspx?ENTRE=Y

Entrepreneurship Technical Competencies

Principles of Entrepreneurship	Innovation & Invention	Planning	Marketing	Financial Management	Business Operations	Risk Management

Developed by DOL with assistance of the Consortium for Entrepreneurship Education

Released in February 2009

http://www.careeronestop.org/CompetencyModel/pyramid.aspx?ENTRE=Y

When trying to determine your capacity to advance your entrepreneurial aspirations you can view the Entrepreneurship Technical Competencies in the chart below which represent the knowledge and skills that are common to all entrepreneurial endeavors. This checklist helps you assess your capabilities as an entrepreneur.

These technical competencies build on, but are more specific than, competencies shown in Tiers 1 through 3 shown above in the model. They contain Foundation Competencies, which form the foundation needed to be ready to enter the workplace.

Competency – A cluster of related knowledge, skills, and abilities that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.

Tier 1 –Personal Effectiveness Competencies are shown as hovering below the pyramid because these competencies are essential for all life roles. Often referred to as "soft skills," personal effectiveness competencies are generally learned in the home or community and reinforced and honed at school and in the workplace. They represent personal attributes that may present some challenges to teach or assess.

Tier 2 – Academic Competencies are critical competencies primarily learned in a school setting. They include cognitive functions and thinking styles. Academic competencies are likely to apply to all industries and occupations.

Tier 3 – Workplace Competencies represent motives and traits, as well as interpersonal and self-management styles. They generally are applicable to a large number of occupations and industries.

Tier 4 – Entrepreneurship Technical Competencies represent the knowledge and skills that are common to all entrepreneurial activities. These technical competencies build on, but are more specific than, competencies represented on lower tiers.

Tier 5 generally contains Industry specific Competencies, which are specific to an *industry or industry sector.* Since entrepreneurship is not an industry, tier 5 has been broken out to show focus areas that may at some point in time generate specific entrepreneurial Competencies related to the specific area of entrepreneurial economic activity.

The Chart below allows you to focus on the Tier 4 Entrepreneurial Technical Competencies to determine those competencies **(1) you are confident that you have** and those that **(2) you need to acquire**. The comments column will allow you to note things such as how you acquired the competence or questions you might have when you meet with a counselor to clarify issues. If you think that a specific course or training event might help with acquiring the competence you might note that in the comments column also.

Principles of Entrepreneurship: Knowledge of processes and characteristics that are central to entrepreneurial activities.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Entrepreneurial Process - Implement processes associated with successful entrepreneurial performance			
Discovery – stage in which the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, markets, ventures, etc.			
Concept Development – stage in which the entrepreneur plans the venture, identifies needed resources using a			

business plan, identifies strategies to protect intellectual property, etc.			
Resourcing – stage in which the entrepreneur identifies and acquires the financial, human, and capital resources needed for the venture startup, etc.			
Actualization – stage in which the entrepreneur operates the venture and utilizes resources to achieve its goals/objectives			
Harvesting – stage in which the entrepreneur decides on the venture's future (growth, development, demise)			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Leadership & Team Building			
Exhibit passion for goal attainment			
Take responsibility for the enterprise			
Lead others using positive statements			
Encourage creative thinking and innovation			
Determine the roles and responsibilities that leaders and members bring to an organization			
Enlist others in working toward a shared vision			
Build consensus			
Evaluate characteristics of effective team players and effective teams			
Build a team to compliment one's own skills and talents			
Select people who are committed, interested, and capable of undertaking the task at hand			
Recognize others' efforts			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Managing Growth			
Use a replicable process to create enterprises that are sustainable			
Manage the implementation and execution of the business plan to grow the enterprise			
Recognize when to seek outside help and use available resources			
Follow advice from trusted sources			
Recognize when the enterprise has reached its potential			
Develop a continuation plan			
Pass over leadership to others when the organization needs change			
<u>Innovation & Invention</u>: Formulating new ideas for and applications of processes and products.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**

Opportunity Orientation			
Identify changes in tastes, preferences, and trends as they are evolving			
Identify needs, wants, and problems as they are changing			
Identify smaller niche markets within larger markets			
Seek out opportunities to develop and offer new products and services			
Seek out opportunities to improve, streamline, reinvent work processes			
Maintain fit between business concept and opportunity			
Evaluate opportunities			
Create and undertake new business ventures			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Research and Development			
Conduct research and development			
Conduct experiment and application			
Practice invention and innovation			
Identify design trends			
Incorporate human, environmental, and technological factors in the design process			
Design a system, product, or service			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Technology Transfer			
Identify scientific research which has potential commercial value			
Analyze the consequences of societal or technological change			
Develop practical applications for the results of scientific research			
Apply newly created technology to new, innovative, productive uses			
<u>Planning</u>: Determining the direction of an organization/enterprise and identifying a strategy to achieve that direction.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Venture Analysis			
Determine feasibility of ideas			
Assess start-up requirements			
Assess risks associated with venture			

Determine break-even point in venture			
Determine potential for profit or loss			
Estimate costs and potential revenues for planning purposes			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Stages of Planning - *The Visionary Plan*			
Identify a clear entrepreneurial opportunity			
Demonstrate research to support the viability of the idea			
Develop a rudimentary cash-flow projection			
Describe personnel requirements			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Stages of Planning - *The Concept Plan*			
Describe and explain the market opportunity the venture will address			
Explain how the product or service will work and how it is innovative			
Identify competition and describe strategy for meeting or beating			
Prepare a concise summary of the venture			
Review the plan and evaluate its effectiveness			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Stages of Planning - *The Detailed Plan*			
Develop a detailed description of the venture and of market opportunity			
Prepare complete plans: financial plan, accounting plan, legal plan, management plan, production plan, and operational plan			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Stages of Planning - *The Strategic Plan*			
Provide the vision and key strategic elements of the plan			
Provide continuing guidance at a strategic level			
Keep the strategy focused			
Sell others on completed plans and on the process of continuous strategic planning			
Marketing: Planning and executing a strategy to promote and sell products, services, and ideas.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Marketing Analysis and Strategy			
Conduct an environmental scan to obtain marketing information			
Identify a customer base			
Define a target market			

Conduct market analysis and customer profiling			
Determine unique selling proposition			
Forecast sales			
Plan strategies for meeting sales quotas			
Analyze sales reports			
Monitor internal records for marketing information			
Develop a marketing plan			
Determine image business is to project (positioning)			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Product/Service Management			
Implement various methods to generate a product/service idea			
Plan product/service mix			
Choose product/service name			
Build brand/image			
Evaluate customer experience			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Pricing			
Establish pricing objectives			
Select pricing strategies			
Set prices and adjust as necessary to maximize profitability			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Selling			
Establish relationship with the client/customer			
Determine customer/client needs and motives			
Recommend specific product			
Convert customer/client objections into selling points			
Close the sale			
Manage online sales process			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Promotion			
Explain the role of promotion			
Prepare a promotional budget			
Develop a promotional plan			
Write a news release			
Obtain publicity			
Select sales-promotion options such as coupons, display,			

email			
Compare types of advertising media			
Conceptualize and design advertisements			
Evaluate effectiveness of advertising			
<u>Financial Management</u>: Managing and controlling money and assets to successfully carry out entrepreneurial activities.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Financing			
Determine financing needed to start a business			
Determine risks associated with obtaining business credit			
Identify sources of financial assistance			
Establish relationships with financial institutions			
Explore opportunities to secure venture capital			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Accounting			
Implement regular accounting procedures and financial reports			
Prepare estimated/projected income statement			
Estimate cash-flow needs			
Prepare estimated/projected balance sheet			
Determine and deposit payroll taxes			
File tax returns			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Money Management			
Establish financial goals and objectives			
Develop and monitor budget			
Manage cash flow			
Record deposits and withdrawals			
Implement procedures for managing debt			
<u>Business Operations</u>: Carrying out ongoing activities involved in the running of a business.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Operations Management			
Plan business layout			
Determine equipment needs			
Establish operating procedures			

Select business location and distribution channels			
Manage computer-based operating systems			
Establish company buying/purchasing policies			
Choose vendors and negotiate contracts			
Carry out daily operations: schedule staff, maintain inventory, organize shipping/receiving			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Human Resource Management			
Develop a personnel organizational plan			
Determine hiring needs			
Recruit new employees			
Interview job applicants			
Select new employees			
Orient new employee			
Delegate responsibility for job tasks			
Encourage team building			
Build organizational culture			
Develop compensation and benefits plans			
Conduct performance evaluations			
Dismiss/fire employees			
Risk Assessment and Management: Developing a structured approach to managing uncertainty and evaluating, assuming, and mitigating risks.			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Legal Considerations			
Protect intellectual property rights			
Select form of business ownership (e.g., sole proprietorship, partnership, corporation)			
Obtain legal documents for business operations			
Explain businesses' reporting requirements			
Adhere to personnel regulations			
Implement workplace regulations (e.g., OSHA, ADA)			
Identify resources to keep current on business related laws and regulations			
Competency Area and Competency Statements	**Have**	**Need**	**Comments**
Risk Management			
Explain types of business risk			
Evaluate potential risks			

Determine ways that small businesses protect themselves against loss			
Determine business's liabilities			
Obtain insurance coverage			
Develop safety and security policies and procedures			
Establish parameters for staff responsibility/authority			

April 1, 2009 Iteration

Entrepreneurship Process Readiness Checklist

Would you like to start your own business but are not sure just how to do it?

A nationwide project asked entrepreneurs to identify what they do, and what you need to know to do it. They said that they go through each of these 5 stages shown below in developing a business. This checklist will help you assess your readiness as an entrepreneur as you examine where you are in the entrepreneurial process.

(This checklist is developed from the National Content Standards for Entrepreneurship Education developed by The Consortium for Entrepreneurship Education . Details are available in the tool kit for the National Content Standards for Entrepreneurship Education shown at: http://www.entre-ed.org/Standards_Toolkit/

The entrepreneurial skills are the unique traits, behaviors, and processes that differentiate an entrepreneur from an employee or manager. The processes help you decide what you need to know to be ready to create and run a business.

Entrepreneurial Skills – Concepts and processes associated with successful entrepreneurial performance. They are the unique expertise that entrepreneurs use during the entire process of creating and operating a business.

After assessing your readiness from education and experiences, use this checklist to talk with a business counselor about your next steps and available assistance to get your business started.

Entrepreneurial Processes: Concepts and processes associated with successful entrepreneurial performance.			
Competency Area and Performance Statements	**Know How or Can Do**	**Need Help With**	**Comments/Thoughts/Needs**
Entrepreneurial Process - Implement processes associated with successful entrepreneurial performance			
Discovery – stage in which the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, markets, ventures, etc.			
Explain the need for entrepreneurial discovery			
Discuss entrepreneurial discovery processes			
Assess global trends and opportunities			
Determine opportunities for venture creation			
Assess opportunities for venture creation			
Describe idea-generation methods			
Generate venture ideas			
Determine feasibility of ideas			
Concept Development – stage in which the entrepreneur plans the venture, identifies needed resources using a business plan,			

identifies strategies to protect intellectual property, etc.			
Describe entrepreneurial planning considerations			
Explain tools used by entrepreneurs for venture planning			
Assess start-up requirements			
Assess risks associated with venture			
Describe external resources useful to entrepreneurs during concept development			
Assess the need to use external resources for concept development			
Describe strategies to protect intellectual property			
Use components of a business plan to define venture idea			
Resourcing – stage in which the entrepreneur identifies and acquires the financial, human, and capital resources needed for the venture startup, etc.			
Distinguish between debt and equity financing for venture creation			
Describe processes used to acquire adequate financial resources for venture creation/start-up			
Select sources to finance venture creation/start-up			
Explain factors to consider in determining a venture's human-resource needs			
Describe considerations in selecting capital resources			
Acquire capital resources needed for the venture			
Assess the costs/benefits associated with resources			
Actualization – stage in which the entrepreneur operates the venture and utilizes resources to achieve its goals/objectives			
Use external resources to supplement entrepreneur's expertise			
Explain the complexity of business operations			
Evaluate risk-taking opportunities			
Explain the need for business systems and procedures			
Describe the use of operating procedures			
Explain methods/processes for organizing work flow			
Develop and/or provide product/service			
Use creativity in business activities/decisions			
Explain the impact of resource productivity on venture success			
Create processes for ongoing opportunity recognition			
Adapt to changes in business environment			
Harvesting – stage in which the entrepreneur decides on the venture's future (growth, development, demise)			
Explain the need for continuation planning			
Describe methods of venture harvesting			
Evaluate options for continued venture involvement			
Develop exit strategies			
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Career Center Entrepreneurship Values

a. Provide assistance to individuals in understanding their skills, and how well they line up to local labor market demand.

b. Encourage self-employment as an equal choice to traditional jobs

c. Provide assessment of a jobseeker's creativity or unique gifts

d. Value self-employment, actively seek creative ways to inspire, support and attract the people who have entrepreneurial interests.

e. Create a person-focused training program that includes tools, knowledge, connections and resources

f. Appreciate that changes in the labor market can create a need for people to establish their own jobs rather than look for a job which may not suitable for them or be in their communities

g. Help jobseekers pursue assistance in other places (like business incubators, the small business associations, departments of commerce or other groups concerned with helping people create their own jobs)

h. Provide access to micro-enterprise financing

i. Value community based support in a safe place

j. Help jobseekers create relationships with other organizations, businesses, or employers.

k. Actively support self-employment as a career option in the Career Center

l. Provide education in schools and throughout the community around the concepts of entrepreneurship, what jobs are in demand in the region, and general regional labor market and industry trends.

Everyone talks about it….

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Be the Boss and hire someone who can!

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What's Missing? UR!

When you're the boss……

You're never late for work!

When you're the boss…

Your raise is up to you !

Entrepreneurship and Economic Recovery

America's views on the best ways to stimulate growth

Summary Showing Key Findings
The full report can be found at the URL below:

http://www.kauffman.org/uploadedFiles/Enterpreneurship/Entrepreneurship_and_Economic_Recovery_poll.pdf

INTRODUCTION:

With the United States in the midst of an economic crisis that is gripping the globe, the Ewing Marion Kauffman Foundation conducted a national survey of Americans to gauge their opinions about the roles of government and the private sector in achieving recovery. What follows are findings that reveal a stark and fundamental gap between the national policy agenda and the attitudes and beliefs of the American people.

KEY FINDINGS:

By a margin of three to one (63 percent to 22 percent) Americans favor business creation policies as opposed to government creating new public and private sector jobs. In fact, **79 percent of respondents say entrepreneurs are critically important to job creation**, ranking higher than big business, scientists, and government. (Slides: 15, 8) While Americans narrowly support the stimulus package, 51 percent to 44 percent, **only 33 percent of entrepreneurs support it**. (Slides: 17, 18)

Only 21 percent of all survey respondents say that the stimulus package supports entrepreneurial activity and 33 percent believe it will retard entrepreneurship. (Slide: 20)

53 percent of Americans say that a better stimulus package that creates more jobs could be crafted, while 25 percent say the current stimulus will create sustainable jobs. (Slide: 21)

While 78 percent of survey respondents say innovation is important to the health of our economy, **only 3 percent say they believe the stimulus package will encourage innovation**. (Slides: 3, 19)

Americans think the government does little to encourage entrepreneurship, despite its importance; **72 percent of respondents say the government should do more to encourage individuals to start businesses**. Almost half of respondents think the laws in America make it more difficult to start a business. (Slides: 22, 24)

When asked **what would jump-start the recovery and end the recession, 37 percent of respondents say cutting payroll taxes**, 19 percent say to first pass the stimulus package, and 16 percent want to rescue the financial system through bank bailouts. (Slide: 14)

Two thirds of survey respondents favor less-costly alternatives to the stimulus package, such as reducing legal barriers and red tape for new business development. (Slide: 12)

Despite the collapse of Wall Street, **89 percent of Americans say that capitalism is still the best economic system for our country**. (Slide: 1)

WORKFORCE INVESTMENT BOARD ADMINISTRATORS QUESTIONNAIRE RESULTS

(Input for the "Integrating Entrepreneurship in the Workforce Investment System" Project, funded by the US Department of Labor, July 2008 - June 2009)

In April of 2009, the Consortium for Entrepreneurship Education (CEE) was pleased to provide some questions to EMSI* for initial feedback from some WIB administrators about their involvement with self-employment/entrepreneurship. Of the 50 people EMSI questioned, 27 returned answers via Survey Monkey. Although this was not an adequate sample to draw any research conclusions, the responses supported the ideas The Consortium for Entrepreneurship Education have found through personal interviews as part of the "Integrating Entrepreneurship" report.

Total responses were received from 12 states: Delaware, Florida, Illinois (3), Massachusetts, Michigan (2), Missouri, North Carolina (2), Oklahoma (2), Pennsylvania(3), Texas, Wisconsin (2), and Washington.

The current high unemployment problems doubtless influenced the outcomes of these answers. When asked if they believe that jobseekers will have a more difficult time (as compared to previous years) finding gainful employment in your region over the next year, two thirds agreed, and the balance somewhat agreed, although one administrator said they still have a decent amount of job openings in their area.

BARRIERS TO SELF-EMPLOYMENT/ENTREPRENEURSHIP OPTION

Most of the administrators agreed that entrepreneurship/self-employment should be included as a career path option in assistance provided for the unemployed (88%). Comments were related to the needs of the economy and the interests of the individuals.
When asked for barriers to including entrepreneurship/self-employment as a career option for the unemployed in the Workforce Investment System they reported:

Finances: Funding; Lack of funding for basics (signs, advertising, start-up costs); financing; Funding; lack of coordination with available funding options; Access to capital, Lack of funding capital for start-up; Lack of funds and work to hire support staff - can't do everything themselves; Limited resources in offering anything more than low level classes on entrepreneurship.
Training: workforce system lack of knowledge about such opportunities; Lack of business knowledge/ experience; Lack of available training in how individuals can be a SUCCESSFUL entrepreneur; Staff could use more training for this as an option; front line staff don't recognize this as a viable alternative to the unemployed; training; entrepreneurship is not something that you can train into someone; Targeted, consistent training and resource options.

* EMSI is Economic Modeling Specialists Inc,, an Idaho based economics firm that provides regional labor market analysis tools, reports, and consulting services throughout the US, Canada, UK, Australia, and the Middle East. Domestically, EMSI works closely with many workforce development boards, community colleges, universities, and economic development groups helping them understand their regional economies and providing them with sort of data and analysis they can use to get things done.

Evaluation: WIA restrictions and conflicting performance mandates; negative outcome measure for federal reporting; Performance measures;
Client Issues: history of poor outcomes - in the past few people advanced or were able to earn wages; Over saturation by marketing it as option, too many unqualified people pursuing it as an option; level of expertise it takes to make a new company viable financially; People want to own businesses but are not really prepare to work hard enough to make it happen
Partnerships: We do currently offer information/workshops on self-employment and house the SBA in our service centers; random resources in the region that need better connectivity; Better on-line resources for individuals.

SEA ...STATEWIDE ENTREPRENEURSHIP OPTION
Ten of the administrators said they were in states that had the DOL's Self Employment Assistance program (SEA) option. When all administrators were asked what the barriers were to the SEA option they reported:
Awareness: Lack of information; Knowledge about it; I never heard of it, but I am not a case manager either; Adequate awareness; I don't get to move the state into adopting policy that would allow us to use it; I am not clear as to what this is; Not aware of it. Don't have any information about the program; Lack of knowledge of the program, accessibility, technical assistance, outreach efforts; not well established in statewide policy and execution framework;

DOUBLE MAJOR CONCEPT
To support CEE's interest in the possibility of an unemployed person having access to entrepreneurship training along with job preparation training as part of the assistance for the unemployed, 90% of the administrators said yes it should be provided. When asked why, or why not the administrators reported:
Positive: Yes - I don't see why not. This is really needed and would be a tremendous option for the unemployed.; should be an option due to need of some job seekers; we have planned this with our stimulus implementation; If funding is available; Developing entrepreneurial skills will help to enhance a jobseekers overall knowledge, skills and abilities; It is a win-win situation
Problems: We would have to convince DOL to include realistic measures; Lack of clear metric associated with required performance standards; Just need more individuals willing to do the training at no cost; But seems awfully difficult. Self-startups can be time consuming and could be awhile before rewards (paychecks) kick in. Most our clients are seeking/require short-term almost immediate payoffs; It has not been a successful model - people are left poor when they need to work

VALUES SUPPORTING SELF-EMPLOYMENT/ENTREPRENEURSHIP
As a result of conversations with many Workforce Development Administrators and staff, the project suggested VALUES that the DOL System would need to adopt if the system was willing and able to assist job-seekers in choosing self-employment / entrepreneurship as their employment solution. For the questionnaire there were parallel questions to each value statement, designed to determine where the Employment and Training System stood in relation to entrepreneurship as a career option.

Although the results cannot predict attitudes of the Workforce Development System as a whole, it was interesting to see that administrators felt the major systems for helping entrepreneurs were

in place as they helped jobseekers. However the applications to entrepreneurship, via acceptance of it as an equal choice to traditional jobs, has a long way to go in the minds of these administrators.

How important are the following values to the one-stop center in helping the unemployed become self-employed?
(Percentages of 27 respondents)

	Yes	Sometimes	Not Often	No
a. Values the capabilities of each individual to fulfill their highest potential.	79.2	16.7	4.2	0
b. Encourages self-employment as an equal choice to traditional jobs	0	43.5	56.5	0
c. Value creativity and innovation	26.2	43.5	21.7	8.7
d. Value self-employment, actively seek creative ways to inspire, support and attract the people who have entrepreneurial interests.	26.1	47.8	21.7	4.3
e. Create a person-focused training program that includes tools, knowledge, connections and resources	87.0	13.0	0	0
f. Appreciate that changes in the workplace can create a need for people to create their own jobs rather than look for a job which may not suitable for them or be in their communities	65.2	26.1	8.7	0
g. Will create access to opportunity	52.2	30.4	17.4	0
h. Will provide access to micro-enterprise financing	9.1	22.7	31.8	36.4
i. Values community based support in a safe place	56.5	39.1	4.3	0
j. Break isolation, create social and business relationships	73.9	26.1	0	0
k. Celebrates and recognizes self-employment	8.7	30.4	52.2	8.7
l. Encourages entrepreneurship education in schools and community organizations.	26.1	39.1	30.4	4.3

CRITICAL ISSUES RELATED TO SEA/ENTREPRENEURSHIP IN THE WDS

Support for the staff involved with job seekers will be essential if the Self-Employment/ Entrepreneurship career option is to be included in the One-Stop Career Centers.

One critical issue is the question: can WIA core performance metrics (like job creation, and community partnerships) include entrepreneurial empowerment categories like small business creation and/or sole proprietorship registrations? 77% said yes they can be included, 22% said no they can not be included, and 8 administrators skipped this question.

The questionnaire asked: What legislation and/or regulations would you change to facilitate entrepreneurship/ self-employment for the unemployed in the Workforce Development System? Requests for ideas about both questions include:

Data collection: 17 performance measures are DOL mandated; more flexibility in data collection for us to demonstrate positive results; How about degree of profitability the first year? MUST be cognizant of unrealistic timeframes for performance. Typical start-ups are not profitable for up to 36 months or more. Successful entrepreneurs should be consulted to help design realistic performance measures; new performance standards; need to change federal performance measures; performance does not support entrepreneurship; Change the core performance measures to look at broad employer/ community development criteria and not just placement and income measures for individuals.

Legislation: I would like to see legislation from DOL-ETA to support this training. It needs to start at the top. This needs to be a priority with DOL-ETA; WIA re-authorization; policy revisions that don't conflict with micro-enterprise strategies; Bigger SEA appropriations; I would make it a viable component in the WIA re-authorization and have Small Business Development Centers be part of the One-Stop system. Remove WIA restrictions (artificial time limits, wage increase measures, etc.), limits on access to capital (particularly through micro-loans), local ordinances restricting or prohibiting home-based businesses. WIA should provide funding to train individuals to prepare them for self-employment (as an option);

Partnerships: Seems to be more of an economic development measure; At least 5 community partner organizations have signed agreements to make the community entrepreneur friendly; Need to have training vendors with successful placement/start ups on our approved vendor list; Our community college system is slow to react to training needs.

SUMMARY

The answers to these questions encourage the Integrating Entrepreneurship Project to wish to pursue a much larger study, to include not only WDB Administrators but also One-Stop Career Center Staff. In the meantime it does reassure CEE that the recommendations of the project are in line with the attitudes of a group of WBD administrators from a number of states.