



HUDSON VALLEY  
PATTERN FOR PROGRESS  
FELLOWS PROJECT PAPER

**HUDSON VALLEY YOUTH  
INNOVATION INITIATIVE**

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**A White Paper from  
2012 Pattern Fellows  
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***This project was made possible by support from  
John Galanti and the Galanti Foundation***

Promoting regional, balanced and sustainable solutions  
that enhance the growth and vitality of the Hudson Valley

## Hudson Valley Youth Innovation Initiative

For the last five years, Hudson Valley Pattern for Progress, a regional think tank, has hosted an innovative regional leadership program called the Pattern Fellows Program. The Fellows Program is aimed at expanding the horizons of those already acknowledged as leaders in their respective communities and disciplines, by helping them serve as models for those seeking to bring a more regional perspective to their work.

Each program culminates with the completion of several group projects focused on issues that impact the region. This year a team of fellows has chosen to focus its project on encouraging youth entrepreneurship in the Hudson Valley.

We all hear about the “youth flight” from our region and state to areas where there is a perception of greater opportunity. We also know that many of our young people are creative and innovative thinkers dreaming of ventures and businesses they would start if they had the resources. What we want them to do is dream about creating opportunities here in the Hudson Valley.

Inspired by the “Syracuse Student Sandbox”<sup>1</sup> model, our project goal was to begin developing an environment within the region that would encourage young people to explore and develop their entrepreneurial instincts. How we would create this environment would be to start in one or two school districts, piloting a program that would bring together the mentors, resources and connectivity needed to take an idea from concept to implementation.

Rather than create an entirely new model, our goal was to identify existing, successful programs and determine if we needed to bridge a gap in awareness about the program, customize elements of the program to meet local needs or attract funding and other resources needed to shift the existing paradigm to one which cultivates innovation and entrepreneurship.

To start the research of existing programs, we had to define the target area (which counties, which organizations, and which age groups). The remaining tasks would then include: conducting a scan of the environment (inventory existing programs at the national, state and local levels); conducting a needs assessment (strengths and weaknesses of each program identified, as well as best practices); and choosing a model to replicate in the Hudson Valley. If we did not find a model suitable for this region, the group considered adapting a program(s) to meet the local need.

Potential challenges that our group anticipated with implementing a program were:

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<sup>1</sup> <http://www.syracusestudentsandbox.com/>

- Competing with other after-school or in-school activities,
- A lack of resources, mentors, and/or committed leadership,
- Adding expenses to school districts that are looking to reduce budgets and staffing, and
- Engaging the more challenging at-risk youth that lack the proper support system.

In the early stages of the project development, we brainstormed regarding aspects that we valued and wanted to prioritize in the program. Some of those items were:

- Programs that culminated in contests or competitions;
- Programs that encouraged innovation;
- Programs that provided the benefit and value of social networking; and
- A program with a technology-based platform. (See Attachment A for additional research)

Several of our perceived challenges were validated when we conducted an interview with Peter Copeletti, former Executive Principal for Newburgh Free Academy. Based on his insight and 35 years experience in the District, we accepted the following guidance:

- Do a trial in one or two school systems and expand later;
- Phase the project- start small with an online program that could potentially be “turned over” to the students to develop with proper guidance;
- Requiring teaching staff or additional resources would present an obstacle;
- If housing it in a school system, it would be better to utilize a career center, guidance counselor’s office, or a club;
- The needs and the focus will vary for each school district location; and
- Use the school as a conduit to reach the audience. Then market it as a companion piece to a school curriculum.

For the first task -defining the target area- we established definitions: We defined the “Hudson Valley” as Westchester, Putnam, Rockland, Orange, Dutchess, Sullivan and Ulster Counties. We defined “entrepreneurial” as entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in community service, work experience, internships, and business clubs. In terms of defining the target audience, initially, we wanted to capture “youth” as early as possible to develop a program continuum, where young people could participate in various stages, from awareness to application, from elementary through high school, and targeting not just the over-achievers, but the out of school youth as well. However, this initial concept was too expansive to tackle in the eight month time frame. So, we narrowed the definition to: in-school youth ages 15-18.

The secondary task of scanning the environment was the most labor intensive aspect of the project. First, we established a matrix of relevant data that we needed to collect on

each program to enable a fair comparison. We chose: the program name, contact person, cost to implement and sustain, program focus, number of years in existence, geographic reach, demographic served and whether it was a replicable program, as the relevant data points.

The initial searches yielded six national programs and approximately a dozen distinctive, state models. Our program analysis on the national level resulted in several nationally recognized templates embracing innovation including: **Network for Teaching Entrepreneurship (NFTE)**, **Junior Achievement**, and **BizKid\$**. Below is our initial analysis of each:

**Network for Teaching Entrepreneurship (NFTE)** provides a program for entrepreneurial education aimed at low-income communities. NFTE's programs are geared toward high school and middle school students. (It's aimed at schools where at least 50% of children qualify for free or reduced priced lunch). Characteristics of the program included:

- Requires extensive teacher participation and requires each teacher to become a Certified Entrepreneurship Teacher (CET) and be part of a NFTE program.
- NFTE is free for all students. Schools must purchase the curriculum materials for their students, and discounted rates are offered to all current NFTE teachers.
- The NFTE website has a single link for entrepreneurs that are not students which brings up links to the following resources: US Small Business Administration; National Association of Small Business Contractors; StartupLoans.org; Commerce; Women.

Our conclusion: the focus on low-income children and that it requires teacher involvement and certification were elements that would probably not be a fit for this project. In addition, there was no way of gaining access to the curriculum without actually purchasing it, so it was impossible to determine if there were any replicable components/modules for our model.

Another option we evaluated was: **Junior Achievement (JA)**. JA is the world's largest organization dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs.

JA's approach allows volunteers from the community to deliver its curriculum while sharing their experiences with students. Embodying the heart of JA, its 382,637 classroom volunteers transform the key concepts of its lessons into a message that inspires and empowers students to believe in themselves, showing them they can make a difference in the world.

It reaches more than four million students per year in 176,000 classrooms and after-school locations. JA programs are taught by volunteers in inner cities, suburbs, and rural areas throughout the United States, in more than 120 Area Offices in all 50 states. (Local presence located in Westchester County). Key components to the program:

- Educators are critical to the success of Junior Achievement. The JA program brings students an engaging, hands-on, experience through a unique delivery system.
- The programs are administered by a trained volunteer from your community who is willing to share his/her life experience with your class.

JA has programs for K – 12 through the following programs: Elementary School Programs; Middle Grades Programs; High School Programs; Junior Achievement Globally Distributed Programs; and JA Lights the Way with the Capstone Experience.

Our conclusion: What would work: JA appears to be the one of the most comprehensive entrepreneurship programs available; Caters to the age groups (middle school – high school) that we are targeting. What may not work: Requires sustained teacher and volunteer involvement to be effective; Programs primarily based on physical world teaching with little virtual presence.

The last program we examined further on the national level was **BizKid\$**. The City of Rochester Bureau of Recreation's Biz Kid\$ program provides interactive, applied business and entrepreneurial education to city youth ages 10-18. It caters mainly to students from low-income homes as 80% of Rochester School District students are eligible for free or reduced price lunches. (Program target audience is therefore similar to NFTE's).

The program consists of various components:

- **BizKid\$ Camp**: A week long camp attended by 20-25 students between the ages of 10-18 which is held 4 times per year during school breaks.
- **BizKid\$ Real**: is a collaboration between the City of Rochester Bureau of Recreation's Biz Kid\$ program, the Rochester Public Market, the Credit Education Bureau and the New York State Farmers Market Federation. A team of approximately 12 youth are tasked with creating a healthy snack made of New York State produce to be packaged and sold at the Rochester Public Market and the New York State Fair. The team must go through all of the steps typical to business development including planning, research, production, marketing and sales. Participants meet on a monthly basis from January to June at which time they become paid employees under the City of Rochester's Summer of Opportunities program. At the same time team members receive education on

- several financial topics including banking, budgeting, building wealth, wise spending, financial planning, credit and debt.
- **BizKid\$ Beyond:** Graduates of the Biz Kid\$ camp are invited to attend special one day seminars held four to six times throughout the year to deepen their understanding of entrepreneurship as well as keep them excited about starting their businesses. Typical sized groups of 30 participants gain hands on experience in fields such as supply and demand, banking and credit, taxes and licenses, product design, business management and customer relations. Topics are supplemented by field trips to local companies which have a professional focus in one of the fields or simulations such as creating a working economy or keeping a budget.

Our conclusion with this program: What works: the program is progressive and allows for continued growth, and it's very well structured and spans a vast array of entrepreneurial educational elements and mediums. What may not work: Focus on low-income youth; it also requires teacher involvement (although not during school time) and the program is primarily based on physical world teaching with little virtual presence. As with NFTE, there is no way of gaining access to the curriculum without actually purchasing it, making it difficult to determine any replicable components/modules for our model.

The state scan produced some locally designed programs (including BizKid\$), as well as Junior Achievement, NFTE, and FBLA. Many of the programs share common approaches to engaging youth in entrepreneurship. All three of these programs represent best practices as utilized in other programs throughout the state, such as offering:

- An entrepreneurial challenge;
- An incubator environment;
- Presentation skill practice before simulated or real groups of investors;
- A way to embed the program into an existing system to ensure continuity;
- An opportunity to teach others how to teach the program to ensure a consistent stream of educators; and
- The need for a committed leadership in order for the program to be a success.

For details on the New York State entrepreneurship programs we assessed, see Attachment B.

For the local scan, the project team broke off into a sub-group, which developed a survey tool ([www.surveymonkey.com](http://www.surveymonkey.com)) to distribute to youth service providers, school districts, BOCES, Cornell Cooperative Extensions, Boys and Girls Clubs, Kiwanis Clubs, Rotary Clubs, and faith based organizations (See Attachment C). Developing a distribution list for the electronic survey was more time consuming than anticipated, but

we were able to tap into several large organization's distribution lists. Approximately 100 surveys were distributed and the group received 34 responses. To supplement the survey tool, we also conducted qualitative surveys, including individual interviews with key representatives of the community that would provide a cross-section of the sample (i.e. school district-rural, school district-urban, school district-suburban, Orange-Ulster BOCES and Putnam Northern Westchester-BOCES.)

The full summary of the survey monkey responses can be viewed in Attachment D. The noteworthy highlights included:

Of the 34 responders:

- 17% put a high priority on the development of young entrepreneurs any way possible, 35% would like to support youth entrepreneurship but other services take precedence, and 32% support youth entrepreneurship based on available resources. However, 100% felt that cultivating the entrepreneurial spirit of the Mid Hudson Valley should be a priority;
- 33% of the organizations have a youth entrepreneurial training program;
- Existing programs focus on grades 9-12;
- The costs per participant average \$5,000-\$8,000;
- Funding sources for their existing services are mostly state grants, and fundraising;
- Most existing programs are replicable;
- 88% of the responders provide community service programs built around business skill building;
- Community service programs are funded primarily by state and county funds, with foundation funding a close third;
- Programs that responders felt were working at the local, state, national level that could be replicated in this region included: NFTE, The Green Teen Community Gardening Program, Y Teen Leaders Club, L.I.F.T. Leadership Program for Teens, FBLA, WISE Program Mentoring program, Junior Leadership Orange, Upward Basketball, Assertive Leadership Training, GET, Youth Build and the cooperative business model such as Mondragon Cooperative in Spain, Equal Exchange Cooperative in Boston and The Entre-Prep program in NYC;
- The most common obstacle mentioned regarding developing the young entrepreneur was a lack of funding; and
- Responders felt the top resources in the Hudson Valley to be utilized to achieve this effort were: the colleges, our proximity to NYC, a large volunteer population (retirees), and organizations like the Chamber, BOCES, 4-H, the faith community, youth bureaus, YMCA and Scouts, as providers for reaching youth.

NFTE was highlighted in the survey monkey as a positive resource. However, it is important to note than in our interview with Putnum Northern Westchester BOCES, we

came to understand that NFTE's mission had changed and that they will now only work with schools where 50% of the population has free/reduced lunch. This indicated for us, that NFTE did not offer enough flexibility to do a comparison across three different demographics, as the project had intended.

In addition, while NFTE was well supported by the survey respondents, this is primarily the demographic that they serve. The team felt that the survey results were also indicative that, for the responding organizations, there may be a lack of awareness, regarding alternative programming.

One of the individual interviews led us to another program: **Virtual Enterprises International** (See Attachment E). Laura Quigley uncovered this program during her interview with Wendy Levinson, head of the Business Department at Monticello High School and Director of the Monticello Academy of Finance.

Origin: After visiting practice firms in Vienna, Austria in 1994 and observing the benefits of this instructional model, the New York City High School Superintendents spearheaded the development of practice firms (virtual enterprises) in seven New York City public high schools—the first program of its kind in the United States. The Virtual Enterprise Program in New York City public schools has drawn national attention as an applied learning instructional model for business, economics, finance and career education. The concept has grown in the United States to include programs in over 500 secondary and post-secondary institutions.

Because the program employs a student-centered approach to learning that emphasizes project-based, collaborative learning, the teacher's primary responsibility is to guide and direct student learning, not to deliver a daily prescribed lesson.

With the guidance of a teacher-facilitator and a business partner, VEI students establish and manage a virtual company, conducting business with other "firms" domestically and internationally. Students are involved in all aspects of running the business, including human resources, accounting, product development, production, distribution, marketing, and sales. Students are assigned to work in different departments, typically Administration, Accounting/Finance, Sales, Marketing, Human Resources and IT. The class selects a CEO and managers who oversee each department. Working in teams to make decisions about how to complete their departmental tasks in support of company goals and objectives, students learn from both their successes and mistakes.

VEI firms conduct business across a network of 5,000 student-run companies spanning 40 countries and a breadth of products and services - from banking, insurance and technology to publishing, advertising, cosmetics, tourism and fashion. The following link

provides guidance on how to establish a VEI program: <http://veinternational.org/get-involved/start-a-ve-program/>

A key and noteworthy element of this program is that because VEI is a Career and Technical Education program, schools that implement it may be eligible to receive VTEA (Carl D. Perkins Career and Technical Education Improvement Act) funding to support costs associated with the program including a specialized laboratory that mirrors a professional office environment. The Monticello Academy of Finance has been considering this program and they have visited the John F Kennedy School in the Bronx to see it in action.

There are a number of aspects that we find particularly appealing with regards to VEI and which are listed elsewhere in this document. In our opinion, the single most important differentiators are that VEI does not focus on students in a specific social demographic, and in the VEI learning environment, the teacher's role changes from "sage on the stage" to "guide on the side."

During our research, we also considered how some of these models were funded. We found that the Kaufman Foundation, consistent with its vision to foster "a society of economically independent individuals who are engaged citizens, contributing to the improvement of their communities" focuses its grant making and operations on two areas: advancing entrepreneurship and improving the education of children and youth. Further examination of the programs, revealed one commonality -the Foundation had provided seed money to each of the national programs that we highlighted in the search.

### Conclusion:

- The programs analyzed above consist of the most comprehensive programs that we uncovered in our national, state and local scans.
- Based on the varying needs, resources and demographics across the seven county region, we opted to pilot a program in three school districts: Monticello (Academy of Finance) representing rural, Newburgh Enlarged City School District representing urban and Ossining Union Free School District representing suburban. These schools were also chosen because during individual interviews, they expressed a willingness to host.
- A review of these and other programs not contained in the analysis indicates that there is not a single program available that is purely internet based and 100% self directed. Every program requires substantial involvement of teaching staff and most of them require a classroom setting for at least a portion of the program. VEI comes closest to meeting these requirements.

- Junior Achievement in general appears to be the most well-rounded and successful. JA's local presence is in Tarrytown, NY. Both NFTE and BizKid\$ focus on low to moderate income students and, although both appear to be very successful in their own right, BizKid\$ seems like a better proposition for low-to-moderate-income students due to its comprehensiveness. Yet again, however; these are not self directed or virtual.

In our opinion, VEI offers the best solution for developing entrepreneurship in our region for the following reasons:

- It appears to be the most comprehensive and cutting-edge program of its kind available at present;
- It isn't targeted at any single student demographic other than being focused on high school and college students;
- It can be delivered as a standalone program or as a capstone course to a Career Academy or Small Learning Center.
- Teacher participation is required to be of a guiding rather than a teaching nature;
- It emphasizes college and career readiness through project-based collaborative learning; and
- It offers a truly global approach to entrepreneurship. Through its participation in PEN INTERNATIONAL (Practice Entrepreneurship Network), the U.S. Network maintains international contacts to support international commerce as well as student and teacher exchanges.

We propose implementing VEI in each of the three school districts ready to participate: (Monticello, Newburgh, Ossining) and evaluate the program over a period of three years. The program implementation cost is \$95,465 for 75 students (25 per district), over three years, which is a cost of \$1,272.87 per student to participate in the program. (See Attachment F.)

#### Recommended Next Steps:

##### **Phase I: Months 0-3:**

- 1.) Finalizing school commitments and identifying potential funding sources. (This would include: school contributions, donations, investors, foundation and other grants.)
- 2.) Set up an organizational meeting with the Pattern Fellows Team, key educational stakeholders (i.e. business chairs, supervisors, teachers/guidance counselors) and, if possible, potential funders to propose how to launch.
- 3.) Establish an implementation schedule.
- 4.) Secure school board approvals, if required.

5.) Set-up meetings with VEI personnel, including a site visit to an operating program.

## **Phase II: Months 4-11:**

### Short term goals:

- 1.) Get funding commitments
- 2.) Have each school complete the Memorandum of Intent to VEI
- 3.) Register staff for summer professional development
- 4.) Begin building laboratory sites
- 5.) Identify potential students
- 6.) Uniform metrics in place

Uniform Metrics: VEI recommends the school district convene a “self-study” team comprised of relevant stakeholders to review the program and evaluate how the program aligns to the goals and objectives of the school and/or district. After the implementing teachers attend training, however, the Pattern Fellows also recommend that self study teams from each school district collaborate and agree to a common set of metrics/benchmarks, in order to facilitate evaluation across the three demographic areas.

The team’s suggested metrics:

- How many spots were offered?
- Enrollment at the start vs. at the end
- Who enrolled (socioeconomics, race, GPA)
- Was a great idea identified by a participant?
- Will the host school continue the program? Expand it?
- Number of grants/sponsorships received by pilot and future projects
- Recognition of pilot program participants by VEI and other institutions/organizations / Special achievements?
- A similar comparison in years 2 & 3 to measure growth of the initial pilot programs

From a macro perspective:

- How many programs in the region at the commencement of our pilots (we’re starting with 3) vs. in years 4, 5 & 6?

After the initial training, the teachers may want to add additional metrics. In addition, we are recommending that the key stakeholders develop a way to follow-up and compare progress or challenges during implementation as well. Minimally, they should set up a method to communicate monthly, and even more frequently during the initial start-up.

## Participant Evaluation

An important part of our project is the inclusion of the region's youth. Their voices are critical to any success we hope to achieve in creating a regional network of entrepreneurial programs. Again, while VEI conducts participant surveys, we are recommending our own survey of participating youth to understand from their perspective how it operated within their school district.

- What did students think was the most valuable aspect of the program?
- Were there challenges to participating?
- Was a venture of any kind started as a result of this class? If so, will they continue with that?
- Will participants look to take additional courses in this area?
- Will they go to college to pursue a related field?
- What changes would they like to see made to the program?

## Phase III: Beyond Month 11

### Long term goals:

- Roll out September 2013;
- Ongoing data collection and analysis;
- Expansion of program to other school districts in Hudson Valley region; and
- Expansion of the program to other schools in the region to begin building a entrepreneurial network for Hudson Valley youth.

### Summary

*This project brought together five individuals from within the region with different careers, experiences and perspectives. We came together around the goal of finding an innovative and entrepreneurial youth program that could be piloted in the Hudson Valley. We went from initially designing a program as though we were programmers with an unlimited budget (and time) to confusion, then moved on to frustration, retreated to our respective corners took some deep collective breaths and came together around our proposal. During this time our project mentor, Jonathan Drapkin, acted as cop, coach and consultant when necessary.*

*This process is reflective of what it is like to work regionally. There are great ideas, not so great ideas, conflicting schedules, conflicting priorities, laughter and tension and hopefully a good dose of reality ending with a project or product that is solid and represents the best of everyone.*

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**ATTACHMENT A  
Additional Research**

In our search to find programs to support youth entrepreneurship, we researched the Kaufmann Organization. They have many strands of involvement aimed at achieving their vision-“A society of economically independent individuals who are engaged citizens, contributing to the improvement of their communities,” and mission, “To help individuals attain economic independence by advancing educational achievement and entrepreneurial success, consistent with the aspirations of our founder, Ewing Marion Kauffman.”

There are links on the Kauffman website to local and national programs they support, on-line games for young people that cultivate entrepreneurial attitudes and behaviors, regional and national competitions, as well as research aimed at better understanding the most effective methods to achieve their vision and mission. A report from the World Economic Forum’s Global Education Initiative (GEI) entitled *Educating the Next Wave of Entrepreneurs* is available through a link on their site. The report identifies some key aspects worthy of consideration as we seek, on a smaller regional scale, to achieve some of the same results as Kauffman does.

Some highlights from the Key Findings of the Report chapter: Entrepreneurship Education for Youth, ages 6-24 include:

Change must occur primarily in the public systems of education and youth development.

Promising practices in youth entrepreneurship education include:

- Celebrating the entire range of a learner’s talents without reducing anyone simply to a grade point average or test score or IQ.
- Rewarding the diversity of approaches that emerge from individuals working to meet the needs of others
- Focusing on such fundamentals as: the joy of business, responsible wealth creation and ownership, and a commitment to community and service to others; market opportunity recognition and research; empathy (‘walk in your customer’s shoes’); comparative advantage; laws of supply and demand; marginal utility (‘economies of one unit’); return on investment and break-even calculation; compound interest (‘rule of 72’)
- Teaching entrepreneurial skills to others, because the best way to confirm and demonstrate mastery is to teach a skill

Curriculum for the most successful youth entrepreneurship programs includes many or all of the following activities, typically with clear learning objectives tied to them, with pre- and post-reflective sessions and evaluations, which frequently take place out of the classroom

- Simulations and games
- Interactive teamwork and group activities
- Direct, action-oriented market research
- Student buying and selling events, using real money
- Field trips to local businesses, especial entrepreneurial ventures
- Entrepreneurs or venture funders as guest speakers

- Business plan competitions, with business people as judges
- Student-run businesses

Students need to visualize and plan for their business, by creating and presenting a business plan.

Technology/multimedia/digital tools can offer rich learning possibilities.

Maintaining close interaction with entrepreneurs is critical.

Find, train, and support the right teachers, who themselves are entrepreneurial in their teaching techniques and are able to engage young learners in the necessary experiential activities.

We have utilized this report's findings and recommendations to evaluate the strength of the programs we considered for implementation.

\*\* Above citations are taken from the World Economic Forum's Global Education Initiative's (GEI) report, entitled *Educating the Next Wave of Entrepreneurs* in the "Key Findings of the Report-Youth" section.

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**ATTACHMENT B  
State Scan**

## **Biz Kid\$ Program developed for the City of Rochester**

### **Spoke with Crisitina**

BizKid\$ Coordinator

400 Dewey Avenue

Rochester, NY 14613

(585) 428-7371

Rochester started the program in 1999, originally as the Biz Kid\$ Camp

They purchased this program, but ended up customizing their program for the needs of the city and the youth that were participating

The camp runs for a week at a time during school breaks and targets kids 10-18.

It is offered free to city kids, and at a nominal fee for those living in the suburbs.

It includes free breakfast and lunch, and runs from 9-5, Monday through Friday during the break weeks.

### **1-Biz Kid\$ Camps-**

Youth create their own business plan. At the end of camp, they present to local judges and compete for cash prizes. Each child develops his/her own plan, or they can partner. They focus on a realistic service they can provide right in their own community (i.e. babysitting, food, crafts.) Local business professionals serve as judges.

**Cost for the program: \$30,000 to run 4 camps, 20-30 kids/camp over two school breaks, plus 30+ for two summer camps 10-13 year olds and 13-18 year olds. This does not include the cost of the coordinator who is paid through the City Recreation Dept.'s budget (\$15,000 for the year).**

### **2-Biz Kid\$ and Beyond Program-**

These are half-day seminars offered 4-6 times per year for camp graduates. They work on a specific business concept they may come up with and get into more detailed aspects of bringing that service or product to market. This includes such areas of study as packaging, marketing/social marketing, Sim Biz (a business simulation model), customer service. Depending on what the instructors are seeing as an outgrowth of the camps that year, they determine which seminars to offer. This is also an opportunity for the youth to network with local entrepreneurs.

**Cost: \$5,000 for 1 year of seminars (does not include part time coordinator, see #1)**

### **3-Biz Kid\$ Real-**

This is a youth led business team, started in 2009 with graduates of the two previously mentioned programs. 12 kids were hired to create a healthy snack product line with NYS produce. They developed the Vive product line which included 2 fruit juices-, fruit kabobs, and fruit cups. They sold them at different venues. All proceeds go back to development of the program. They created a product, produced it, implemented it in the market, and had to participate in all aspects of product development, marketing and sales. 12 youth are hired each summer as part of the Summer of Opportunity youth employment program.

**Cost: \$35,000 for one summer (does not include part time coordinator, see #1.)**

Instructors for the program come from the community, Americorps volunteers, local College Students, Trained staff. Longtime instructors from the program and Credit Education Bureau employees host trainings for new recruits who go and run and teach at the camps.

Christina's thoughts:

Easily replicable. Curriculum is excellent, really interactive.

Understands after-school programming. Altsy, they provide training for instructor on how to implement the curriculum. They have sold a few.

Successful in community-based setting. Professional youth workers who do not work in schools. Meet youth where they are at. Biz Kid\$ placed in agency vs. school is preferable. Curriculum meets needs of the type of youth that come to the program, i.e. kids that come to rec. centers. In past, there was a matching savings account the kids could open with discounted rates. If they successfully sold their product in the farmers market, they could put it into their savings accounts.

They learn public speaking, professional presentations, business math, and accounting.

They have done some pre and post testing.

Funding sources have included the Talk Foundation, CDBG funds, Fairridge Foundation, in-kind support from their partners (Catholic Family Center, Credit Education Bureau, Americorps, Rochester Public Market, New York State Farmers Market Federation, Arch of Memrel)

**Cost to purchase The Biz Kid\$ Camp curriculum, license, and complete instructor training: \$2,000 + travel for training of instructors.**

<http://www.ocmboces.org/teacherpage.cfm?teacher=1646>

## Youth Entrepreneurship

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- The Coleman Foundation - [http://www.colemanfoundation.org/youth\\_entrepreneurship.html](http://www.colemanfoundation.org/youth_entrepreneurship.html)
- Global Youth Economic Opportunities Conference. September 7<sup>th</sup> – 9<sup>th</sup> Washington, DC - <http://www.youtheconomicopportunities.org/>
- Jacobson Institute for Youth Entrepreneurship – <http://www.jacobsoninstitute.org/>
- Kaufmann Foundation - <http://www.kauffman.org/entrepreneurship/youth-entrepreneurship.aspx>
- Making Cents International: Helping You Build a Legacy of Economic Opportunities - <http://www.makingcents.com/>
- National Foundation for Teaching Entrepreneurship - <http://www.nfte.com/>
- State of the Field in Youth Enterprise, Employment & Livelihoods Development, A Guide for Programming, Policymaking and Partnership Building - <http://www.ocmboces.org/tfiles/folder1646/2011StateoftheFieldPub.pdf>
- United States Department of Labor - <http://www.dol.gov/odep/pubs/fact/entrepreneurship.htm>
- US Hispanic Youth Entrepreneur Education - <http://ushyee.org/>
- Western Help for Egyptian Entrepreneurs (Article) - <http://www.theglobeandmail.com/report-on-business/small-business/start/business-planning/western-help-for-egyptian-entrepreneurs/article2093615/>
- Why New Graduates should consider Entrepreneurship? (Article) - <http://money.usnews.com/money/careers/articles/2011/07/12/why-new-graduates-should-consider-entrepreneurship>
- Youth-Inclusive Financial Services (YFSLINK.org) Highlights - <http://www.yfslink.org/>

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**Juan Oelofse**

**Laura Quigley**

**Julie Richmond**

**ATTACHMENT C  
Youth Entrepreneurship Survey**

## Youth Entrepreneurship

[Exit this survey](#)

**1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in community service, work experience, internships, and business clubs. Please complete the following survey to assist us with the collection of this information on a regional basis.**

<b>Name:</b>	<input type="text"/>
<b>Company:</b>	<input type="text"/>
<b>Address:</b>	<input type="text"/>
<b>City/Town:</b>	<input type="text"/>
<b>ZIP:</b>	<input type="text"/>
<b>County</b>	<input type="text"/>
<b>Email Address:</b>	<input type="text"/>
<b>Phone Number:</b>	<input type="text"/>

**2. Does your organization categorize the development of young entrepreneurs as a priority? (check all that apply)**

- Not at all
- We try to support youth entrepreneurship, but other services take precedence.
- We support youth entrepreneurship intermittently, depending on funding levels and staff resources.
- We always put a high priority on developing youth entrepreneurship, any way possible.

**3. Does your organization have an entrepreneurial training program for youth?**

- Yes  No

**4. If yes, who is the target population? (check all that apply) If no, skip to number 9.**

- Grades K-5
- Grades 6-8

- Grades 9-12
- Out of school up to age 18

Other (please specify)

**5. How long has the program been in existence?**

- Still in planning stages
- Less than six months
- 6 months to 1 year
- 2 to 5 years
- 6 to 9 years
- 10 or more years

**6. What is the cost per participant for the program?**

- Less than \$5,000
- \$5,000 to \$8,000
- \$8,000 to \$10,000
- Over \$10,000
- I don't know

Other (please specify)

**7. What types of funding do you receive for this entrepreneurial training program?  
(check all that apply)**

- Federal Grants
- State Grants
- County
- Municipal (village/town/city)
- Foundation Funding
- Private Funding
- Fundraising

Comments

**8. Is the program replicable?**

- Yes
- No

Other (please specify)

**9. Does your organization provide other types of programs built around business skill building? (Check all that apply)**

- Internships
- Work experience
- Community service
- Academic competition (i.e. programs like "Odyssey of the Mind")

Other (please specify)

**10. If yes, who is the target population? (Check all that apply) If no, skip to number 15.**

- Grades K-5
- Grades 6-8
- Grades 9-12
- Out of school up to age 18

Other (please specify)

**11. How long has the program been in existence?**

- Still in planning stages
- Less than six months
- 6 months to 1 year
- 2 to 5 years
- 6 to 9 years
- 10 or more years

**12. What are your categories of funding? (check all that apply)**

- Federal Grants
- State Grants
- County
- Municipal (village/town/city)
- Foundation Grants
- Private Funding
- Fundraising

Comments

**13. What is the cost per participant of the program?**

- Less than \$5,000
- \$5,000 to \$8,000
- \$8,000 to \$10,000
- Over \$10,000
- I don't know

Other (please specify)

**14. Is the program replicable?**

- Yes
- No

Other (please specify)

**15. To better cultivate the young entrepreneurial spirit in the Mid-Hudson Valley, please describe programs or aspects of programs that you feel are working. Please include any successful programs you are aware of (at the local, state and national level) that you think could be replicated in this region.**

**16. What do you see as the challenges to developing an environment in which we encourage the young entrepreneur in the Mid Hudson Valley?**

**17. List the top three resources in the community that you feel are helping to encourage youth to stay in the Mid Hudson Valley when they become adults.**

Top Resource

Second Resource

Third Resource

**18. Do you think that cultivating the entrepreneurial spirit of the Mid Hudson Valley should be a priority?**

Yes

No

Other (please specify)

**19. If yes, would your organization be willing to participate as part of a pilot?**

Yes, if a funding was made available for a program.

Yes, even if funding was not available.

No

Done

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Create your own [free online survey](#) now!



**Hudson Valley Youth Innovation Initiative  
Mid Hudson Pattern Fellows Team:**

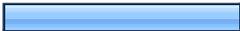
Dana Levenberg  
Melissa McCoy  
Juan Oelofse  
Laura Quigley  
Julie Richmond

**ATTACHMENT D  
Youth Entrepreneurship Survey Results**

1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in community service, work experience, internships, and business clubs. Please complete the following survey to assist us with the collection of this information on a regional basis.

		Response Percent	Response Count
Name:		100.0%	34
Company:		100.0%	34
Address:		97.1%	33
City/Town:		100.0%	34
ZIP:		100.0%	34
County		100.0%	34
Email Address:		97.1%	33
Phone Number:		94.1%	32
		<b>answered question</b>	<b>34</b>
		<b>skipped question</b>	<b>0</b>

**2. Does your organization categorize the development of young entrepreneurs as a priority?  
(check all that apply)**

		Response Percent	Response Count
Not at all		17.6%	6
<b>We try to support youth entrepreneurship, but other services take precedence.</b>		<b>35.3%</b>	<b>12</b>
We support youth entrepreneurship intermittently, depending on funding levels and staff resources.		32.4%	11
We always put a high priority on developing youth entrepreneurship, any way possible.		17.6%	6
		<b>answered question</b>	<b>34</b>
		<b>skipped question</b>	<b>0</b>

**3. Does your organization have an entrepreneurial training program for youth?**

		Response Percent	Response Count
Yes		33.3%	11
<b>No</b>		<b>66.7%</b>	<b>22</b>
		<b>answered question</b>	<b>33</b>
		<b>skipped question</b>	<b>1</b>

**4. If yes, who is the target population? (check all that apply) If no, skip to number 9.**

		Response Percent	Response Count
Grades K-5		27.3%	3
Grades 6-8		45.5%	5
<b>Grades 9-12</b>		<b>81.8%</b>	<b>9</b>
Out of school up to age 18		0.0%	0
	Other (please specify)		2
<b>answered question</b>			<b>11</b>
<b>skipped question</b>			<b>23</b>

**5. How long has the program been in existence?**

		Response Percent	Response Count
Still in planning stages		0.0%	0
Less than six months		0.0%	0
6 months to 1 year		8.3%	1
<b>2 to 5 years</b>		<b>41.7%</b>	<b>5</b>
6 to 9 years		25.0%	3
10 or more years		25.0%	3
<b>answered question</b>			<b>12</b>
<b>skipped question</b>			<b>22</b>

## 6. What is the cost per participant for the program?

		Response Percent	Response Count
Less than \$5,000		27.3%	3
\$5,000 to \$8,000		18.2%	2
\$8,000 to \$10,000		0.0%	0
Over \$10,000		0.0%	0
<b>I don't know</b>		<b>54.5%</b>	<b>6</b>
	Other (please specify)		2
<b>answered question</b>			<b>11</b>
<b>skipped question</b>			<b>23</b>

### 7. What types of funding do you receive for this entrepreneurial training program? (check all that apply)

		Response Percent	Response Count
Federal Grants		12.5%	1
<b>State Grants</b>		<b>62.5%</b>	<b>5</b>
County		37.5%	3
Municipal (village/town/city)		12.5%	1
Foundation Funding		50.0%	4
Private Funding		37.5%	3
<b>Fundraising</b>		<b>62.5%</b>	<b>5</b>

Comments 5

answered question 8

skipped question 26

### 8. Is the program replicable?

		Response Percent	Response Count
Yes		100.0%	11
No		0.0%	0

Other (please specify) 1

answered question 11

skipped question 23

**9. Does your organization provide other types of programs built around business skill building? (Check all that apply)**

		Response Percent	Response Count
Internships		52.0%	13
Work experience		40.0%	10
<b>Community service</b>		<b>88.0%</b>	<b>22</b>
Academic competition (i.e. programs like "Odyssey of the Mind")		12.0%	3
	Other (please specify)		9
<b>answered question</b>			<b>25</b>
<b>skipped question</b>			<b>9</b>

**10. If yes, who is the target population? (Check all that apply) If no, skip to number 15.**

		Response Percent	Response Count
Grades K-5		8.0%	2
Grades 6-8		44.0%	11
<b>Grades 9-12</b>		<b>96.0%</b>	<b>24</b>
Out of school up to age 18		20.0%	5
	Other (please specify)		4
<b>answered question</b>			<b>25</b>
<b>skipped question</b>			<b>9</b>

## 11. How long has the program been in existence?

		Response Percent	Response Count
Still in planning stages		0.0%	0
Less than six months		0.0%	0
6 months to 1 year		17.9%	5
2 to 5 years		17.9%	5
6 to 9 years		28.6%	8
<b>10 or more years</b>		<b>35.7%</b>	<b>10</b>
<b>answered question</b>			<b>28</b>
<b>skipped question</b>			<b>6</b>

## 12. What are your categories of funding? (check all that apply)

		Response Percent	Response Count
Federal Grants		33.3%	7
<b>State Grants</b>		<b>66.7%</b>	<b>14</b>
County		52.4%	11
Municipal (village/town/city)		23.8%	5
Foundation Grants		47.6%	10
Private Funding		38.1%	8
Fundraising		42.9%	9
Comments			11
<b>answered question</b>			<b>21</b>
<b>skipped question</b>			<b>13</b>

### 13. What is the cost per participant of the program?

		Response Percent	Response Count
Less than \$5,000		33.3%	8
\$5,000 to \$8,000		8.3%	2
\$8,000 to \$10,000		12.5%	3
Over \$10,000		0.0%	0
<b>I don't know</b>		<b>45.8%</b>	<b>11</b>
	Other (please specify)		5
<b>answered question</b>			<b>24</b>
<b>skipped question</b>			<b>10</b>

### 14. Is the program replicable?

		Response Percent	Response Count
Yes		100.0%	23
No		0.0%	0
	Other (please specify)		4
<b>answered question</b>			<b>23</b>
<b>skipped question</b>			<b>11</b>

**15. To better cultivate the young entrepreneurial spirit in the Mid-Hudson Valley, please describe programs or aspects of programs that you feel are working. Please include any successful programs you are aware of (at the local, state and national level) that you think could be replicated in this region.**

	Response Count
	25
answered question	25
skipped question	9

**16. What do you see as the challenges to developing an environment in which we encourage the young entrepreneur in the Mid Hudson Valley?**

	Response Count
	25
answered question	25
skipped question	9

**17. List the top three resources in the community that you feel are helping to encourage youth to stay in the Mid Hudson Valley when they become adults.**

		Response Percent	Response Count
Top Resource		100.0%	24
Second Resource		87.5%	21
Third Resource		62.5%	15
	answered question		24
	skipped question		10

**18. Do you think that cultivating the entrepreneurial spirit of the Mid Hudson Valley should be a priority?**

		Response Percent	Response Count
Yes		100.0%	27
No		0.0%	0
	Other (please specify)		5
answered question			27
skipped question			7

**19. If yes, would your organization be willing to participate as part of a pilot?**

		Response Percent	Response Count
Yes, if a funding was made available for a program.		87.0%	20
Yes, even if funding was not available.		13.0%	3
No		0.0%	0
answered question			23
skipped question			11



**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

1

Name:	Jillian Rahm	May 23, 2012 9:34 AM
Company:	RMM Youth Economic Group	May 23, 2012 9:34 AM
Address:	81 S Main Street	May 23, 2012 9:34 AM
City/Town:	Liberty	May 23, 2012 9:34 AM
ZIP:	12754	May 23, 2012 9:34 AM
County	Sullivan	May 23, 2012 9:34 AM
Email Address:	jillian.rahm@gmail.com	May 23, 2012 9:34 AM
Phone Number:	845-798-8275	May 23, 2012 9:34 AM

2

Name:	Shirley Adams	May 22, 2012 2:29 PM
Company:	Catherine Street Community Ctr. Inc.	May 22, 2012 2:29 PM
Address:	69 Catharine Street	May 22, 2012 2:29 PM
City/Town:	Poughkeepsie	May 22, 2012 2:29 PM
ZIP:	12601	May 22, 2012 2:29 PM
County	Dutchess	May 22, 2012 2:29 PM
Email Address:	sadams@catherinecenter.org	May 22, 2012 2:29 PM
Phone Number:	(845)473-2272	May 22, 2012 2:29 PM

3

Name:	Supriya Sharma	May 17, 2012 12:22 PM
Company:	Student, Walter Panas HS	May 17, 2012 12:22 PM
Address:	300 Croton Ave.	May 17, 2012 12:22 PM
City/Town:	Cortlandt Manor	May 17, 2012 12:22 PM
ZIP:	10567	May 17, 2012 12:22 PM
County	Westchester	May 17, 2012 12:22 PM
Email Address:	supriya.sharma94@hotmail.com	May 17, 2012 12:22 PM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

4

Name:	Joshua Mandel	May 17, 2012 9:30 AM
Company:	Ossining High School	May 17, 2012 9:30 AM
Address:	29 S. Highland Ave.	May 17, 2012 9:30 AM
City/Town:	Ossining	May 17, 2012 9:30 AM
ZIP:	10562	May 17, 2012 9:30 AM
County	Westchester	May 17, 2012 9:30 AM
Email Address:	jmandel@ossining.k12.ny.us	May 17, 2012 9:30 AM
Phone Number:	914-762-5760 x2301	May 17, 2012 9:30 AM

5

Name:	Frank Fraley	May 10, 2012 8:59 AM
Company:	Mt. Vernon Chamber of Commerce	May 10, 2012 8:59 AM
Address:	P.O. Box 351	May 10, 2012 8:59 AM
City/Town:	Mt. Vernon	May 10, 2012 8:59 AM
ZIP:	10550	May 10, 2012 8:59 AM
County	Westchester	May 10, 2012 8:59 AM
Email Address:	ffraley@mtvernonchamber.org	May 10, 2012 8:59 AM
Phone Number:	914-486-4402	May 10, 2012 8:59 AM

6

Name:	Elyse Tenzer	May 4, 2012 8:22 AM
Company:	Alexander Hamilton Middle School	May 4, 2012 8:22 AM
Address:	98 S Goodwin Avenue	May 4, 2012 8:22 AM
City/Town:	Elmsford	May 4, 2012 8:22 AM
ZIP:	10523	May 4, 2012 8:22 AM
County	Westchester	May 4, 2012 8:22 AM
Email Address:	etenzer@elmsd.org	May 4, 2012 8:22 AM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

Phone Number:	5162411052	May 4, 2012 8:22 AM
7		
Name:	Helanna Bratman	Apr 20, 2012 10:21 PM
Company:	Cornell Cooperative Extension DC	Apr 20, 2012 10:21 PM
Address:	23 W. Center Street	Apr 20, 2012 10:21 PM
City/Town:	Beacon	Apr 20, 2012 10:21 PM
ZIP:	12508	Apr 20, 2012 10:21 PM
County	Dutchess	Apr 20, 2012 10:21 PM
Email Address:	hgb4@cornell.edu	Apr 20, 2012 10:21 PM
Phone Number:	845-831-4287	Apr 20, 2012 10:21 PM
8		
Name:	Shawn Thomas	Apr 18, 2012 12:43 PM
Company:	YMCA of Middletown	Apr 18, 2012 12:43 PM
Address:	81 Highland Ave.	Apr 18, 2012 12:43 PM
City/Town:	Middletown	Apr 18, 2012 12:43 PM
ZIP:	10940	Apr 18, 2012 12:43 PM
County	Orange	Apr 18, 2012 12:43 PM
Email Address:	sthomas@middletownymca.org	Apr 18, 2012 12:43 PM
Phone Number:	(845) 956-1512	Apr 18, 2012 12:43 PM
9		
Name:	Casey Hons	Apr 18, 2012 8:43 AM
Company:	Family Services, Inc.	Apr 18, 2012 8:43 AM
Address:	29 North Hamilton Street	Apr 18, 2012 8:43 AM
City/Town:	Poughkeepsie	Apr 18, 2012 8:43 AM
ZIP:	12601	Apr 18, 2012 8:43 AM
County	Dutchess	Apr 18, 2012 8:43 AM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

Email Address:	chons@familyservicesny.org	Apr 18, 2012 8:43 AM
Phone Number:	845-452-1110 ext 3112	Apr 18, 2012 8:43 AM
10		
Name:	Valerie Swan	Apr 17, 2012 5:23 PM
Company:	Peekskill Youth Bureau	Apr 17, 2012 5:23 PM
Address:	840 Main St.	Apr 17, 2012 5:23 PM
City/Town:	Peekskill	Apr 17, 2012 5:23 PM
ZIP:	10566	Apr 17, 2012 5:23 PM
County	Westchester	Apr 17, 2012 5:23 PM
Email Address:	vswan@cityofpeekskill.com	Apr 17, 2012 5:23 PM
Phone Number:	914-734-8418	Apr 17, 2012 5:23 PM
11		
Name:	Janeen Cunningham	Apr 16, 2012 3:18 PM
Company:	Putnam County Youth Bureau	Apr 16, 2012 3:18 PM
Address:	110 Old Route 6, Building Three	Apr 16, 2012 3:18 PM
City/Town:	Carmel	Apr 16, 2012 3:18 PM
ZIP:	10512	Apr 16, 2012 3:18 PM
County	Putnam	Apr 16, 2012 3:18 PM
Email Address:	janeen.cunningham@putnamcountyny.gov	Apr 16, 2012 3:18 PM
Phone Number:	845-808-1600 x46120	Apr 16, 2012 3:18 PM
12		
Name:	Clifton Heaton	Apr 16, 2012 1:32 PM
Company:	Peekskill rotary club	Apr 16, 2012 1:32 PM
City/Town:	Peekskill	Apr 16, 2012 1:32 PM
ZIP:	10567	Apr 16, 2012 1:32 PM
County	westchester	Apr 16, 2012 1:32 PM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

Email Address:	cliffheaton@optonline.net	Apr 16, 2012 1:32 PM
Phone Number:	914-737-5753	Apr 16, 2012 1:32 PM
13		
Name:	Angela Tuirk	Apr 15, 2012 7:16 AM
Company:	Orange County Department of Mental Health	Apr 15, 2012 7:16 AM
Address:	30 Harriman Dr	Apr 15, 2012 7:16 AM
City/Town:	Goshen	Apr 15, 2012 7:16 AM
ZIP:	10924	Apr 15, 2012 7:16 AM
County	Orange	Apr 15, 2012 7:16 AM
Email Address:	aturk@orangecountygov.com	Apr 15, 2012 7:16 AM
Phone Number:	845-291-2610	Apr 15, 2012 7:16 AM
14		
Name:	Greg Jaloszynski	Apr 14, 2012 10:53 AM
Company:	12th Rock Ministries	Apr 14, 2012 10:53 AM
Address:	680 Rte 211 E, Suite 3B-167	Apr 14, 2012 10:53 AM
City/Town:	Middletown	Apr 14, 2012 10:53 AM
ZIP:	10941	Apr 14, 2012 10:53 AM
County	Orange	Apr 14, 2012 10:53 AM
Email Address:	info@12throck.org	Apr 14, 2012 10:53 AM
Phone Number:	845-692-9092	Apr 14, 2012 10:53 AM
15		
Name:	susan murray tetz	Apr 13, 2012 6:16 PM
Company:	OUBOCES	Apr 13, 2012 6:16 PM
Address:	53 gibson rd	Apr 13, 2012 6:16 PM
City/Town:	goshen	Apr 13, 2012 6:16 PM
ZIP:	10924	Apr 13, 2012 6:16 PM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

County	orange	Apr 13, 2012 6:16 PM
Email Address:	susan.murray-tetz@ouboces.org	Apr 13, 2012 6:16 PM
Phone Number:	8452910200	Apr 13, 2012 6:16 PM
16		
Name:	Deborah Straughan	Apr 13, 2012 2:20 PM
Company:	Boys & Girls Club of Newburgh	Apr 13, 2012 2:20 PM
Address:	285 Liberty Street	Apr 13, 2012 2:20 PM
City/Town:	Newburgh	Apr 13, 2012 2:20 PM
ZIP:	12550	Apr 13, 2012 2:20 PM
County	Orange County	Apr 13, 2012 2:20 PM
Email Address:	deborahstraughan@bgccny.org	Apr 13, 2012 2:20 PM
Phone Number:	8454761904	Apr 13, 2012 2:20 PM
17		
Name:	Nancy Kosloski	Apr 13, 2012 2:20 PM
Company:	Bigf Brothers Big Sisters of Orange County	Apr 13, 2012 2:20 PM
Address:	253 South William Street	Apr 13, 2012 2:20 PM
City/Town:	Newburgh	Apr 13, 2012 2:20 PM
ZIP:	12550	Apr 13, 2012 2:20 PM
County	Orange	Apr 13, 2012 2:20 PM
Email Address:	nancy.kosloski@bbbsocny.org	Apr 13, 2012 2:20 PM
Phone Number:	845 562-5900	Apr 13, 2012 2:20 PM
18		
Name:	Denyse Variano	Apr 13, 2012 12:15 PM
Company:	Cornell Cooperative Extension	Apr 13, 2012 12:15 PM
Address:	18 Seward Ave	Apr 13, 2012 12:15 PM
City/Town:	Middleotwn	Apr 13, 2012 12:15 PM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

ZIP:	10940	Apr 13, 2012 12:15 PM
County	Orange	Apr 13, 2012 12:15 PM
Phone Number:	845 344 1234	Apr 13, 2012 12:15 PM
19		
Name:	Jodie L. Yankanin	Apr 11, 2012 4:17 PM
Company:	Orange-Ulster BOCES	Apr 11, 2012 4:17 PM
Address:	53 Gibson Road	Apr 11, 2012 4:17 PM
City/Town:	Goshen	Apr 11, 2012 4:17 PM
ZIP:	10924	Apr 11, 2012 4:17 PM
County	Orange	Apr 11, 2012 4:17 PM
Email Address:	jodie.yankanin@ouboces.org	Apr 11, 2012 4:17 PM
Phone Number:	845-291-0310	Apr 11, 2012 4:17 PM
20		
Name:	Thomas J. Manko	Apr 6, 2012 5:35 PM
Company:	Mahopac Central School District	Apr 6, 2012 5:35 PM
Address:	179 East Lake Boulevard	Apr 6, 2012 5:35 PM
City/Town:	Mahopac	Apr 6, 2012 5:35 PM
ZIP:	10541	Apr 6, 2012 5:35 PM
County	Putnam	Apr 6, 2012 5:35 PM
Email Address:	mankot@mahopac.k12.ny.us	Apr 6, 2012 5:35 PM
Phone Number:	845-628-3415	Apr 6, 2012 5:35 PM
21		
Name:	Barbara Scheibling	Apr 5, 2012 7:51 AM
Company:	Florida Union Free School District	Apr 5, 2012 7:51 AM
Address:	PO Box 757	Apr 5, 2012 7:51 AM
City/Town:	Florida	Apr 5, 2012 7:51 AM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

ZIP:	10921	Apr 5, 2012 7:51 AM
County	Orange	Apr 5, 2012 7:51 AM
Email Address:	bscheibling@floridaufsd.org	Apr 5, 2012 7:51 AM
Phone Number:	651-4546	Apr 5, 2012 7:51 AM

22

Name:	Lillian Gunther	Apr 4, 2012 8:20 PM
Company:	Palisades Free Library	Apr 4, 2012 8:20 PM
Address:	19 Closter Road	Apr 4, 2012 8:20 PM
City/Town:	Palisades	Apr 4, 2012 8:20 PM
ZIP:	10964	Apr 4, 2012 8:20 PM
County	Rockland	Apr 4, 2012 8:20 PM
Email Address:	lgunther@rcls.org	Apr 4, 2012 8:20 PM
Phone Number:	845-359-0136	Apr 4, 2012 8:20 PM

23

Name:	Annie Colonna	Apr 4, 2012 5:14 PM
Company:	Alcoholism & Drug Abuse Council	Apr 4, 2012 5:14 PM
Address:	POB 583	Apr 4, 2012 5:14 PM
City/Town:	Goshen	Apr 4, 2012 5:14 PM
ZIP:	10924	Apr 4, 2012 5:14 PM
County	Orange	Apr 4, 2012 5:14 PM
Email Address:	acolonna@adacinfo.com	Apr 4, 2012 5:14 PM
Phone Number:	845-294-9000 ext. 260	Apr 4, 2012 5:14 PM

24

Name:	David Zirilli	Apr 4, 2012 4:46 AM
Company:	Harmony Baptist Church	Apr 4, 2012 4:46 AM
Address:	1790 Route 211E	Apr 4, 2012 4:46 AM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

City/Town:	Middletown	Apr 4, 2012 4:46 AM
ZIP:	10941	Apr 4, 2012 4:46 AM
County	Orange	Apr 4, 2012 4:46 AM
Email Address:	dnrzir@frontiernet.net	Apr 4, 2012 4:46 AM
Phone Number:	845-692-6113	Apr 4, 2012 4:46 AM

25

Name:	David Jolly	Apr 3, 2012 3:24 PM
Company:	DSS	Apr 3, 2012 3:24 PM
Address:	11 Quarry Rd	Apr 3, 2012 3:24 PM
City/Town:	Goshen	Apr 3, 2012 3:24 PM
ZIP:	10924	Apr 3, 2012 3:24 PM
County	Orange	Apr 3, 2012 3:24 PM
Email Address:	DJolly@orangecountygov.com	Apr 3, 2012 3:24 PM
Phone Number:	845-291-4311	Apr 3, 2012 3:24 PM

26

Name:	Elizabeth Hobson	Apr 3, 2012 3:10 PM
Company:	The Nyack Library	Apr 3, 2012 3:10 PM
Address:	59 South Broadway	Apr 3, 2012 3:10 PM
City/Town:	Nyack, NY	Apr 3, 2012 3:10 PM
ZIP:	10960	Apr 3, 2012 3:10 PM
County	Rockland	Apr 3, 2012 3:10 PM
Email Address:	ehobson@nyacklibrary.org	Apr 3, 2012 3:10 PM
Phone Number:	845-358-3370	Apr 3, 2012 3:10 PM

27

Name:	Carol Chichester	Apr 3, 2012 12:35 PM
Company:	Orange County Youth Bureau	Apr 3, 2012 12:35 PM

**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

Address:	18 Seward Ave.	Apr 3, 2012 12:35 PM
City/Town:	Middletown	Apr 3, 2012 12:35 PM
ZIP:	10940	Apr 3, 2012 12:35 PM
County	Orange	Apr 3, 2012 12:35 PM
Email Address:	cchichester@orangecountygov.com	Apr 3, 2012 12:35 PM
Phone Number:	845-615-3620	Apr 3, 2012 12:35 PM

28

Name:	Christina Silvels	Apr 3, 2012 12:24 PM
Company:	Family Empowerment Council	Apr 3, 2012 12:24 PM
Address:	225 Dolson Ave	Apr 3, 2012 12:24 PM
City/Town:	Middletown	Apr 3, 2012 12:24 PM
ZIP:	10940	Apr 3, 2012 12:24 PM
County	orange	Apr 3, 2012 12:24 PM
Email Address:	csilvels@familyempowerment.org	Apr 3, 2012 12:24 PM
Phone Number:	845-467-5445	Apr 3, 2012 12:24 PM

29

Name:	Domanie Ragni	Apr 3, 2012 10:53 AM
Company:	Junior Leadership Orange	Apr 3, 2012 10:53 AM
Address:	1221 Rt 302	Apr 3, 2012 10:53 AM
City/Town:	Pine Bush	Apr 3, 2012 10:53 AM
ZIP:	12566	Apr 3, 2012 10:53 AM
County	Orange	Apr 3, 2012 10:53 AM
Email Address:	juniorleadershiporange@yahoo.com	Apr 3, 2012 10:53 AM
Phone Number:	845 457 1550	Apr 3, 2012 10:53 AM

30

Name:	Ruth Cecchetelli	Apr 3, 2012 9:30 AM
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**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

Company:	Community Alternatives and Interventions to Remand	Apr 3, 2012 9:30 AM
Address:	1997 route 17m upper	Apr 3, 2012 9:30 AM
City/Town:	Goshen	Apr 3, 2012 9:30 AM
ZIP:	NY	Apr 3, 2012 9:30 AM
County	10924	Apr 3, 2012 9:30 AM
Email Address:	rcecchetelli@swkey.org	Apr 3, 2012 9:30 AM
Phone Number:	845-421-2210	Apr 3, 2012 9:30 AM

31

Name:	Veronica Fernandez-Rogers	Apr 3, 2012 8:59 AM
Company:	Family Empowerment Council	Apr 3, 2012 8:59 AM
Address:	225 Dolson Ave	Apr 3, 2012 8:59 AM
City/Town:	Middletown, NY	Apr 3, 2012 8:59 AM
ZIP:	10940	Apr 3, 2012 8:59 AM
County	orange	Apr 3, 2012 8:59 AM
Email Address:	vfrogers@familyempowerment.org	Apr 3, 2012 8:59 AM
Phone Number:	845-343-8100 ext 242	Apr 3, 2012 8:59 AM

32

Name:	Jessica Bowen	Apr 2, 2012 4:06 PM
Company:	Dennis P. McHugh Piermont Public Library	Apr 2, 2012 4:06 PM
Address:	25 Flywheel Park W.	Apr 2, 2012 4:06 PM
City/Town:	Piermont	Apr 2, 2012 4:06 PM
ZIP:	10968	Apr 2, 2012 4:06 PM
County	Rockland	Apr 2, 2012 4:06 PM
Email Address:	info@piermontlibrary.org	Apr 2, 2012 4:06 PM

33

Name:	Kathie Cayton	Apr 2, 2012 3:12 PM
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**Q1. We are collecting information on Entrepreneurial Programs for youth, from elementary through high school age, that foster the entrepreneurial spirit with elements of entrepreneurial skill building, from awareness to education; opportunities for enterprising skills development; to exposure in comm...**

Company:	Girl Scouts Heart of the Hudson	Apr 2, 2012 3:12 PM
Address:	162 Bloomingburg Road	Apr 2, 2012 3:12 PM
City/Town:	Middletown	Apr 2, 2012 3:12 PM
ZIP:	10940	Apr 2, 2012 3:12 PM
County	Orange	Apr 2, 2012 3:12 PM
Email Address:	k cayton@girlscoutshh.org	Apr 2, 2012 3:12 PM
Phone Number:	845.236.6002 x236	Apr 2, 2012 3:12 PM

34

Name:	REVERND ROBERT SCHROEDER	Apr 2, 2012 3:02 PM
Company:	ST BASIL ACADEMY	Apr 2, 2012 3:02 PM
Address:	79 ST BASIL ROAD	Apr 2, 2012 3:02 PM
City/Town:	GARRISON	Apr 2, 2012 3:02 PM
ZIP:	10524	Apr 2, 2012 3:02 PM
County	PUTNAM	Apr 2, 2012 3:02 PM
Email Address:	PROMISEKEEPER@OPTONLINE.NET	Apr 2, 2012 3:02 PM
Phone Number:	845-896-6001	Apr 2, 2012 3:02 PM

**Q4. If yes, who is the target population? (check all that apply) If no, skip to number 9.**

1	High School Entrepreneurship Course	May 17, 2012 9:30 AM
2	14- 19 year olds	Apr 20, 2012 10:21 PM

**Q6. What is the cost per participant for the program?**

1	One fifth of a teacher's salary (=appx. \$20k) divided by number of students who take the course	May 17, 2012 9:30 AM
2	volunteer organization	Apr 16, 2012 1:32 PM

**Q7. What types of funding do you receive for this entrepreneurial training program? (check all that apply)**

1	Property taxes	May 17, 2012 9:30 AM
2	from the club's foundation	Apr 16, 2012 1:32 PM
3	Annual School Budget for teacher salary and class supplies and materials.	Apr 6, 2012 5:35 PM
4	not sure	Apr 5, 2012 7:51 AM
5	Church offerings, some events have fees, donations specific to the youth ministry	Apr 4, 2012 4:46 AM

**Q8. Is the program replicable?**

1	It is specific to Girl Scouting	Apr 2, 2012 3:12 PM
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**Q9. Does your organization provide other types of programs built around business skill building? (Check all that apply)**

1	The program is a business designed and run by youth	May 23, 2012 9:34 AM
2	Our "Peer Leadership" initiative a component of the After School & Summer Programs include preparation in: Planning, Resources & Money Management, Decision Making, Mediation & Conflict Resolution & Peer Mentoring	May 22, 2012 2:29 PM
3	Classes-AP Macroeconomics, Economics, Business Law, Accounting	May 17, 2012 12:22 PM
4	Interact Club (Rotary sponsored). Fed Challenge (based on Federal Reserve), Business Skills Olympics through Black Males of Westhcester, Robotic program/FIRST competition, Science Research Progrma (14 years at OHS), Sports Marketing Course	May 17, 2012 9:30 AM
5	2 Board members are advisors. They galvanize people to speak with young people about business opportunities, take a job, learn about an industry, or branch off with their own ideas.	May 10, 2012 8:59 AM
6	Work readiness training and scholarships for vocational courses	Apr 18, 2012 8:43 AM
7	As a not for profit we provide a unique experience in business skill building.	Apr 4, 2012 5:14 PM
8	Summer Youth Leadership Academy's and Jr. Leadership Orange	Apr 3, 2012 12:35 PM
9	Leadership Training	Apr 3, 2012 10:53 AM

**Q10. If yes, who is the target population? (Check all that apply) If no, skip to number 15.**

1	14- 19	Apr 20, 2012 10:21 PM
2	Out of school 17-21, low income	Apr 18, 2012 8:43 AM
3	College interns and community service projects for our mentors & mentees	Apr 13, 2012 2:20 PM
4	grade 8	Apr 3, 2012 10:53 AM

**Q12. What are your categories of funding? (check all that apply)**

1	Property Taxes	May 17, 2012 12:22 PM
2	Science Research-15 yrs, Robotics year one, Interact Club many years, Fed Challenge many yrs.,-grants, donations, and district funding (property taxes)	May 17, 2012 9:30 AM
3	None at this time.	May 10, 2012 8:59 AM
4	NYS DOL funds filtered through the DCWIB	Apr 18, 2012 8:43 AM
5	same as above	Apr 16, 2012 1:32 PM
6	We have funding though all of the above categories and efforts for our core mission not sevice project, but wokr to encourage them amongst our volunteer mentors and mentees	Apr 13, 2012 2:20 PM
7	tuition	Apr 11, 2012 4:17 PM
8	Local Annual School District Budget	Apr 6, 2012 5:35 PM
9	not sure	Apr 5, 2012 7:51 AM
10	same as above	Apr 4, 2012 4:46 AM
11	It's a new program, State & Federal Grants are in the works, funding from the sources indicated have already been received.	Apr 3, 2012 10:53 AM

**Q13. What is the cost per participant of the program?**

1	Skills building training is taught by volunteers with careers in banking, finance, legal, business, etc.	May 22, 2012 2:29 PM
2	Science Research-2 tchrs.+ supplies=appx. \$250,000, Robotics \$20k grant funded,	May 17, 2012 9:30 AM
3	\$0	May 10, 2012 8:59 AM
4	same as above	Apr 16, 2012 1:32 PM
5	Youth Leadership Acad. costs \$600. per yth. Jr. Lead Orange costs not analysed yet	Apr 3, 2012 12:35 PM

**Q14. Is the program replicable?**

1	Not sure. Chamber might spend money on it in the future.	May 10, 2012 8:59 AM
2	Program is replicated in every county nationwide through USDOL funds	Apr 18, 2012 8:43 AM
3	Not sure	Apr 4, 2012 5:14 PM
4	specific to Girl Scouting	Apr 2, 2012 3:12 PM



**Q15. To better cultivate the young entrepreneurial spirit in the Mid-Hudson Valley, please describe programs or aspects of programs that you feel are working. Please include any successful programs you are aware of (at the local, state and national level) that you think could be replicated in this reg...**

1	The cooperative business model structure - for example - Mondragon Cooperative in Spain; Equal Exchange Cooperative in Boston. Also the Entre-Prep program based in NYC.	May 23, 2012 9:34 AM
2	There are a number of local programs, cultivating skills that can assist/enhance the entrepreneurial spirit i.e., GET, Youth Build. Most programs featuring mentoring/shadowing and internships are great places to inspire and encourage creativity. There are also a number of schools that are doing a good job of exposing young individuals to an education and experiences that can be attributed to inspiring creativity and interest. To this end, we must ask, when attempting to replicate, what makes the program good? When questioned, most successful individuals will most often share with others, that their experiences with a positive, caring adult mentor/teacher who provided the encouragement and support for their interest was the determining factor for their success.	May 22, 2012 2:29 PM
3	Future Buisness Leaders of America in neighboring high school-Lakeland School District	May 17, 2012 12:22 PM
4	The common characteristic of the programs we have that work: kids are passionate about a certain subject and a programs was developed that allows them to pursue that passion. Get passion going through teachers. District needs to support innovative thinking, not put people in tight box. Teacher driven enthusiasm helps dirve students.	May 17, 2012 9:30 AM
5	Do not know of any. Too many people doing the same thing with no coordination or communication. Too many youth programs exist in Mt. Vernon. 20 different programs. All missions are the same: Keep kids in school, off of drugs, be successful, stay out of trouble.	May 10, 2012 8:59 AM
6	NFTE	May 4, 2012 8:22 AM
7	The Green Teen Community Gardening Program- Beacon, NY. It is a program of Cornell Cooperative Extension Dutchess County	Apr 20, 2012 10:21 PM
8	Y Teen Leaders Club- program where youth ages 13-19 meet weekly to discuss various issues such as goal-setting, social development, peer pressure, etc. We're involved with fundraising and community service projects not only for the Y, but for other neighbor organizations. This program can be replicated all over the lower Hudson Valley Region if properly planned.	Apr 18, 2012 12:43 PM
9	I am unaware of programs in Dutchess County that focus on youth entrepreneurship	Apr 18, 2012 8:43 AM
10	L.I.F.T Leadership program for teens- Youth between athe ages of 11-14 receive \$25.00 per week for communtiy service, planning to use money smartly and other program activites. Build a boat teaches youth how to use math to build boats to row in the hudson. we have discussed setting up a row boat rental program with the boats that are built however the Ins. has become an a issue. Build A Boat	Apr 17, 2012 5:23 PM
11	Future Buisness leaders of America (FBLA) WISE Program Mentoring Program	Apr 16, 2012 3:18 PM

**Q15. To better cultivate the young entrepreneurial spirit in the Mid-Hudson Valley, please describe programs or aspects of programs that you feel are working. Please include any successful programs you are aware of (at the local, state and national level) that you think could be replicated in this reg...**

12	Rotary interact clubs at Peekskill, Hendrick Hudson and Walter Panas High schools do many community service projects.	Apr 16, 2012 1:32 PM
13	Asseritive Leadership Training promotes skills such as communication, frustration tolerance, coping strategies and leadership....the soft skills that help youth relate to others and to take initiative.	Apr 15, 2012 7:16 AM
14	The goal of our organization is to empower a mission-minded generation both locally and globally using sports, camps and mission projects.	Apr 14, 2012 10:53 AM
15	Youth Leadership groups that promote volunteerism, ownership, engagement and expanded life experiences	Apr 13, 2012 2:20 PM
16	Junior Leadership Orange	Apr 11, 2012 4:17 PM
17	Community service, work experience and internships.	Apr 6, 2012 5:35 PM
18	internships, community service, job shadowing, career counseling	Apr 5, 2012 7:51 AM
19	None Known	Apr 4, 2012 5:14 PM
20	Upward basketball at Circleville Presbyterian Church	Apr 4, 2012 4:46 AM
21	Supported work opportunities for at-risk youth.	Apr 3, 2012 3:24 PM
22	We hire library pages, beginning at age 15, for approximately 3-6 hours a week, and we employ teen volunteers on a per-project basis as well	Apr 3, 2012 3:10 PM
23	Any program that provides an incentive to youth, creates leadership opportunities is beneficial. Creating opportunities that they youth could not otherwise become involved with, job shadowing via internships.	Apr 3, 2012 12:35 PM
24	Success stories work, One example would be the book that the Orange County Partnership published listing the companies that set up business here recently. That's a great marketing tool to use with potential companies who may be on the fence about relocating.. show them what has already worked and continues to work well here. In this case, you can help to change their attitude by exposing them to concrete examples; bring in young entrepreneurs and let them tell their stories. Young people will identify and the optimism is contagious..	Apr 3, 2012 10:53 AM
25	The aspects of this program that are proven successful are how finding proper school placement or educational alternatives increase a youths self esteem and motivation leading to completion of highschool and interest in college/ careers vs dropping out of school and other behaviors that have led the youth to the family court system.	Apr 3, 2012 9:30 AM



**Q16. What do you see as the challenges to developing an environment in which we encourage the young entrepreneur in the Mid Hudson Valley?**

1	Adultism; lack of funding; lack of transportation; lack of appreciation and fear of change; trying to plug youth into a non-empowerign system.	May 23, 2012 9:34 AM
2	I do not see any impediments- to an organized effort to raise the awareness of a need to encourage young entrepreneurs-given a vision, planning and an understanding that positive small steps can grow into large footprints.	May 22, 2012 2:29 PM
3	Not enough funding. No clear path to follow if you have an idea. Youth ideas not taken seriously. Kids are busy--not enough time with school, work, internships, and family obligations. Parents might not approve or understand benefit.	May 17, 2012 12:22 PM
4	Kid don't come from money or an entrepreneurship mindset.	May 17, 2012 9:30 AM
5	Money. Duplication of programs that may not be effectively serving population . Lack of organization and coordination.	May 10, 2012 8:59 AM
6	Finances	May 4, 2012 8:22 AM
7	Funding, start up costs	Apr 20, 2012 10:21 PM
8	Funding is always a challenge in these economic times, but more importantly is the administration of the program. The Program Coordinator has to be dedicated, consistent, creative and e able to develop healthy and trusting relationships with youth.	Apr 18, 2012 12:43 PM
9	The youth in our schools are given little information regarding self-employment. The focus seems to be college or nothing after graduation. There needs to be more education about options starting at an early age. Funding for start-ups is also lacking. It is difficult to find the money necessary to start a business, especially for an inexperienced youth looking for grants/loans.	Apr 18, 2012 8:43 AM
10	Funding and skills to get them started	Apr 17, 2012 5:23 PM
11	funding and places to allow youth to gain experience	Apr 16, 2012 3:18 PM
12	For the population we serve tbe challenge is eliminate adversity and stigma about their menal illness as they make efforts toward these oppportunities	Apr 15, 2012 7:16 AM
13	Funding	Apr 14, 2012 10:53 AM
14	Geography Transportation Length of commitment and meeting times Youth will need to see tangible results for themselves	Apr 13, 2012 2:20 PM
15	providing follow up opportunities in the "real world", in a poor economic climate	Apr 13, 2012 12:15 PM
16	A clear vision and start up plans in an uncertain economy.	Apr 6, 2012 5:35 PM
17	limited job opportunities, economic difficulties	Apr 5, 2012 7:51 AM
18	Lack of transportation and lack of resources.	Apr 4, 2012 5:14 PM
19	Stereotyping youth as materialistic, self-centered, apathetic, or out of control Adults who believe in them and take responsibility for discipling, mentoring, and	Apr 4, 2012 4:46 AM

**Q16. What do you see as the challenges to developing an environment in which we encourage the young entrepreneur in the Mid Hudson Valley?**

	training them without pigeon holing them.	
20	Difficulties with keeping the at-risk youth engaged	Apr 3, 2012 3:24 PM
21	finding the time to properly mentor teens in our programs. The Teen Librarian (my position) does not have hours specifically assigned to employee/volunteer development, so training has to be squeezed into the schedule, which is not the optimum situation for training a young person for business.	Apr 3, 2012 3:10 PM
22	the business community could be doing more , ie:apprenticeships, funding, job shadowing	Apr 3, 2012 12:35 PM
23	The biggest challenge would be addressing the cost of living in the area vs. cost elsewhere. Give them a reason to stay, most of them want one!	Apr 3, 2012 10:53 AM
24	finding resources to help the youths utilize existing community resources and support	Apr 3, 2012 9:30 AM
25	The young people here can make a livable wage elsewhere. There are no 4 year colleges that are conveniently located in Orange County. With the exception of Mount Saint Mary which can be very costly.	Apr 3, 2012 8:59 AM



**Q17. List the top three resources in the community that you feel are helping to encourage youth to stay in the Mid Hudson Valley when they become adults.**

Top Resource		
1	Sullivan County Community College	May 23, 2012 9:34 AM
2	Large number of institutions of higher learning, colleges, etc.	May 22, 2012 2:29 PM
3	Guidance Counselors	May 17, 2012 12:22 PM
4	Successful adults/mentors	May 17, 2012 9:30 AM
5	Mt. Vernon City	May 10, 2012 8:59 AM
6	NFTE	May 4, 2012 8:22 AM
7	Local organizations like the YMCA and other that employ a number of local residents	Apr 18, 2012 12:43 PM
8	Unsure, many youth I work with are moving out of the area to find better opportunities	Apr 18, 2012 8:43 AM
9	housing	Apr 17, 2012 5:23 PM
10	Education	Apr 16, 2012 3:18 PM
11	religious institutions	Apr 15, 2012 7:16 AM
12	Youth Bureau	Apr 14, 2012 10:53 AM
13	OUBOCES programs	Apr 13, 2012 6:16 PM
14	Youth Bureau	Apr 13, 2012 2:20 PM
15	Orange County Chamber	Apr 11, 2012 4:17 PM
16	Quality education	Apr 6, 2012 5:35 PM
17	Chamber of Commerce	Apr 5, 2012 7:51 AM
18	Orange County Community College	Apr 4, 2012 5:14 PM
19	SUNY Orange	Apr 4, 2012 4:46 AM
20	i'm not sure how to answer this question.	Apr 3, 2012 3:10 PM
21	community colleges	Apr 3, 2012 12:35 PM
22	4-H	Apr 3, 2012 12:24 PM
23	Tough to answer! Its part of the reason our program addresses the issue.	Apr 3, 2012 10:53 AM
24	transitional age youth programs through orange county	Apr 3, 2012 9:30 AM
Second Resource		

**Q17. List the top three resources in the community that you feel are helping to encourage youth to stay in the Mid Hudson Valley when they become adults.**

1	Gerry Foundation	May 23, 2012 9:34 AM
2	Major corporations	May 22, 2012 2:29 PM
3	Parents	May 17, 2012 12:22 PM
4	Successful businesses	May 17, 2012 9:30 AM
5	School District	May 10, 2012 8:59 AM
6	internships	May 4, 2012 8:22 AM
7	Family	Apr 18, 2012 12:43 PM
9	support resources	Apr 17, 2012 5:23 PM
10	Recreational Activities	Apr 16, 2012 3:18 PM
11	community college	Apr 15, 2012 7:16 AM
12	Chamber of Commerce	Apr 14, 2012 10:53 AM
13	support of County and CBO's	Apr 13, 2012 6:16 PM
14	2. Middletown Mayor's Youth Council	Apr 13, 2012 2:20 PM
15	Orange County Citizen's Foundation	Apr 11, 2012 4:17 PM
16	Good life stye	Apr 6, 2012 5:35 PM
17	SUNY Orange	Apr 5, 2012 7:51 AM
18	Family Ties	Apr 4, 2012 5:14 PM
19	churches that foster intergenerational relationships	Apr 4, 2012 4:46 AM
21	Orange-Ulster BOCES C-tec programs	Apr 3, 2012 12:35 PM
22	Youth Bureau	Apr 3, 2012 12:24 PM
24	access to affordable transportation in our cities	Apr 3, 2012 9:30 AM
Third Resource		
1	Local Businesses	May 23, 2012 9:34 AM
2	Large number of retirees and highly educated population	May 22, 2012 2:29 PM
3	Internet	May 17, 2012 12:22 PM
5	Business Community	May 10, 2012 8:59 AM
7	Home	Apr 18, 2012 12:43 PM

**Q17. List the top three resources in the community that you feel are helping to encourage youth to stay in the Mid Hudson Valley when they become adults.**

10	proximity to NYC	Apr 16, 2012 3:18 PM
11	real estate	Apr 15, 2012 7:16 AM
13	location	Apr 13, 2012 6:16 PM
14	3. Jr. Leadership Orange	Apr 13, 2012 2:20 PM
15	Juitor Leadership Orange	Apr 11, 2012 4:17 PM
16	Proximity to the NYC cosmopolitan area	Apr 6, 2012 5:35 PM
18	Community (Friends, Faith)Ties	Apr 4, 2012 5:14 PM
21	retailers open doors to greater optys in the future	Apr 3, 2012 12:35 PM
22	Scouts	Apr 3, 2012 12:24 PM
24	local colleges OCC, DCC, New Paltz, Marist, Vassar	Apr 3, 2012 9:30 AM

**Q18. Do you think that cultivating the entrepreneurial spirit of the Mid Hudson Valley should be a priority?**

1	It depends on how you define entrepreneurial spirit. If innovation is about improving the world, not just about making money then yes.	May 17, 2012 9:30 AM
2	I think there are knowledge and skill that can be taught to inspire opportunities for youth, most especially as youth employment options tighten, youth will need to develop marketable skills and relaise the future \$ value from their volunteering.	Apr 13, 2012 2:20 PM
3	not sure	Apr 13, 2012 12:15 PM
4	I think a youth needs assessment should be done.	Apr 4, 2012 5:14 PM
5	Children are going to become independent. Those with experience and love for the child can ease their transition into adulthood by sharing what they know in a way that values the personal identity of the child. In regards to Question 19 - I need much more information.	Apr 4, 2012 4:46 AM

**Hudson Valley Youth Innovation Initiative  
Mid Hudson Pattern Fellows Team:**

**Dana Levenberg**

**Melissa McCoy**

**Juan Oelofse**

**Laura Quigley**

**Julie Richmond**

**ATTACHMENT E  
VEI Program Materials**

# Growing business. Growing futures.

Piloted in 1996 in New York City public schools, VEI has drawn national attention as a highly effective instructional model for business, entrepreneurship, economics, financial literacy and technology. The first program of its kind in the U.S., VEI currently serves thousands of students from high schools and colleges across the country and is part of an international network of virtual businesses in over 40 countries.



## The Global Network

State and regional offices coordinate and guide the growth and development of VEI programs in the U.S.

The VEI National Office serves as the coordination and clearing center for the U.S. Networks of Virtual Enterprises. It sets academic standards and technology protocols and provides a broad range of support and services to program participants. The National Office also provides professional development, advice and guidance to new state and regional offices and is responsible for implementing national student activities.

Through its participation in PEN INTERNATIONAL (Practice Enterprise Network, [www.europen.de](http://www.europen.de)), the U.S. Network maintains international contacts to support international commerce as well as student and teacher exchanges.

### National Office

122 Amsterdam Avenue  
New York, NY 10023  
P: 212-769-2710 x 4  
F: 212-799-7528  
E: [vec@veinternational.org](mailto:vec@veinternational.org)

For more information, visit our website  
[www.veinternational.org](http://www.veinternational.org)

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## What is Virtual Enterprises International?

VEI is an in-school entrepreneurship program and global business simulation that draws on the European tradition of apprenticeships, transforming students into business executives and classrooms into office settings.

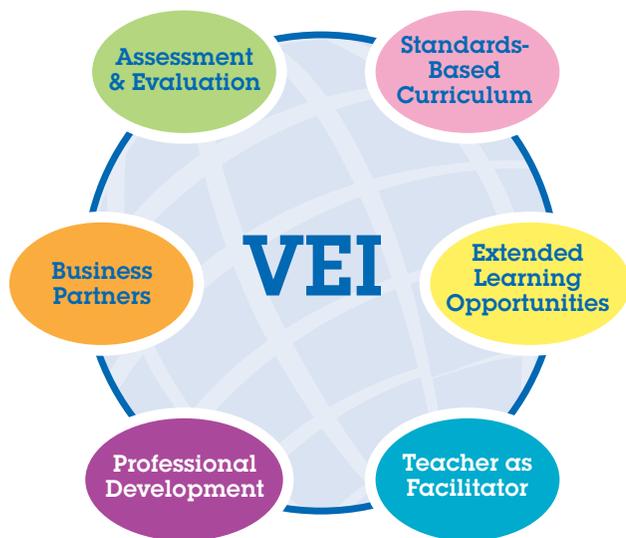
VEI replicates all the functions and demands of real businesses in both structure and practice. Under the guidance of a teacher-facilitator and business executive, students create and manage their virtual business, from product development, production and distribution to marketing, sales, human resources, finance and accounting. As “employees” of the virtual business, students are also accountable for the firm’s performance. They conduct market research, develop business plans and annual reports, pay wages and taxes, and maintain 401(k) plans.

With emphasis on college and career readiness, VEI offers students a competitive edge through project-based, collaborative learning and the development of 21st Century skills in entrepreneurship, global awareness, problem solving, communication, financial literacy and technology.

## Doing Business in the Global Marketplace

VEI firms conduct business across a network of 5,000 student-run companies spanning 40 countries and a breadth of products and services, from publishing, tourism, banking and technology to advertising, cosmetics, insurance and fashion. The transfer of funds is made electronically through a web-based banking system that links all U.S. firms with other simulated firms worldwide. As VEI firms engage in business and trade across industries, borders, and cultures, they are conveying to students the expectations of the workplace and the global economy. They are challenging students to find new solutions that drive business results. Most importantly, they are enabling students to prepare for personal success in school, work, and life.

## A Cycle of Success



## The VEI Curriculum

- ✓ Meets national, state and local standards
- ✓ Addresses 21st Century skills
- ✓ Combines academic and applied learning
- ✓ Emphasizes task-based learning and interdisciplinary skills
- ✓ Integrates entrepreneurship, personal finance, economics and technology
- ✓ Is assessed through a NOCTI (National Occupational Competency Testing Institute) national exam

## Extended Learning Opportunities

- ✓ National Business Plan Competition
- ✓ Apprentice Competition
- ✓ Global Business Challenge
- ✓ International Trade Fair
- ✓ Internships and mentorships
- ✓ National/international travel and exchanges
- ✓ Leadership development workshops



## VEI Students Gain Real-World Skills

- ✓ Problem solving
- ✓ Decision making
- ✓ Critical analysis
- ✓ Negotiation
- ✓ Teamwork
- ✓ Communication/public speaking
- ✓ Time management
- ✓ Technology



## The Teacher as Facilitator

In the Virtual Enterprise learning environment, the teacher's primary responsibility is to guide and direct student learning rather than deliver a prescribed lesson.

## Business Partners

Business partners play an integral role in the Virtual Enterprise experience by sharing their expertise in key areas, including:

- ✓ Developing and implementing the VE
- ✓ Designing and developing the trade fair booth and marketing the firm's products
- ✓ Providing shadowing, mentoring and internship opportunities for students and teachers
- ✓ Reviewing and supporting the VEI curriculum





# Program Implementation Guide

Virtual Enterprises International

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

[www.veinternational.org/ny](http://www.veinternational.org/ny)

This guide provides schools and school districts with an orientation to the Virtual Enterprises International program model so that they (1) can decide whether the VEI model is appropriate for them, (2) are aware of the resources and timelines needed for program implementation, and (3) understand how they will be supported after the program has been implemented.

The guide is divided into the following sections:

## **1 Understanding the VEI Model**

This section describes the VEI model—instructional methodology, program implementation models, curricula, extended learning opportunities, the role of the business partner, assessment, and U.S. and global networks—and will be useful in determining if VEI is a good fit for the school and/or district.

## **2 Program Development and Implementation Process**

This section outlines the steps in the program development and implementation process, including needed resources (financial, staff, facilities, equipment, business partners) and timelines.

## **3 Ongoing Support**

This section describes the continued process of development, growth, and support once a VEI program is implemented.

## **4 Next Steps**

This section outlines the five steps involved in implementing a VEI program.

## **5 Frequently Asked Questions**

## **6 Appendices**

## 1 Understanding the VEI Model

### What is Virtual Enterprises International?

Virtual Enterprises International (VEI) is an in-school entrepreneurship program and global business simulation that draws on the European tradition of apprenticeships, transforming students into business executives and classrooms into office settings. Open to all students, VEI empowers and motivates participants to develop a range of academic, business, technology and professional skills that prepares them for success in post-secondary education, employment and the community.

#### ➤ The VEI Approach

Using a student-centered approach that emphasizes project-based collaborative learning, VEI replicates the functions and demands of real businesses in both structure and practice. With the guidance of a teacher-facilitator and a business partner, VEI students establish and manage a virtual company, conducting business with other “firms” domestically and internationally. Students are involved in all aspects of running the business, including human resources, accounting, product development, production, distribution, marketing, and sales.

Students are assigned to work in different departments, typically Administration, Accounting/Finance, Sales, Marketing, Human Resources and IT. The class selects a CEO and managers who oversee each department. Working in teams to make decisions about how to complete their departmental tasks in support of company goals and objectives, students learn from both their successes and mistakes.

The VEI approach emphasizes learning in four key areas:

1. Ownership: Students take responsibility for their own learning
2. Experiential: Students’ learning is authentic and realistic
3. Cooperative: Students learn with and from others and understand the dynamics of working as part of a team.
4. Reflective: Students experience the consequences of their decisions and apply that learning to future challenges

#### ➤ Learning by Doing Business Globally

VEI firms conduct business across a network of 5,000 student-run companies spanning 40 countries and a breadth of products and services—from banking, insurance and technology to publishing, advertising, cosmetics, tourism and fashion. The transfer of funds is made electronically through a web-based banking system that links all U.S. firms with other virtual firms worldwide. By engaging in business and trade across industries, borders, and cultures, VEI students experience the expectations of the workplace and of conducting business in the global marketplace.



## Standards-Based Curriculum

VEI has developed the following curricula to support the goals and objectives of the program:

- The *VE task-based curriculum*, which was designed and reviewed by a team of educators and industry experts, combines academic and applied learning. Each task includes objectives, outcomes, activities, and strategies for completing the activity. This curriculum is aligned to National ELA, Math, Technology and Common Core Standards.
- *Economics for the Virtual Enterprise*, a curriculum that aligns academic concepts to the day-to-day activities of the VE. The VE Economics curriculum addresses National Learning Standards at the commencement level and has been endorsed by the National Council on Economic Education “as an excellent teaching-learning instrument for instilling standards-based, practical and applied principles of economics and personal financial decision-making skills in preparation for the world of work and responsible citizenship.” This curriculum can be modified to align to state standards in economics.
- *Entrepreneurship and Business*, a curriculum that can be used in a two- or three-year entrepreneurship program in which VE/Economics serves as the capstone. (See Section 2).

Curriculum strategies include and address interdisciplinary instruction, project-based learning, research, different learning styles and real-world applications and can be downloaded from the New York State VEI website at [www.veinternational.org/ny](http://www.veinternational.org/ny).



## Extended Learning Opportunities

Students engage in various business activities throughout the year that create authentic extended learning opportunities. National and international trade fairs, local and national business plan competitions and the Global Business Challenge are key components of the VE program that enable students to gain valuable experience in communications, technology, global business and the world of work.

Trade fairs, which are held annually in different cities across the U.S. and around the world, provide students with opportunities to present and market the products/services of their virtual business in a competitive marketplace with both local and global VE colleagues. Trade Fair competitions allow students to demonstrate their skills, knowledge and diverse talents in marketing, communications, computer technology, and global business.



## Teacher as Facilitator

In the VEI learning environment, the teacher’s role changes from “sage on the stage” to “guide on the side.” Because the program employs a student-centered approach that emphasizes project-based, collaborative learning, the teacher’s primary responsibility is to facilitate and direct student learning, not to deliver a prescribed daily lesson.



## Professional Development

Professional development is an essential tool to empower and support staff. Workshops are provided through state and regional offices on program goals and objectives, instructional methods, academic content and technology, and are delivered by veteran VEI instructors, school partners, and industry/university partners. Some state and regional offices provide professional development workshops throughout the year.



## Business Partners

Business partners are an essential element of the VEI program because they connect students with adults and classrooms with the real world of business. Business and community partners provide guidance, resources, opportunities and advocacy for the partner school and for the VEI program at large while simultaneously advancing their own corporate citizenship agendas. Specifically, business partners:

- Provide advocacy within the school and/or district
- Offer advice and guidance to students on business issues during the implementation and development phases of the VE firm
- Make available samples of services, products, forms, policies, pricelists, catalogs, market research, etc. that students can use as models for their own enterprise
- Supply advice, guidance and in-kind contributions (display materials, sample products) to support the development of a firm's trade fair booth
- Provide mentoring and shadowing opportunities for students and teachers
- Host paid, professional internships
- Offer fundraising support
- Arrange field trips to their company
- Deliver student and/or teacher workshops
- Review VEI curricula to ensure that content is aligned with current business practices
- Serve as judges at VE competitions



## Assessment and Evaluation

There are several assessments available to measure student outcomes, all of which are administered online.

1. *Pre-assessment*—administered over two days in late September or early October, comprised of two parts:
  - Part I (90 minutes): Multiple-choice questions covering five categories: business awareness, problem solving, business communication, technology, business and personal finance
  - Part II (45 minutes): Thematic essay

2. *Post assessment*—administered over two days in late May or early June, comprised of two parts:
  - Part I (45 minutes): Multiple-choice questions covering five categories: business awareness, problem solving, business communication, technology, and business and personal finance
  - Part II (45 minutes): Thematic essay
3. *Economics* (required for students receiving Economics credit for VE)—administered over two days, comprised of three parts:
  - Part I: Multiple-choice questions designed to measure students’ knowledge of business, entrepreneurship, the enterprise system, finance, personal finance and economic theory
  - Part II: Thematic essay
  - Part III: Document-based questions and essay. Part A requires students to answer questions about or interpret information from cartoons, charts, graphs, etc. Part B requires students to write an essay using the responses provided in Part A plus their knowledge of economics.
4. *Technical Assessment* (required for VE students who have completed a three-year Entrepreneurship sequence and wish to receive a NYSED technical endorsement on their diploma)—is an industry-developed assessment, comprised of three parts:
  - Part I, administered through NOCTI, contains 90-100 multiple-choice questions.
  - Part II, administered through NOCTI, is a student demonstration comprised of two tasks
  - Part III is comprised of **student projects** (student portfolio of work samples, technical and directed writings).

### Program Evaluation

Program supervisors are provided with a rubric to assess the extent to which program objectives have been met. Each firm will receive a *VE Progress Report* in which a numeric score reflects student outcomes, such as percentage change in students’ pre- and post-test scores and completion of various tasks and projects as specified in the VE curriculum.



### Program Implementation

The VEI program can be implemented as a standalone course or as a capstone course to a career academy, small learning community or to a more specific program of study in a number of business areas such as accounting, advertising, digital media, e-commerce, entrepreneurship, technology, finance and marketing in a public, private, or charter high school or college. As a capstone course, VE can be offered in the junior or senior year.

*VE/Economics* is designed to be implemented as a one-year program in which the class runs daily for a 90-minute block. Students who complete the program can use the course to fulfill their Economics requirement.

The *Entrepreneurship and Business* curriculum is designed to be implemented prior to *VE/Economics* as a one-year program in which the class runs daily for 40 to 45 minutes.



### U.S. and Global Networks

VEI is part of a global network of student-run virtual enterprises in more than 40 countries. In the U.S., the more than 500 secondary and post-secondary schools that have implemented VEI programs comprise the “U.S. Network.” Through its participation in PEN INTERNATIONAL (Practice Enterprise Network), the U.S. Network maintains international contacts to support global commerce as well as student and teacher exchanges. Through the VEI website, students can access a national and global directory of student-run businesses. This interaction with other youth-run businesses motivates participants and allows for the “live” simulation of global business practices.

#### ➤ State and National Offices

Schools in the U.S. Network work together through state and regional offices. A national office serves as the coordination and clearing center for state and regional offices and liaison between local networks and the global organization.

State and/or regional offices provide leadership, coordination, conflict resolution and training for participating schools, teachers and students. Schools that become part of the VE network must be affiliated with a state or regional office in order to receive access to program components and instructional support services (see table below). If a state or regional office does not exist in a state where the school is located, the national office will direct schools to work with the nearest state or regional office.

**Program Components & Support Services**

<p><b>Curricula and Supporting Materials</b></p> <ul style="list-style-type: none"> <li>• VE Task-Based</li> <li>• Economics</li> <li>• Business and Entrepreneurship</li> <li>• Rubrics for business plan and trade fair competitions</li> </ul>	<p><b>Extended Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Local business plan competition</li> <li>• Local trade fair &amp; related competitions</li> <li>• National Business Plan Competition (facilitated by National Office)</li> <li>• Global Business Challenge (facilitated by National Office)</li> <li>• International Trade Fair (facilitated by National Office)</li> <li>• Stock Market Game</li> <li>• Student workshops</li> <li>• Student travel opportunities to national and international trade fairs</li> <li>• Internship and college opportunities</li> </ul>	<p><b>Professional Development</b></p> <p>Provided to teachers by state, regional and/or National office staff and industry partners in the following areas:</p> <ul style="list-style-type: none"> <li>• Methods</li> <li>• Content</li> <li>• Technology</li> <li>• Integrating Economics</li> <li>• Using VEI's online instructional components</li> <li>• Program evaluation</li> </ul>
<p><b>Online Banking Software</b></p> <p>Through the U.S. Network bank, student participants are able to establish and maintain 'corporate' and 'employee' checking accounts. Supports domestic and global transactions and financial literacy.</p>	<p><b>Wholesale Marketplace Software</b></p> <p>Supports wholesale purchasing of merchandise</p> <p><b>Online Assessments</b></p> <p>See description in "Assessments and Evaluation"</p>	<p><b>National and State Websites</b></p> <p>Provides program information, program resources (including instructional and recruitment videos) and access to all domestic and global student-run businesses.</p>
<p><b>Promotional materials</b></p> <p>Brochures and videos available for distribution to parents and other key stakeholders</p>	<p><b>Data Portal</b></p> <p>VE Data Portal provides students with an email intranet for business communications and teachers/administrators with attendance and other student data</p>	<p><b>Consultation</b></p> <p>VEI provides program and facilities planning, VTEA (<i>Perkins Career and Technical Education Improvement Act</i>) proposal and budget consultation along with strategies for developing business advisory boards and an internship program.</p>

## 2 Program Development & Implementation Process

### Review Program Needs and Assess Capacity

A critical part of the VEI development process is to look at the programs and resources that exist in your school, review the school/district’s mission and vision, and assess whether your school/district has the capacity and commitment to pursue VEI program implementation. Issues to consider:

#### Program of Study to Support VE

To take full advantage of the contextualized learning opportunity VE provides, students need foundation skills in technology and business. Many of the projects in the VE Task-based curriculum require facility with spreadsheets, presentation and word-processing software. Schools are strongly encouraged to implement a business-related sequence of study (accounting, entrepreneurship, e-commerce, finance, technology) that provides students with the foundation skills necessary for success in VE. In many states, schools that implement a two-, three- or four-year CTE program of study that culminates with VE/Economics and includes work-based learning opportunities are eligible to receive accreditation and state endorsement.

#### Teacher –Facilitator Selection

The ideal candidate for a VE teacher/facilitator has an in-depth understanding of technology and a background in business and/or economics. Because the curriculum is task-based and depends on a tight schedule of activities, the ideal candidate also has both time-management and project-management skills. It is recommended that teacher-facilitators do a summer externship in a business that parallels the virtual enterprise to become familiar with day-to-day business operations. In schools implementing VEI as capstone to a CTE program of study, VE teachers must hold a CTE license or certification.

#### Building a VE Laboratory

The VE laboratory simulates the workplace and is a key component of the VE experience. The classroom should include workgroup clusters of furniture to reflect company departments. School items, such as lockers and chalkboards should be removed. The laboratory should also include:

##### *Furniture and Equipment*

- a minimum of 25 networked workstations with Internet connectivity
- conference table with 8-10 chairs
- fax/copy/scanner machine
- 1 color and 1 black-and-white printer
- LCD projector
- Filing cabinets
- Laptop computer
- Digital camera
- Telephone with one incoming line and an extension in each department (optional)
- Carpeting (optional)

### *Software*

- Microsoft Suite (Word, Excel, PowerPoint)
- Adobe Suite (Photoshop, Illustrator, Dreamweaver)

*Note: Local businesses or branch banks replace furniture frequently and are often willing to donate items to schools. Many schools reconfigure an existing computer lab using donated furniture and existing computer equipment.*

### Building an Advisory Board

An advisory board is a group of external partners, including community business leaders, volunteers, representatives from post-secondary institutions, and government, who can provide guidance and support to the VE program and its students. An advisory board provides the school with a pipeline of partners who can provide opportunities for students and teachers.

### Providing Work-Based Learning Opportunities

Students should be provided with formal work-based learning opportunities so they can apply what they have learned in the VE workplace to the real world. VEI can assist schools and districts with establishing an internship program and provide guides as well as sample documents that schools can use to plan and monitor students' internships.

### Securing Post-Secondary Articulations

Post-secondary partnerships should be created by forming alignments and articulations with local colleges and universities. Providing opportunities for students to take college coursework while in high school opens the door to earning advanced placement and/or college credit, making for a smooth transition from high school to college. Whenever possible, schools with VE programs should secure post-secondary articulation agreements with colleges offering business-related courses.

### Selecting a Business

VEI state or regional staff will guide schools in selecting a virtual business and business partner that aligns with a school's theme, mission, academy or small learning community, as well as provide advice on how likely it is your products/service will be sought after by others in the network. Service businesses (such as web design, advertising, legal, accounting) actually perform the services.

### Program Costs

Yearly operational program costs are in Appendices B.1 and B.2; they do not include one-time expenditures for a VE laboratory. *Schools are eligible to receive VTEA (Carl D. Perkins Career and Technical Education Improvement Act) funding for three years to support program costs associated with VEI (including furniture and equipment purchases) if they implement a two-, three- or four-year CTE program of study that prepares students for a relevant career pathway.*

### 3 Ongoing Support

VEI State and regional offices provide support throughout the year in professional development, student activities and consultation. State websites offer links to curricula, student and teacher resources, news and events, and scheduled dates for training and workshops. Technology support for banking, wholesale marketplace, pre- and post-testing, and the data portal is provided through the National Office in New York City.

VEI state and regional offices will also provide strategies for developing collaborative practices for use by teachers to develop projects, share student support strategies and map instruction.

### 4 Next Steps

#### 1. Visit a VE Site

Call the state or regional office to arrange a visit to a VE site. Observe a class, speak with the teacher-facilitator, principal and guidance staff about the program.

#### 2. Review Timeline for Program Implementation

Timelines may vary depending on the school and district. The timeline provided in Appendix A is a general guide.

#### 3. Submit Memo of Intent

By signing and returning the Memo of Intent, you are indicating your commitment to implement a VEI program in September 2012. Upon receipt of this form, VEI will send you the password to the VE curriculum and an agreement and invoice for network participation. See Appendix C.

#### 4. Sign Services Agreement and Submit Payment

Once the Memo of Intent is received by VEI, you will receive a services agreement and invoice for program participation.

#### 5. Register for Summer Professional Development

Check the VEI National website ( [www.veinternational.org](http://www.veinternational.org) ) and/or the New York State website ( [www.veinternational.org/ny](http://www.veinternational.org/ny) ) in early May for summer professional development opportunities offered by the National and state offices. You will be directed to the registration page from a link on the site.

Teachers new to the VE program are required to participate in professional development during the summer.

## 5 Frequently Asked Questions

### 1. Can I implement a VEI program without a specialized lab?

No. It is important for students to experience a business environment. A specialized lab creates the simulation, helps to transition students to the workplace, and separates them from the high school world.

### 2. Can I implement a VEI program without pre-requisites?

Unless students come into VE with an understanding of basic business concepts, it will be difficult for the instructor to play the role of “guide on the side” rather than “sage on the stage.” The role of teacher as a disseminator of information is contrary to the student-directed learning model.

### 3. Are all students eligible for internships?

No. Students must be in good academic standing and must complete the requirements established by the school/school district before starting an internship.

### 4. Are there certain types of businesses that don't work well for a VE?

In general, service businesses are more difficult to implement than merchandising businesses. Service firms' customers sometimes resist paying for services that are not rendered and have difficulty conceptualizing the nature of the service being offered. Service business should be able to truly perform the service.

### 5. What kind of expenses do VE firms incur in the virtual world?

VE firms are required to pay rent, utilities, payroll and taxes and are expected to purchase from any virtual firm in the network anything that the firm needs to be in business.

### 6. Can I establish a real business as part of the VE network?

Yes. VEI will provide guidance in doing so.

## 6 Appendices

### A. Timeline for Program Implementation

### B. Program Costs

### C. Memo of Intent

**APPENDIX A – Timeline for Program Implementation**

Month/Date	Action
January/February	Meet with key stakeholders to review program and determine whether program supports school/district goals/objectives
February	Identify room for VE laboratory and resources to equip it. Develop budget for program according to outlined program costs.
March	Principal discusses program implementation guidelines with business chair/supervisor/guidance. Principal faxes Memo of Intent to at 212-799-7528. VEI will follow up with information about VTEA planning and professional development.
April (this date will vary depending on school district)	Submit VTEA application (if applicable)
May	Register for summer professional development
June (after classes end)	Begin building laboratory site (if applicable)
Summer	Attend professional development (required for new VE teachers)
September 1	Payment due for program participation.

Year 1	Fall	Technology Applications
	Spring	
Year 2	Fall	Entrepreneurship
	Spring	
Year 3	Fall	Virtual Enterprise
		VE/Economics (H8)
	Spring	Virtual Enterprise
		VE/Career & Financial Mgmt

**APPENDIX B – Program Costs**

<b>Program participation</b>	
<ul style="list-style-type: none"> <li>• Program fee per year for first program in the school</li> <li>• Program fee per year for additional class</li> <li>• Professional development (per teacher/per day)*</li> </ul>	\$1,200.00 600.00 125.00
<b>Other Costs to support program goals and objectives (should be a part of VTEA planning)</b>	
Instructional supplies (approx.) for classroom	2,500.00
Travel for teacher/chaperones	varies
Travel for students to workshops/events	varies
Admission fees (for trade fair) – paid directly to trade fair organizer	575.00
NOCTI Tests (based on 25 students) – paid directly to NOCTI	500.00

**APPENDIX C: Memorandum of Intent – Page 1 of 2**

**2012-13**

Check one:           ★ Request for New Program             
                           ★ Reaffirm an Existing Program       

**DIRECTIONS:**

1. Fill out the information in **Section A** if you are a *new or existing* program.
2. Fill out the information in **Section B** *only* if you are an existing program.
3. Sign the last page.
4. Fax the completed Memo of Intent to 212-799-7528 or email it to [vec@veinternational.org](mailto:vec@veinternational.org)

<b>Section A –NEW AND EXISTING PROGRAMS</b>	
Today's date	
School name	
Your name & title	
School phone #	
School fax #	
Your work email address	
Your cell number	
Principal's name	
Principal's email	
School contact <b>name &amp; email</b> of program supervisor	
Does your school have an existing VE lab?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Describe your proposed source of funds to build a lab	
What business courses does your school offer?	
How do you plan to implement the VE Program (check those that apply)	<input type="checkbox"/> As a standalone class <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> As a capstone to a SLC Describe the mission of your SLC <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> As a capstone to a career-themed Academy What is the name of your career-themed Academy? <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> As a capstone to a CTE program of study Describe the program of study <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> As a capstone to the VEI Entrepreneurship Program of Study <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> As a daily 45-minute class <input type="checkbox"/> As a daily 90-minute block, granting credit for Economics

<b>APPENDIX C: Memorandum of Intent – Page 2 of 2</b>	
<b>Section B –REAFFIRM AN EXISTING PROGRAM</b>	
Do you currently have a trained coordinator?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your equipment need upgrading?	<input type="checkbox"/> Yes <input type="checkbox"/> No Specify:
Is your VE program a NYSED Approved CTE Program? If no, are you applying for this status?	<input type="checkbox"/> Yes <input type="checkbox"/> No Application for NYSED Approved Program <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you offer a program of study that culminates in VE?	<input type="checkbox"/> Yes <input type="checkbox"/> No Specify:
Are students currently programmed as a cohort?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What is the name of your sequence of study?	
How many students were enrolled in your VE? in your program of study?	VE: Program of Study:
Do you presently offer Economics credit as part of VE?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**By submitting this document, it is understood that my school has elected to participate the VE Program for 2012-13 school year.**

**Signature of Principal** \_\_\_\_\_

**Print Name** \_\_\_\_\_

**School** \_\_\_\_\_

**Date** \_\_\_\_\_

**Hudson Valley Youth Innovation Initiative  
Mid Hudson Pattern Fellows Team:**

**Dana Levenberg  
Melissa McCoy  
Juan Oelofse  
Laura Quigley  
Julie Richmond**

**ATTACHMENT F  
Proposed Budget**

## Budget Narrative

The VEI program requires a three year commitment from each participating school. The program implementation cost is approximately \$25,155 per school for the three years. This dollar amount covers the program fees, professional development for staff, instructional supplies, travel for teachers, chaperones, travel for students and admissions fees to a trade fair. For the three year total, we assumed 25 students per district, totaling: \$75,465.

The project implementation will be phased over the next year school year, with start-up projected for September 2013. Phase I includes, not only finalizing commitments from the schools, but identifying potential funding sources. The site visits to operating programs will provide additional information regarding how other school districts funded their programs.

The required laboratory site is difficult to quantify until start-up. We added an additional \$20,000 to the overall budget to reflect infrastructure costs, but this cost will vary greatly from school to school. It will depend on the existing equipment and facilities that they have, as well as their vision for the program (i.e. simulated office space vs. a simple computer lab.) The participating school districts will be demonstrating their commitment to the program, with the equity they bring for this portion of the project. We also anticipate much of the build-out could be subsidized with donations and grants (i.e. Best Buy, Dell, Apple, Intel Education PC & Model School Program.) There is also additional Perkin's grant funding which participants will be eligible for in year's 2 and 3.

With the \$20,000 build-out included, the cost is \$1,272.87 per student to participate in the program, over the three year period. It averages about \$31,000 per year for three districts. We feel this is a relatively inexpensive program compared to the \$5,000-\$8,000 average cost per student to participate in the local programs we surveyed.

**BUDGET (3 yr)****MONTICELLO****NEWBURGH****OSSINING**

Porgram Fee / Testing Fee	\$	2,900.00	\$	2,900.00	\$	2,900.00
Professional Development	\$	1,875.00	\$	1,875.00	\$	1,875.00
<small>\$625pp/perday x 2</small>						
Salary Compensation (Training period)	\$	12,285.00	\$	16,380.00	\$	6,750.00
<small>\$phx35hrs x 2</small>						
Travel/Lodging/Event Fees	\$	10,575.00	\$	10,575.00	\$	4,575.00
Sub Total	\$	<b>27,635.00</b>	\$	<b>31,730.00</b>	\$	<b>16,100.00</b>

**TOTAL**

Furnitire

**TOTAL**

\$ 8,700.00

\$ 5,625.00

\$ 35,415.00

\$ 25,725.00

**\$ 75,465.00**

**\$ 20,000.00**

**\$95,465.00**

(1,272.87 per student)