

Young Entrepreneurs Program Resource



2019-2020





YOUNG ENTREPRENEURS PROGRAM RESOURCE

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Young Entrepreneurs Program Resource 2019-2020

SECTION 1: *Inspiration & The Need*



INSPIRATION

Initiated by Miles Friedman, then Director of Fauquier County Department of Economic Development:



Young Entrepreneurs Program

1 message

From: Friedman, Miles (Fauquier County)

Date: Tue, Aug 7, 2018 at 3:56 PM

To: Renee Younes (GMU), Jennifer Goldman (Resonance), Christopher Coutts (LFCC), Christine Kriz (LFCC)

Cc: Beverly Pullen (Fauquier County), Laura Torpy (Fauquier County)

Since our two incubator managers are both unable to attend a meeting on the date I proposed, I think we should hold off on a meeting for now.

Here is my goal: I would like to identify one or two of Dr. Forman's mini-program ideas that seem viable for Fauquier County. Along with that, I am looking for suggestions on how to implement the mini-program, what the associated cost factors will be, and who should take the lead.

Would each of you take a few minutes to re-read Maury's suggestions, reprinted below, and share your thoughts with the group? Then we will follow up with everyone by email, telephone and perhaps meetings to see where we go from here. The immediate need is to pull together a proposal for a PATH Foundation Make It Happen Grant, coupled with a larger and longer term proposal to GO VA (due by September 25th).

Thanks for any insights; here are the bullet points from Dr. Maury Forman, a legend in his own mind! (and a dear friend, but don't hold that against him!)

- Organize an interactive entrepreneurship fair. Invite entrepreneurs, investors, franchisers, suppliers, and innovators, to showcase their work to high schools.
- Have an open house at a local maker space with demonstrations from entrepreneurs that have successfully utilized the tools to create their dreams.
- Organize a day for aspiring youth entrepreneurs to observe and experience the day-to-day operation of multiple business ventures in the community.
- Build a booth where students and entrepreneurs can be videotaped talking about entrepreneurship. At the end of the day, submit the individual short clips to YouTube or Jib Jab. The one with the most views after a week will win a prize.
- Organize an art show featuring student artists who explore the basic themes or characteristics of entrepreneurship: opportunity recognition, creativity, problem-solving, risk-taking, resourcefulness and a passion for ideas.
- Organize a student business summit where entrepreneurs and local elected officials discuss issues relating to regulatory and licensing issues.
- Organize a competition in which students submit a business plan that may be an asset to the community.
- Get students to explore and research the history of prominent local business people and businesses. Each student selects one of these entrepreneurs to present to their class in a creative and innovative format.
- Organize an afternoon workshop teaching students how to improve existing products and turn them into money-making opportunities.
- Prior to school, sponsor a breakfast with the chamber for students and listen and question local entrepreneurs discuss their business.
- Take a tour through a co-working space and discuss how startups can afford and work in such an environment through mentoring and networking
- Select local entrepreneurs to give five-minute Ignite presentations at job fairs or career day using just 20 slides to communicate multiple aspects of entrepreneurship

Thanks...

Miles

Miles Friedman
Director of Economic Development
Fauquier County, Virginia

What Really Makes America Great in 2018

by Maury Forman | Jul 29, 2018 | Entrepreneurs



I hate to admit it, but Make America Great Again is a great marketing campaign and sound bite. That said, if you ask people what made America great in the past and what will make it great in the future the answers are all over the place.

I could spend an entire blog or two providing my own suggestions, but I think there is one answer that stands out more than anything else. If America does indeed need to be great again, then the answer to making it great is a renewed focus on our entrepreneurial spirit.

This country was built and has prospered because of its incredible desire to be innovative and make life better for people. (Check out the remarkable timeline of [inventions of Washington State](#) for the last 100+ years) Stories and data are unanimous in agreeing that entrepreneurs create jobs, support community growth, encourage social change, invest in local projects, generate new wealth, and create new solutions for old problems.

Who are these makers, doers and dreamers who have taken on such an enormous responsibility to solve problems, go into debt, persevere through rejections, put dating on the back burner and live with the shame of living with their parents into their late 20s or even 30s?

They are the youth of America. Or as Joe Pesci says in the movie My Cousin Vinny they are the “yutes”.

Take a good look at the kids coming out of your schools. They may form the backbone of your community for the next 50 years. If they are hard working and smart, if they have learned a skill, if they have participated in a business plan context, if they have been introduced to a mentor, your community is likely to grow and prosper. But if your schools have high drop out rates and low test scores, and you don't introduce and teach them the opportunities of being an entrepreneur, then your community will never grow and be great.

We need to introduce young kids to entrepreneurship early with lemonade stands and entrepreneur camps and business plan competitions where they can learn how to start own and operate their own business, start thinking about entrepreneurship and creating their own jobs.

If we really want to make America great again, America needs to support and encourage the “yutes” by providing them with the necessary tools to succeed, that include technical assistance, education and training, access to capital and mentoring and networking.

Successful organizations that practice those strategies and best practices are easy to find. Many of them have been developing innovators one entrepreneur at a time for years. Organizations like [Entrepreneurs' Organization](#), [Young Entrepreneur Council](#), [Startup Grind](#), [Young Presidents Organizations](#), [Youth Entrepreneurs](#), [Creating Entrepreneurial Opportunities](#), and yes even the [Girl Scouts of America](#). GSA hosts camp programs designed to familiarize teen girls with the foundations of entrepreneurship. These Girl Scouts don't just sell great cookies. They will be the leaders and innovators for the next generation. And to think you may have just bought a box of Samoa's from a future CEO.

Of course, you don't have to belong to any of these organizations to assist and support future entrepreneurs. You can create your own organization or just create an event by celebrating and participating in the Kauffman Foundation's

annual Global Entrepreneurship Week. From Nov. 12-18, thousands of events and competitions in 170 countries will inspire millions to engage in entrepreneurial activity while connecting them to potential collaborators, mentors and even investors.

Want to get involved? I will even give you a head start.

Here are twelve of my favorite and inexpensive events from past global entrepreneurship weeks that introduce entrepreneurship to the “yutes” in your community. But don’t stop in November. Twelve is the number of months in a year so you can organize all of these events for a year to reinforce the possibilities and opportunities of being an entrepreneur. Who knows how many “yutes” will be a CEO and start a business in your community based on some of these events

- Organize an interactive entrepreneurship fair. Invite entrepreneurs, investors, franchisers, suppliers, and innovators, to showcase their work to high schools.
- Have an open house at a local maker space with demonstrations from entrepreneurs that have successfully utilized the tools to create their dreams.
- Organize a day for aspiring youth entrepreneurs to observe and experience the day-to-day operation of multiple business ventures in the community.
- Build a booth where students and entrepreneurs can be videotaped talking about entrepreneurship. At the end of the day, submit the individual short clips to YouTube or Jib Jab. The one with the most views after a week will win a prize.
- Organize an art show featuring student artists who explore the basic themes or characteristics of entrepreneurship: opportunity recognition, creativity, problem-solving, risk-taking, resourcefulness and a passion for ideas.
- Organize a student business summit where entrepreneurs and local elected officials discuss issues relating to regulatory and licensing issues.
- Organize a competition in which students submit a business plan that may be an asset to the community.
- Get students to explore and research the history of prominent local business people and businesses. Each student selects one of these entrepreneurs to present to their class in a creative and innovative format.
- Organize an afternoon workshop teaching students how to improve existing products and turn them into money-making opportunities.
- Prior to school, sponsor a breakfast with the chamber for students and listen and question local entrepreneurs discuss their business.
- Take a tour through a co-working space and discuss how startups can afford and work in such an environment through mentoring and networking
- Select local entrepreneurs to give five-minute Ignite presentations at job fairs or career day using just 20 slides to communicate multiple aspects of entrepreneurship.

Global Entrepreneurship Week is not one single event — it is tens of thousands of events, activities and competitions that every community should participate in if we want to make America great again. America did not become great again with slogans. Greatness rests on the shoulders of our country’s entrepreneurs. Thanks to their ideas, energy, passion and perseverance, they are re-energizing local economies, providing new job opportunities and building a new sense of community in towns throughout the U.S.

Global Entrepreneurship Week is a great place to start but it does not have to end there. The goal of every great community should be to create a new generation of entrepreneurs from today’s youth. And selfishly, it will give me a good reason to buy more Girl Scout cookies and meet the CEO’s of the future. That way I can say I knew her when she first began her entrepreneurial career.

Maury

From here, a conversation between Miles Friedman (who is a friend of Maury Forman and brought the topic to attention), Jennifer E. Goldman (local entrepreneur and parent of grown sons), and Christopher Coutts (provost of Lord Fairfax Community College - Fauquier and parent of school-age children) took place.

It was an exciting, inspired and collaborative conversation where all agreed that regardless of the path students intended to take after high school, it would be of great benefit to them to learn more about business ownership. Among the reasons were:

- To give students an enhanced sense of business
- To foster an alternative path to success for students not pursuing higher education
- To boost students' knowledge of entrepreneurship for greater college course success if a business degree was being sought
- To encourage and inspire all students to consider business ownership in Fauquier County

ESTABLISHED NEED FOR YOUTH ENTREPRENEUR PROGRAM

- Fauquier County's Class of 2018 hit a record 96.1 percent on-time graduation rate, according to a new report from the Virginia Department of Education. (Total enrollment = 11,000)
(https://www.fauquier.com/news/fauquier-schools-hit-record-high-graduation-rate-percent/article_b897b032-c685-11e8-b6cc-538061c76278.html)
- Which means, approximately 440 students did not graduate HS (or at least not on time over a 4-year period)
- Assume then that they remain in Fauquier County after HS and w/no degree
- 2018 Fauquier grads: FHS diplomas 338, Liberty 332, KRHS 303
- Approx 68% Fauquier students pursue college
(from <http://schoolquality.virginia.gov/divisions/fauquier-county-public-schools#desktopTabs-4>)
- Approximately 1200 Fauquier County residents at LFCC
(from <https://lfcc.edu/wp-content/uploads/2017/09/LFCC-Demographic-Enrollment-Trends.pdf>)
- These students remain in Fauquier at least 2 more years
- LFCC graduation rates approx. 39%, and xfer out rates at 10%
(from <https://www.collegetuitioncompare.com/edu/232575/lord-fairfax-community-college/graduation/>)
- Of most popular colleges Fauquier students attend – graduation rates are as follows
(from 2014 <http://research.schev.edu/gradrates/grs10.asp>):
 - GMU = 42.4
 - JMU = 81.4
 - UVA = 93
 - Tech = 81.2
 - VCU = 61.4
 - CNU = 76
 - ODU = 43.6
 - W&M = 88.6
 - UMW = 65.8
 - Longwood = 62.1

Fauquier County Public School Statistics

Average Graduation Rate This is the percentage of 12th graders who graduated. Because states calculate graduation rates differently, use caution when comparing this data to data from another state.	92%
Average SAT Average SAT composite score out of 1600, as reported by Niche users from this school.	1170 451 responses
Average ACT Average ACT composite score out of 36, as reported by Niche users from this school	27 102 responses

(from <https://www.niche.com/k12/d/fauquier-county-public-schools-va/>)

Niche College Admissions Calculator

Popular Colleges

Niche users from this school district are most interested in the following colleges.

George Mason University	366 Students	Christopher Newport University	165 Students
James Madison University	346 Students	Old Dominion University	151 Students
University of Virginia	309 Students	College of William & Mary	148 Students
Virginia Tech	298 Students	University of Mary Washington	132 Students
Virginia Commonwealth University	276 Students	Longwood University	116 Students

What does this mean?

Combining the stats above and aggregating the information – which accounts only for public schools in Fauquier County:

- In 2018: 973 students graduated
- Total Class Size ~ 1012
- 39 Students (4%) did not graduate = stayed in Fauq/no diploma
- 68% of our high school grads enrolled in higher learning institutes w/in 16 mos of grad
- 40% enrolled in 4-year programs
- 27% enrolled in 2-yr programs
- Approx 688 students enrolled in some type of college
- Approx 140 Fauquier grads enrolled at LFCC drop out = assumed to stay in Fauq/no diploma
- Approx 76 graduate LFCC = assumed to stay in Fauq/Assoc Deg
- Avg graduation rate of our students top college picks ~ 69.55
- Using this model, of the 40% in 4-yr colleges, 271 will graduate w/4-yr degree
- 118 of our HS grads who left for a 4-yr college, drop out – assumed to come back to Fauquier
- Of the 271 w/4-yr degree, how many come back home?
- Of the 76 w/LFCC degree, how many remain here?

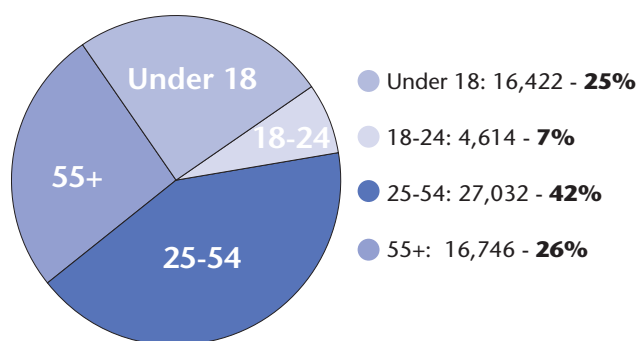
Population of Fauquier County by age (estimates 2018):

69,465 Total

29.2 % under the age of 18

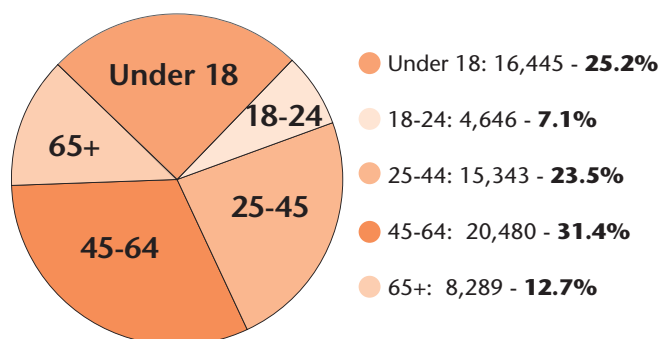
16.1% over the age of 65

Estimates 64,814



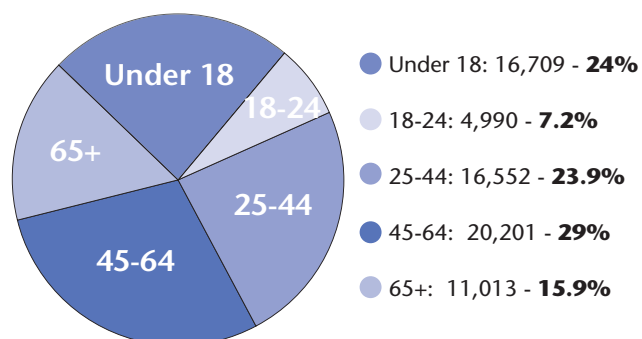
U.S. Census Bureau

2010



vs.

2017



Young Entrepreneurs Program Resource 2019-2020

SECTION 2: *Other Youth Programs & Research*





YOUTH ENTREPRENEURSHIP PROGRAM COMPARISON REPORT

Regional and National Youth Entrepreneurship Program Summaries and Comparisons

Entrepreneurship programs designed and targeted at the youth in America are not a new thing. They are fairly prevalent and each offer something of value to their program members. The main issue with all programs is their lack of widespread availability and accessibility to any interested party regardless of economic or geographic restrictions. In creating the Young Entrepreneurs Program Resource, we have tried to take what is known and workable on a regional and national level, then hone it to the particularities of our region while making it accessible to all and without redundancy. The following is a summary list of the main programs we researched and evaluated.

Young Entrepreneurship Academy: This is a program that was developed in 2004 at the University of Rochester, then packaged and sold as a program to interested school districts and other parties. It is a once a week after-school activity open to students in grades six through 12 who are interested in developing business and entrepreneurial skills. The program in Arlington County began three years ago, and is just beginning in Loudoun County this school year (2019-2020) - each program is 21 weeks long. The goal is to help students develop business ideas, conduct market research, write business plans, pitch to investors and launch a company. They meet once a week for three hours and have the opportunity to meet with local business professionals, as well. The program cost to each student is \$495.00 and requires an application, essay, recommendations, and transcripts. Their stated ideal participant is “creative, innovative, academic and determined...” Business plans are presented to a panel of investors, similar to the reality television show Shark Tank, and finalists are selected for personal interviews and potential funding for their new company.

Junior Achievement: JA, the oldest youth entrepreneurship program in the nation, was established in 1919. There is a national organization with local chapters and a variety of programs available for K-12 students. Some of the programs are extra curricular, while others are incorporated with established school curricula. In such cases there is an administrative fee of \$15 charged to students to cover materials and an additional \$25 paid for by program partners. The program helps foster access to business leaders, creates trade show opportunities to showcase business ideas and tries to incorporate real world experience. It is both academic and hands-on experience with general economics and business principles as its basis. JA has served more than 57,000 students in the tri-state area (DC, Maryland, Virginia) with their many programs. The program is available to schools that choose to bring it on board. JA believes their biggest struggles are access to disadvantaged youth and limited outreach because it is taught in academic subjects.

Launch X: Launch X was established by MIT alum Laurie Stach as a way for high-achieving high school students to hone their innovative skills and fulfill their entrepreneurial spirit. The program is held in two sessions at MIT and several other universities during summer months. The application process is elaborate but takes into account other factors besides just grades. Costs can be prohibitive as the average is about \$9000

depending on location. Launch X programs are stay-away camps where students have access to the best and the brightest minds and innovators in the business world. This program is geared to a very targeted audience.

National Student Leadership Conference: These are summer programs housed on 15 university campuses throughout the US with a middle school option and a high school option. The programs are designed to allow students to explore employment and entrepreneurship options. The program began in 1989 and has had students from 70 countries participate. There are many programs associated with this but the Business and Entrepreneurship program is the one being compared here. The program is two weeks long and includes a business lecture series, entrepreneurship simulation and management simulation. The cost to students is \$3000 and includes an application process.

E-Squared (Entrepreneurial Energy): This program was established and is run by Career Partners Inc. in Culpeper, Virginia in conjunction with the local high schools. The stated goal is to help prepare Culpeper high school graduates for the workplace. This effort began in 2000 and has since expanded into five educational programs, utilizing the efforts of 250 volunteers annually and has now reached 3000 students as well as awarded \$200,000 in scholarships (before the beginning of the 2019-2020 school year). The E-Squared program is conducted through three career and technical classes and is oriented towards business in the local high schools. Teams of three to four students are tasked with creating a business on paper that makes and markets a real product or provides a service. The teams receive coaching from local business leader volunteers. The final product is a business plan and presentation to a panel of local business leaders to garner funding. The competition will result in six teams competing for \$5,000 each in scholarship prizes. The idea is to simulate experiences that entrepreneurs would face and be prepared with the real life skills necessary to compete in the workforce. The success of the program is dependent on the relationship between the volunteers, teachers, and students. This is a local and productive model suited to Culpeper but limited to the students taking the associated classes.

Social Entrepreneurship and Environmental Sustainability: SEES is a pass/fail certificate program within Highland's Upper School, focused on solving pressing environmental problems. This program is a semester-long elective offered at the private school in Warrenton, Virginia for interested 10-12 graders on social entrepreneurship. Up to 19 students per semester can take the class which is focused on the research, marketing, and design used by start-ups in the business world and use these strategies to promote social good while solving pressing problems in society and the environment. Students work in teams during class to offer solutions to real world problems while learning business practices, marketing, communication, group dynamics etc. They must seek out professionals associated with the issue and with hands-on experience. The program began in 2018 and entails no costs outside of tuition to the school. The particular struggles center on ability to access pertinent parties outside of school and to conduct student-led activities with minimal teacher involvement.

What We Liked/How We Differ:

Young Entrepreneurship Academy is a model with several valuable characteristics that we favor including the use of the captured audience; go where the students are, which for this age group is our local schools. In both instances the use of the local school system is vital. They also utilize pre-packaged lesson plans, templates and pre-arranged business partnerships. Where we differ is that our program will be open to all students regardless of any application process. Our program is also intended to be intertwined with regular school day activities wherever it fits best instead of the time consuming three-hour meeting after school once a week. This allows more students the opportunity to take part without impacting after-school activities. Our resource guide will include similar lesson plans and templates, but the hands-on experiences will be local in focus and designed to foster a community relationship that will hopefully be a tie that binds our young people to the local community.

Junior Achievement is the starting point for most school-based entrepreneurial programs. It is the oldest and has many aspects worth emulating. It has well-developed resource guides, lesson templates, and support systems. It also has a wide variety of programs that are for both in-school and extracurricular activities. It is also open to any school that chooses to bring on the program. Its scope is national and, although there are regional chapters, the emphasis is on basic economic and business principles. The organized resource guide is something we can model and utilize, but where we differ most is where they struggle most. Because there is a cost to the program, either directly to those who want to partake or to the school system at large, this tends to leave the disadvantaged, and those who may not be on a strictly academic tract, on the sideline. Our program is designed to be all-inclusive and at no cost to the student. It is our belief that while not every student has a clear path in mind as to their future, exposure to entrepreneurship and its potential in the local community will prove inspirational and offer a possible future path. In addition, the Young Entrepreneurs Resource Guide, by design, is malleable to any community that chooses to make use of the resource guide. There is no national structure to adhere to and the goal is to utilize local business resources to inspire local youth with an eye towards invigorating both.

Launch X and the National Student Leadership Conference are summer camp programs that are exposure camps with well-known business leader involvement, academic input from top universities and look great on college résumés. They are, however, designed specifically for students on a top academic tract, have money and time to spend in the summer, and are willing to go through a competitive application process. They are designed for the student who can afford the opportunity, and who has a pretty clear idea of what path they are pursuing. These are great for the student that fits this category, which is not the majority of students in any community. Through the Young Entrepreneurs Resource, we are looking to benefit any student, show where potential opportunities may lie, and enhance the future prospects of our students without prerequisites and additional costs.

E-Squared (Entrepreneurial Energy) is a nearby and highly successful program that has much to offer in terms of modeling. The program is a coordinated effort of volunteers, teachers and students within a couple of business classes in Culpeper High Schools and offers opportunities for teams to design a business and compete for scholarship prizes at the end. This is an excellent local model for encouraging entrepreneurship and garnering scholarship funds. The model they have created for coordinating those involved is worthy of emulating and also shows a concerted yearly effort. We also plan to build into our program the opportunity for competitive events, prizes and local partnerships. We also intend to expand on this and create a variety of simulations, program packages, webinars and opportunities to interact with community businesses, government, legal and lending institutions and go beyond the build-a-business competition. Our concluding program resource guide will encapsulate all these and provide a framework that any community will be able to adapt.

Social Entrepreneurship and Environmental Sustainability is a successful program that focuses on an area of great interest to our young people. Relating societal and environmental concerns to entrepreneurial enterprise is a popular idea and laudable. While its focus is narrow, it presents the stimulus of combining economic opportunity with social consciousness. This is something we intend to emphasize as an option but not exclusive to other ideas. The marketplace has no end of opportunity, it just needs creative ideas, willing participants and maybe a little push combined with support. The big difference the Young Entrepreneurs Program Resource is seeking to provide is an open opportunity to all, whether on the academic tract or a yet-to-find-my-way student, public or private schooled, career-minded or still searching. Our program and Resource Guide will be of use to all without confining or limiting prerequisites. This is a useful supplement however.

Young Entrepreneurs Program Resource Summary: In designing our pilot programs, the focus is to find out how best to stimulate entrepreneurship among young people across the spectrum. The intent is to foster and encourage those youth with innovative spirits, work ethic, and community ties that will lead to expanding the economic well-being of the community. Looking at other similar national and regional programs we believe

it is important for the GO Virginia Region 9 communities to have a program that is accessible to all. This means that it needs to be free, with no academic requirements, no application process, and available to students who intend to pursue a college career after high school as well as those who choose to follow another path. Not only are we interested in enhancing the academic profile of the students who will likely be continuing their education, but we also want to enlighten all students to the possibilities of other career paths and ones that will engender their own future success as well as their community. Sustaining the small town and rural communities necessitates keeping young people invested in its well-being. The majority of young people are unsure of what they want from the future, but our goal is to expose them to options they may or may not have considered whether they intend to pursue college or not. The program is intended to be malleable to each high school that embraces it so that it best suits their particular needs. It will be focused on how best to achieve the tenets of entrepreneurship locally. Experiential learning will be specific to the locality, not vague or esoteric.



REGIONAL YOUTH ENTREPRENEURSHIP PROGRAM IDENTIFICATION/COMPARISON FORM

NAME OF PROGRAM: E Squared (Entrepreneurial Energy)

MANAGING ORGANIZATION: Career Partners Inc. (CPI), a Culpeper-based educational non-profit organization.

YEAR PROGRAM WAS ESTABLISHED: 2010

LOCATION OF PROGRAM: Culpeper County

SERVICE AREA OF PROGRAM: Eastern View High School & Culpeper Co High School (both of the Culpeper high schools)

AGE RANGE OF STUDENTS: 9th-12th graders

FREQUENCY OF STUDENT ENGAGEMENT: E Squared is an actual business class that students sign up for at the high schools. They meet each school day during the entire spring semester (January – May), as well as a handful of before/after school field trips and group activities.

STATED MISSION OF PROGRAM:

- **E Squared Vision:** To teach high school students the importance of wealth creation to society
- **E Squared Mission:** To combine the skills and experience of the business and school communities in a volunteer-driven training course in the fundamentals of creating and starting a business

STATED OUTCOMES OF PROGRAM: An understanding of what is required to start and operate a business.

COST OF PROGRAM TO STUDENTS: No cost to students

OTHER ASSOCIATED COSTS:

\$25,000-30,000 per year for scholarship awards (\$5k/each student on the winning team)

\$500-3,000 per year for “Coaches Awards” (tablets and chromebooks).

\$30,000 – initial purchase of Chromebooks for all students and coaches involved in the program back in 2017. Starting in 2019, all Culpeper County high school students will receive Chromebooks, therefore the E Squared ones will be taken out of student circulation, and remain on the CPI books as an asset.

There are additional costs incurred by the Culpeper County School System as part of their annual CTE budget.

ORIGINATION OF FUNDING FOR PROGRAM: Career Partners Inc (privately funded 501 (c)(3))

PROGRAM SIZE (MAX. # OF STUDENTS ALLOWED): 50-60 students in total across 2 high schools per year. Teams are formed with 3-4 students per team (6-8 teams per school).

CURRICULUM STYLE: A Spring Semester Class: Business/Marketing Teacher lead, Team Project based with assigned volunteer coaches from the community (1-2 coaches per team), along with guest presenters and advisors throughout the tenure of the semester. Full immersion into Business, Finance, Team/Project work, Resource gathering. 1-2 days of classroom concepts taught per week, followed by 2-4 days of project/group work.

PROGRAM WEB SITE: www.careerpartnersculpeper.com

PROGRAM MANAGER: Randi Richards-Lutz

PROGRAM MANAGER CONTACT INFORMATION:

PROGRAM'S BENEFITS TO STUDENTS:

PROGRAM'S MOST UNIQUE QUALITIES:

PROGRAM'S BIGGEST SUCCESSES (ACCORDING TO MANAGER):

PROGRAM'S BIGGEST CHALLENGES (ACCORDING TO MANAGER):

AVERAGE # STUDENTS REGISTERED EACH YEAR/SEMESTER: 50-60 per year

IF TRACKED: TOTAL # OF STUDENTS WHO COMPLETED THE PROGRAM: 500-600 students over a 10 year period

IF TRACKED: TOTAL # OF STUDENTS WHO LAUNCHED A BUSINESS: Not actively tracked

ADD ANY LINKS TO MORE INFORMATION DETAILS ABOUT THIS PROGRAM BELOW:

PRINT AND ATTACH ANY AND ALL INFORMATION GATHERED ABOUT THIS PROGRAM TO BE INCLUDED IN HARD COPY FILES/RESOURCE GUIDE.



REGIONAL YOUTH ENTREPRENEURSHIP PROGRAM IDENTIFICATION/COMPARISON FORM

NAME OF PROGRAM: Junior Achievement

MANAGING ORGANIZATION: Junior Achievement

YEAR PROGRAM WAS ESTABLISHED: 1919

LOCATION OF PROGRAM: national with local chapters

SERVICE AREA OF PROGRAM: national

AGE RANGE OF STUDENTS: k-12

FREQUENCY OF STUDENT ENGAGEMENT: multiple programs from week to year

STATED MISSION OF PROGRAM: empower diverse k-12 students to own their economic success through volunteer programs

STATED OUTCOMES OF PROGRAM: real world opportunities and skills not taught in school

COST OF PROGRAM TO STUDENTS: schools pay \$15 per student

OTHER ASSOCIATED COSTS: JA through sponsors subsidizes an additional \$25/student

ORIGINATION OF FUNDING FOR PROGRAM: schools and sponsors

PROGRAM SIZE (MAX. # OF STUDENTS ALLOWED): varies

CURRICULUM STYLE: multiple depending on program

PROGRAM WEB SITE: myja.myja.org

PROGRAM MANAGER: locally is junior achievement of greater Washington

PROGRAM MANAGER CONTACT INFORMATION: 202-296-1200

PROGRAM'S BENEFITS TO STUDENTS: variety of Programs, followed standards of learning, shadow business

PROGRAM'S MOST UNIQUE QUALITIES: oldest such program, vast resources

PROGRAM'S BIGGEST SUCCESSES (ACCORDING TO MANAGER): largest, Establishing role models, mentors, 57000 youths in dc area, 810,000 instructional hours , 262 schools, 6,000 volunteers

PROGRAM'S BIGGEST CHALLENGES (ACCORDING TO MANAGER): getting access to disadvantaged youth

AVERAGE # STUDENTS REGISTERED EACH YEAR/SEMESTER: locally over 50,000

IF TRACKED: TOTAL # OF STUDENTS WHO COMPLETED THE PROGRAM: only count registered

IF TRACKED: TOTAL # OF STUDENTS WHO LAUNCHED A BUSINESS: anecdotal

ADD ANY LINKS TO MORE INFORMATION DETAILS ABOUT THIS PROGRAM BELOW:

PRINT AND ATTACH ANY AND ALL INFORMATION GATHERED ABOUT THIS PROGRAM TO BE INCLUDED IN HARD COPY FILES/RESOURCE GUIDE.



REGIONAL YOUTH ENTREPRENEURSHIP PROGRAM IDENTIFICATION/COMPARISON FORM

NAME OF PROGRAM: Launch x

MANAGING ORGANIZATION: Launch X

YEAR PROGRAM WAS ESTABLISHED: 2012

LOCATION OF PROGRAM: national

SERVICE AREA OF PROGRAM: national

AGE RANGE OF STUDENTS: high school

FREQUENCY OF STUDENT ENGAGEMENT: varies based on club

STATED MISSION OF PROGRAM: students building the future by creating real start up, to solve real need

STATED OUTCOMES OF PROGRAM: create a legitimate startup

COST OF PROGRAM TO STUDENTS: \$20-40/student and a program fee from \$600-2,000 and admission fee

OTHER ASSOCIATED COSTS: unknown

ORIGINATION OF FUNDING FOR PROGRAM: students/ club

PROGRAM SIZE (MAX. # OF STUDENTS ALLOWED): 30 in first year

CURRICULUM STYLE: lesson activities and mentorship

PROGRAM WEB SITE: launchx.launchx.com

PROGRAM MANAGER: club leader and assigned mentor

PROGRAM MANAGER CONTACT INFORMATION: varies

PROGRAM'S BENEFITS TO STUDENTS: real world experience and tangible result

PROGRAM'S MOST UNIQUE QUALITIES: real company created

PROGRAM'S BIGGEST SUCCESSES (ACCORDING TO MANAGER): tangible results with verifiable outcomes

PROGRAM'S BIGGEST CHALLENGES (ACCORDING TO MANAGER):

AVERAGE # STUDENTS REGISTERED EACH YEAR/SEMESTER: Unknown

IF TRACKED: TOTAL # OF STUDENTS WHO COMPLETED THE PROGRAM:

IF TRACKED: TOTAL # OF STUDENTS WHO LAUNCHED A BUSINESS:

ADD ANY LINKS TO MORE INFORMATION DETAILS ABOUT THIS PROGRAM BELOW:

PRINT AND ATTACH ANY AND ALL INFORMATION GATHERED ABOUT THIS PROGRAM TO BE INCLUDED IN HARD COPY FILES/RESOURCE GUIDE.



REGIONAL YOUTH ENTREPRENEURSHIP PROGRAM IDENTIFICATION/COMPARISON FORM

NAME OF PROGRAM: NSLC

MANAGING ORGANIZATION: NSLC

YEAR PROGRAM WAS ESTABLISHED: 1989

LOCATION OF PROGRAM: VARIETY of colleges/ universities

SERVICE AREA OF PROGRAM: international

AGE RANGE OF STUDENTS: 6-12th grade

FREQUENCY OF STUDENT ENGAGEMENT: 1-2 weeks

STATED MISSION OF PROGRAM: understand how to turn a great idea into a business plan

STATED OUTCOMES OF PROGRAM: create and build business through realistic simulation

COST OF PROGRAM TO STUDENTS: \$3,200

OTHER ASSOCIATED COSTS: application fee, travel to university site ETF

ORIGINATION OF FUNDING FOR PROGRAM: student and scholarship

PROGRAM SIZE (MAX. # OF STUDENTS ALLOWED): limited via application

CURRICULUM STYLE: hands on, mentoring, shadowing

PROGRAM WEB SITE: nslcleaders.nslcleaders.com

PROGRAM MANAGER: varies

PROGRAM MANAGER CONTACT INFORMATION: see advice

PROGRAM'S BENEFITS TO STUDENTS: can earn college credit

PROGRAM'S MOST UNIQUE QUALITIES: at renowned universities

PROGRAM'S BIGGEST SUCCESSES (ACCORDING TO MANAGER): access to successful businessmen

PROGRAM'S BIGGEST CHALLENGES (ACCORDING TO MANAGER): cost and distance to program

AVERAGE # STUDENTS REGISTERED EACH YEAR/SEMESTER: varies

IF TRACKED: TOTAL # OF STUDENTS WHO COMPLETED THE PROGRAM:

IF TRACKED: TOTAL # OF STUDENTS WHO LAUNCHED A BUSINESS:

ADD ANY LINKS TO MORE INFORMATION DETAILS ABOUT THIS PROGRAM BELOW:

PRINT AND ATTACH ANY AND ALL INFORMATION GATHERED ABOUT THIS PROGRAM TO BE INCLUDED IN HARD COPY FILES/RESOURCE GUIDE.



REGIONAL YOUTH ENTREPRENEURSHIP PROGRAM IDENTIFICATION/COMPARISON FORM

NAME OF PROGRAM: Social Entrepreneurship & Environmental Sustainability (SEES) Certificate

MANAGING ORGANIZATION: Highland School (Upper School)

YEAR PROGRAM WAS ESTABLISHED: 2018

LOCATION OF PROGRAM: Warrenton, VA

SERVICE AREA OF PROGRAM: Fauquier County and surrounding region

AGE RANGE OF STUDENTS: Grade 10-12

FREQUENCY OF STUDENT ENGAGEMENT: Social Entrepreneurship class anytime from grade 10-12, SEES Capstone course spring semester senior year

STATED MISSION OF PROGRAM: The mission of the SEES Certificate program is to help students develop the fundamental skills they need in order to

- Identify pressing problems in the natural or social world
- Research and design sustainable solutions to those problems
- Use principles of modern-day entrepreneurship in this problem-solving process
- Embrace problems that are real-world, unsolved, open-ended with no one 'right' solution, and involving others outside the Highland School community
- Demonstrate self-directed inquiry, time management skills, and the ability to work effectively in teams
- Consult with experts in a professional manner throughout the problem-solving process
- Give a compelling oral and visual presentation of their team's solution to an audience of authentic stakeholders
- For their capstone project, identify, team-build, research, consult and present a solution to a real-world problem of their own choosing which is specifically environmental in nature.

Our aim is to offer students an opportunity to dive more deeply into experiential learning about real-world environmental issues and entrepreneurial problem-solving methods, in response to issues they identify themselves as worth pursuing.

STATED OUTCOMES OF PROGRAM: (see above)

COST OF PROGRAM TO STUDENTS: \$0 (course offerings included in tuition)

OTHER ASSOCIATED COSTS: \$500 annual budget for student presentation events, commemorative plaques, classroom supplies

ORIGINATION OF FUNDING FOR PROGRAM:

PROGRAM SIZE (MAX. # OF STUDENTS ALLOWED): Courses cap at 19 but any number of students may enroll in the certificate program throughout their Upper School career

CURRICULUM STYLE: Project-based learning

PROGRAM WEB SITE: <https://www.highlandschool.org/page.cfm?p=1483>

PROGRAM MANAGER: Nate Zuckerman, Social Science Teacher and SEES Certificate Program Director

PROGRAM MANAGER CONTACT INFORMATION: nzuckerman@highlandschool.org

PROGRAM'S BENEFITS TO STUDENTS: With the steady increase of social entrepreneurship as a career field and means of effecting social change, and with the boundaries between non-profit, for-profit and public institutions becoming increasingly blurred, Social Entrepreneurship makes sense as a course of education and training to offer to Highland students in order to prepare them for success in college and as leaders in the 21st century. Students will need to learn and apply skills from the natural sciences, social sciences, mathematics and economics, government, technology and design, and public speech, in order to properly understand their identified problems, accurately conduct and explain the results of their research in its various ramifications (financial, legal, logistical, social, environmental, ethical), and clearly and compellingly propose their solutions to their entrepreneurial target audiences (including experts, investors/donors, consumers/beneficiaries, etc.). The final product from this course will be a group presentation that requires a careful and creative use of technology (slideshows and images at the least, but potentially including sound and video, graphic and information design, etc.) in order to succeed in delivering its message and winning the audience's support. Accordingly, I hope it is clear how the Social Entrepreneurship course and the SEES Certificate program directly and strongly promote the development of all the 'Five Cs,' as character traits necessary for success in such an endeavor.

PROGRAM'S MOST UNIQUE QUALITIES: (see above)

PROGRAM'S BIGGEST SUCCESSES (ACCORDING TO MANAGER): We completed one year, with four seniors graduating having earned the certificate, and have partnered with seven local businesses and environmental organizations.

- Creating a program that isn't graded but part of the diploma curriculum anyway (pass/fail only)
- Holding "Share Out" sessions where students have to speak to the group and tell everyone what they've been working on, what they've learned, what they're having trouble with, any questions they have
- Having each student create regular reports evaluating the work that they've done individually as well as reviewing their peers. Helps with writing skills, student critical thinking skills and gives instructors a much easier sense of how things are going and corrections that need to be made

PROGRAM'S BIGGEST CHALLENGES (ACCORDING TO MANAGER): Finding appropriate businesses to work with, finding time during the school day to visit business sites, interview customers and give final presentations.

- Getting students to speak in groups, present to groups
- Getting students comfortable with calling people/businesses on the phone
- Writing skills (too much shorthand)
- Personal skills – introducing themselves to strangers
- Being able to find time during the school day to take students to appropriate activities and real world experiences

AVERAGE # STUDENTS REGISTERED EACH YEAR/SEMESTER: Social Entrepreneurship class: 16,
SEES Capstone: 4

IF TRACKED: TOTAL # OF STUDENTS WHO COMPLETED THE PROGRAM: 4

IF TRACKED: TOTAL # OF STUDENTS WHO LAUNCHED A BUSINESS: 0 (not a goal of the program)

ADD ANY LINKS TO MORE INFORMATION DETAILS ABOUT THIS PROGRAM BELOW:

PRINT AND ATTACH ANY AND ALL INFORMATION GATHERED ABOUT THIS PROGRAM TO BE INCLUDED IN HARD COPY FILES/RESOURCE GUIDE.

Other info:

Recommended a free online course: U-Dacity, created/taught by Steve Blank, Entrepreneurship Educator who has a business model canvas called “How to build a start-up”, which answers: Who’s My Customer? And What’s My Value Proposition?

KNOWN REGIONAL YOUTH ENTREPRENEURSHIP PROGRAMS

Name of Program	Year established	Location of Program	Age Range of Students	Frequency of Engagement	Cost to students
Young Entrepreneurs Program (YEP)	2019	participating high schools	Grades 9-12	varies, depending on scheduling availability of each participating high school	\$0
Social Entrepreneurship & Environmental Sustainability	2018	Warrenton Va	Grade 10-12	both a 1 semester course taken anytime from grade 10-12 and a capstone course spring semester senior year	\$0
E-Squared (Entrepreneurial Energy)	2010	Culpeper County	9th-12th	E-Squared is an actual business class that students sign up for at the high schools. They meet each school day during the entire spring semester (January – May), as well as a handful of before/after school field trips and group activities.	\$0
Junior Achievement	1919	national with local chapters	k-12	multiple programs from week to year	schools pay \$15 per student
Launch X	2012	national	high school	varies based on club	\$20-\$40 per student and a program fee from \$600 - \$2000 and admission fee
NSLC	1989	variety of colleges/ universities	6th-12th graders	1-2 weeks	\$3,200

Other Costs	Program size	Unique Qualities	Biggest successes	Average # of Students Registered Each Year
	any interested student - no cap	no cost to students, offers real world experiences, puts students in lead roles for classroom business activities	Students planned, organized, coordinated and hosted entrepreneurship business events for the community. Students formed real business at their school as part of their program.	not enough data
\$500 annual budget for student presentation events, commemorative plaques, and classroom supplies	courses cap at 19, but any number of students may enroll throughout their upper school career	(see previous)	We completed one year, with four seniors graduating having earned the certificate, and have partnered with seven local businesses and environmental organizations.	social entrepreneurship class: 16 SEES capstone: 4
\$25,000-30,000 per year for scholarship awards (\$5k/each student on the winning team). \$500-3,000 per year for "Coaches Awards" (tablets and chromebooks). \$30,000 – initial purchase of Chromebooks for all students and coaches involved in the program back in 2017. Starting in 2019, all Culpeper County high school students will receive Chromebooks, therefore the E Squared ones will be taken out of student circulation, and remain on the CPI books as an asset. There are additional costs incurred by the Culpeper County School System as part of their annual CTE budget.	(MAX. # OF STUDENTS ALLOWED): 50-60 students in total across 2 high schools per year. Teams are formed with 3-4 students per team (6-8 teams per school).			50-60 per year
JA through sponsors subsidizes an additional \$25 per student	varies	oldest such program, vast resources	largest, establishing role models, mentors, 57000 youths in DC area, 810,000 instructional hours, 262 schools, 6000 volunteers	locally over 50000
unknown	30 in first year	real company created	tangible results with verifiable outcomes	unknown
application fee and travel to university site	limited via application	takes place at renowned university	access to successful businessmen	varies

Virginia Department Of Education
State Fiscal Stabilization Fund Indicator (C)(11) Report
2016 FGI cohort year (students entering high school in 2012)
Graduation Rate Type: Four Year Rate
Division: Fauquier County (030), School: ALL

Subgroup	Total number of students in the cohort earning a federally recognized high school diploma		Students who enrolled in any Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma		Students who enrolled in a 4-year public Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma		Students who enrolled in a 4-year private Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma		Students who enrolled in a 2-year Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma.	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Students	879	68	596	29	259	11	99	238	27	
Female	429	75	322	32	138	14	58	126	29	
Male	450	61	274	27	121	9	41	112	25	
American Indian	<	<	<	<	<	<	<	<	<	<
Asian	<	<	<	<	<	<	<	<	<	<
Black	78	63	49	15	12	18	14	23	29	
Hispanic	62	63	39	16	10	6	4	25	40	
Native Hawaiian	<	<	<	<	<	<	<	<	<	<
White	690	69	479	33	226	11	75	178	26	
2 or More	37	59	22	24	9	11	4	9	24	
Economically Disadvantaged	141	50	70	11	15	7	10	45	32	
Limited English Proficient Students	20	45	9	5	1	-	-	8	40	
Students with Disabilities	74	41	30	5	4	4	3	23	31	

NOTES: < = A group below state definition for personally identifiable results.

- = no data available for that group

This report provides the best available estimates about college enrollment according to the National Student Clearinghouse. For more information, see the answers to Frequently Asked Questions about this report at: http://www.doe.virginia.gov/school_finance/arra/stabilization/reported_data/assurance_cfaq_c11.pdf.

Students who attended schools that do not participate in NSC are not included in the number or percent of students enrolled in an IHE.

Federally recognized high school diplomas include Standard, Advanced Studies, or International Baccalaureate (IB) diplomas.

Most subgroups are based on students' most recent status.

Jan 31, 2019 03:47 PM

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Trends in LFCC Students by Division, High School, and Dual Enrollment Status

Division/High School	5 Yr N Total HS Grads	Total 5 Years Enroll 12-16	% 5 Yr HS Grads at LFCC	Fall 2016 N Total HS Grads	Total Enroll Fall 2016	Fall 2016 % Total HS Grads	Entered 12-16 & Prev. Dual Enrolled	Entered Fall 2016 & Prev. Dual Enrolled	DE as % of 12-16 Entering Students	DE as % of Fall 2016 Entering Students
Fauquier County Division	4,300	976	23%	927	216	23%	201	55	21%	25%
Fauquier High	1,466	321	22%	325	76	23%	62	16	19%	21%
Kettle Run High	1,368	299	22%	311	67	22%	97	25	32%	37%
Liberty High	1,466	356	24%	291	73	25%	42	14	12%	19%
All LFCC Jurisdictions	17,169	4,040	24%	3,501	829	24%	1,357	300	34%	36%
VA Total	435,964	95,187	22%	88,491	19,009	21%	23,698	5,328	25%	28%

RADS: JAJ5

File: College readiness reports for HS to LFCC - 2017 report

Source: VCCS College Readiness Reports - 1/16/2017

Fauquier Young Entrepreneurs Program Executive Summary

This project is a proactive attempt to address the need to produce the next generation of entrepreneurs, innovative risk takers and the businesses they build to expand the local, regional and national economies. Unlike the majority of professional entrepreneurial development programs which focus on adults in the 30-50 range, this program focuses on the high school student still exploring their options and is in accordance with the expressed aim and priority of the Go Va Region 9 Entrepreneurial Assessment Project.

***68% of Fauquier County School Graduates attend some form of higher education.**

By taking advantage of resources already in place such as public and private schools, business mentoring programs, local government agencies and with support from GO VA, it is our mission to help develop the entrepreneurial spirit in our youth and encourage reinvestment in our local economy. Promoting and encouraging a steady supply of young, growing businesses helps maintain economic vitality, creates job opportunities and serves as a significant inducement for new firms to locate in the area.

***32% of Fauquier County students do not attend college and for the most part are assumed to reside in the area.**

While we strongly encourage pursuing educational advancement after high school, we realize that many students follow a different path. College should be available to all, but it is not the only way. Our program will serve as both an incentive to pursue business interests academically and also as a path to becoming your own boss in a less academic way and with real world experience. One of the main goals is to encourage business development by both those that choose a path other than higher education, those with some college, and those who come home having completed a degree program.

***U.S. census shows that Fauquier County has seen an increase in the population of 18-24 year olds since 2010**

With record number of young people living in the county of varied educational background, it's imperative that we encourage entrepreneurship as a career path in order to spur the local economy and create fresh and viable businesses and employment opportunities. The creation of growth oriented businesses with broad appeal would help in keeping young people in this exurban/rural community instead of "escaping" to the city. It will also help revitalize the local economy with fresh ideas that fit the changing times.

***8% of entrepreneurs started their first business by the time they were 10 years old.**

In order to implement the best program, an analysis of area programs with similar aims has been made. These include national and international programs, and current regional school based programs. Our mission is to learn what has been successful and what has not, fill in the gaps, tailor it to the specific realities of our local community and do so at no cost to the student. The ensuing resource guide can then be tailored to each specific community.

***Programs compared: Junior Achievement, National Student Leadership Conference, Launch X, Young Entrepreneurs Academy in Loudon and Arlington, University summer camps, E-Squared in Culpeper, and SES at Highland.**

While each program is unique in some way, we can draw some general conclusions about how this program will be a unique and valuable asset to our students.

- 1) It is open to all with no application fee, essay requirement, specific GPA, or cost of any kind.
- 2) The program will court prospective college students as well as those looking for opportunities that take advantage of their individual skills and goals.
- 3) The course will piggyback on what is already being taught, but focus on how to use local assets, legal requirements to consider, arranging financing, and navigating local bureaucratic procedures.
- 4) Will take advantage of the first hand accounts of local entrepreneurs and the business community.
- 5) A resource guide with best practices related to the community will be produced for classroom use.



Social Entrepreneurship & Environmental Sustainability Certificate

Click on a link to go to any of these sections of the document:

- [SEES Mission](#)
 - [Certificate Program Description](#)
 - [Advising](#)
 - [Coursework](#)
 - [Internship](#)
 - [Expert Consultation](#)
 - [Capstone](#)
 - [Quick Links to SEES Program Documents](#)
-

Mission

The SEES Program is designed to help students develop the skills and mindset they need in order to

- Identify pressing problems in the natural and social world
- Research and design new and sustainable solutions to those problems
- Use principles of modern-day entrepreneurship in this problem-solving process
- Embrace problems that are real-world, unsolved, open-ended with no one 'right' solution, and involving others outside the Highland School community
- Demonstrate self-directed inquiry, time management skills, and the ability to work effectively in teams
- Consult with experts in a professional manner throughout the problem-solving process
- Give a compelling oral and visual presentation of their team's solution to an audience of authentic stakeholders
- For their capstone project, identify, team-build, research, consult and present a solution to a real-world problem of their own choosing which is specifically *environmental* in nature.

Our aim is to offer students an opportunity to dive more deeply into experiential learning about real-world environmental issues and entrepreneurial problem-solving methods, in response to issues that they themselves identify as important and worth solving. This builds thinking, networking and career skills that transfer across many different fields and prepare students to thrive in today's world and workforce.

SEES Committee:

- Jane Banse
- Hank Berg
- Liz Gordon
- Renee Norden
- Adam Rossi
- Donna Tomlinson
- Kirsten Youngquist
- Leslie Ziegler
- Nate Zuckerman (Director)

Certificate Program Components, detailed in the sections below:

1. [Advising](#)
2. [Coursework](#)
3. [Internship](#)
4. [Expert Consultation](#)
5. [Capstone Project](#)

1. Advisory Process

Students can join this certificate program at any point from the end of their freshman year through the fall of their junior year, by submitting a [Letter of Intent Form](#) (available on the SEES Google Classroom site - [sign up with code xev7apl](#)) to the certificate program director. The form asks questions about the student's interests, background, relevant coursework, and personal and professional goals for participating in the certificate program. Students are then assigned a SEES committee member as their advisor. The advisor's role is to help each certificate candidate plan, track, reflect on and evaluate their progress toward completing the certificate program requirements, including choosing topics and connecting with experts for the SEES Internship and Capstone.

2. Coursework requirements fall into three subject areas, as detailed in the chart below:

Required entrepreneurial coursework:	Additionally, one of the following environmental science requirements:	And one of the following analytical course requirements:
<ul style="list-style-type: none">• Social Entrepreneurship*• SEES Capstone (spring semester of senior year)	<ul style="list-style-type: none">• AP Biology• Ecology (semester or summer class)• Environmental Science or AP Environmental Science• Marine Biology	<ul style="list-style-type: none">• Economics• Engineering Design• Statistics or AP Statistics
*In Social Entrepreneurship , students work in teams to solve real problems faced by local business owners, learning hands-on the fundamentals of business plans, market analysis, interviewing and customer development, agile prototyping and product development, team project management, and public speaking.		

3. Internship

Students will participate in a [SEES Internship](#) related to their general interest in environmental sustainability. The internship will broaden and deepen their experience with contemporary issues and problem-solving approaches surrounding their chosen environmental topic, by working closely with experts in their chosen field. The internship should be completed by the beginning of senior year. The [SEES Internship Proposal Form](#) is submitted to the SEES advisor and approved by the SEES committee, and internship requirements are modeled on those of the junior internship:

- **Length:** Four days (28 hours, equivalent to four 8:00 a.m. - 3:00 p.m. school days)
- **Written reflections:** Required daily electronic journal reflections, final student reflection and internship sponsor student evaluation

As such, students' junior internships may satisfy this requirement with approval of the SEES advisor. In this case, students must also go through the application and approval process of the Highland Junior Internship program director.

4. Expert Consultation

The program seeks to make environmental and entrepreneurial experts available as an authentic audience and point of contact for student projects and presentations in the Social Entrepreneurship course, the internship, the capstone project, and periodically throughout the certificate program process. In the Social Entrepreneurship course, students will be assigned real-world problems to solve for local business and organization leaders, who will answer student-team questions throughout the problem-solving process and evaluate their final project presentations both in writing and during a Q&A session with the presenters. The SEES committee will also invite experts to Highland as guest speakers and classroom visitors throughout the year, to build students' professional networks and broaden their familiarity with the range of environmental and entrepreneurial issues and approaches they might choose to pursue further after completing the Highland SEES Certificate program.

5. Capstone Project

While in the Social Entrepreneurship course, student teams are assigned problems to solve for local business and nonprofit leaders, here in the [SEES Capstone](#) project, senior SEES candidates take on for themselves the tasks of

- Identifying a problem on their own that specifically involves issues of environmental sustainability
- Building their own team of three or four students (or joining an already existing professional team, committee or organization working outside of Highland)
- Submitting a [SEES Capstone Proposal](#) to the SEES committee for approval
- With SEES advisors' help, recruiting a local expert to consult with during the team's problem-solving process
- Researching, designing and presenting their solution to the SEES committee, their expert consultant, and at least one other authentic audience member (which means someone who holds a direct stake in the solution of the student team's chosen environmental problem)

The capstone project may be used to satisfy students' Highland Senior Project graduation requirement; in this case, students must also go through the application and approval process of the Highland Senior Internship program director.

Quick Links

Here is a list of the forms and information that SEES Certificate candidates will consult and fill out as they complete the program:

SEES Certificate	<ul style="list-style-type: none">• SEES Certificate - Overview Slideshow• SEES Google Classroom site<ul style="list-style-type: none">○ (sign up using code xev7apl)• SEES Certificate Letter of Intent Form
Social Entrepreneurship Course	<ul style="list-style-type: none">• Social Entrepreneurship - Syllabus (2019-2020)• Example student team presentation
SEES Internship	<ul style="list-style-type: none">• SEES Internship - Guidelines and Forms• SEES Internship - Proposal Form<ul style="list-style-type: none">○ (deadline: mid-April of your junior year)• SEES Internship Opportunities<ul style="list-style-type: none">○ (a resource list we will continue to update)
SEES Capstone	<ul style="list-style-type: none">• SEES Capstone - Guidelines and Forms• SEES Capstone - Proposal Form<ul style="list-style-type: none">○ (deadline: a week before Thanksgiving break of your senior year)

YOUNG ENTREPRENEURS *Academy*

**FOR COMMUNITY VOLUNTEERS
WHO MEAN BUSINESS**

The Young Entrepreneurs Academy (YEA!) is a groundbreaking and exciting afterschool program that transforms local middle and high school students into real, confident entrepreneurs. Through the year-long program, students in grades 6–12 generate business ideas, conduct market research, write business plans, pitch to a panel of investors, and launch their very own real companies.



The Academy also provides local community members with a variety of opportunities to volunteer and get involved. From exciting business guest lecturers and dynamic field trips to innovative companies, to passionate business mentors and investor panelists, there are countless ways to help these local students launch their own enterprises and become impassioned local leaders.

YEA! was developed in 2004 at the University of Rochester with support from the Kauffman Foundation. Today, the Academy is a proud national partner of the United States Chamber of Commerce and can be found in communities nationwide.

TOGETHER, WE CAN MAKE A DIFFERENCE.

The Art of the Start

ENGAGEMENT OPPORTUNITIES

FOR COMMUNITY VOLUNTEERS
WHO MEAN BUSINESS

YOUNG
ENTREPRENEURS
Academy

INVESTOR PANELISTS

A prestigious seat to hold, local Investor Panelists evaluate, judge, and provide start-up capital to the real student businesses at the exciting Investor Panel Event! The panel will allocate funding to various business concepts based on the quality of their pitch and presentation.

BUSINESS MENTORS

Mentors work one-on-one with student businesses to assist in the creation of their business plans. In a 90-minute session for seven weeks, mentors provide guidance and feedback as students think through all aspects of their business creation, write their business plans, and prepare their Investor Panel presentations.

THE CEO ROUNDTABLE

The CEO Roundtable is an exciting event that features 3-5 local CEOs discussing their roles, companies, backgrounds, and offer helpful business and networking advice to the students.

ELEVATOR PITCHES

Acting as a local Pitch Expert, this community member literally rides in an elevator with the students, providing them with an opportunity to practice and perfect their all-important Elevator Pitches before their Trade Show and Investor Panel events.

GRAPHIC DESIGNERS

Graphic Designers work one-on-one with individual student businesses to produce logos and print material for the new enterprises, including business cards, brochures, letterhead, and more. Working remotely, Graphic Designers invest approximately 5-10 hours in helping a new student business secure a professional and winning look and feel.

WEB DEVELOPERS

Web Developers have the opportunity to create a new, exciting online presence for a student business start-up that promotes the company well. Each developer invests about 10-20 hours including an in-class visit with the student business.

THE MEDIA MEET & GREET

This exciting event includes local reporters, anchors, producers, editors, and communications professionals who come in and speak with students about the power of the press, how to get stories covered, interviewing tips, and so much more!



Passionate about fitness and fighting childhood obesity, Elishia Ortiz launched Young & Fit Forever through the Academy. The educational exercise company produced, marketed, and sold professional DVDs featuring exercise videos and healthy eating recipes for kids. As a high school student, Elishia turned a profit while also fighting for a cause.

Guest Speaker

ENGAGEMENT OPPORTUNITIES

FOR COMMUNITY VOLUNTEERS
WHO MEAN BUSINESS

YOUNG
ENTREPRENEURS
Academy

Guest Speaking opportunities provide a great way for local, passionate professionals to share their specialized knowledge with local middle and high school students in the Young Entrepreneurs Academy class. A one-time 60-90 minute commitment, donating your time to help aspiring entrepreneurs launch their dreams will have a lasting impact on your community.

ACCOUNTANT SPEAKER

Accountant Guest Speakers come into the class to speak with students about budgeting, financing, and taxes while also touching on the role of an accountant and what small businesses owner should know about accounting services.

ATTORNEY SPEAKER

Attorney Guest Speakers introduce students to legal business structures, intellectual property, patent & trademarks, and how the law and court systems interact with small businesses.

E-COMMERCE SPEAKER

E-Commerce Guest Speakers teach students about the great opportunities of conducting online business and explain the pros and cons of e-commerce and why it is so important to small businesses in today's economy.

INSURANCE SPEAKER

Insurance Guest Speakers speak with students in the class about the specific business insurance needs of the various student enterprises and discuss the risks different businesses face, how insurance works, and how small businesses benefit from the insurance industry.

NICHE MARKETING SPEAKER

Marketing Guest Speakers help students to understand what a niche market is and explain the pros and cons of operating within a niche market through their own personal experiences and work.

DESIGNATION & AWARDS SPEAKER

Awards Guest Speakers tell students how applying for, being nominated for, and receiving special awards can have a positive impact on a company's culture, customer base, and marketing campaigns.



Additional Speaking Opportunities Continued...



Eric Meyer launched Spotlight Video Productions through the Academy and transformed his passion for filmmaking into a business that generated tens of thousands of dollars in revenue. As a sophomore in high school, Eric's company was producing wedding videos, corporate productions, and even traveling around the world to produce resort promotional videos.

Guest Speaker

ENGAGEMENT OPPORTUNITIES

FOR COMMUNITY VOLUNTEERS
WHO MEAN BUSINESS

YOUNG
ENTREPRENEURS
Academy

TAXES & BUSINESS SPEAKER

Tax Guest Speakers use their expertise and personal experiences to tell students what small businesses need to know about taxes, sales taxes, filing options, and the role of state and federal taxes on local enterprises.

SOCIAL ENTREPRENEUR SPEAKER

Social Entrepreneurship Guest Speakers tell students about the importance of social entrepreneurship, the business behind non-profits, and the vital role that non-profit organizations play in a local community.

BANKING PARTNER & SPEAKER

The Academy's local Banking Partner gets involved directly with new student enterprises, provides free checking accounts to each business, and comes into the class to speak about the role of banking and business loans in small business.

GOVERNMENT RESOURCE SPEAKER

Government Resource Guest Speakers typically include a Mayor, County Executive, or Economic Development leader to speak with students about the role that local municipalities can play in creating a friendly business environment and incentives for local companies.

SALES SPEAKER

Sales Guest Speakers speak to students about how to effectively sell their products or services to customers and draw on their own experiences to explain the basics of successful sales pitches, how to interact best with customers, and what students should prepare for their Trade Show Event.



U.S. CHAMBER OF COMMERCE FOUNDATION



DID YOU KNOW?

The U.S. Chamber of Commerce Foundation is a national sponsor and partner of the Young Entrepreneurs Academy and is helping to spread the spirit of enterprise through America's next generation of business leaders. Today, the Academy is growing nationwide.



Business Field Trip

ENGAGEMENT OPPORTUNITIES

FOR COMMUNITY VOLUNTEERS
WHO MEAN BUSINESS

YOUNG
ENTREPRENEURS
Academy

COOL BUSINESS FIELD TRIP

The “Cool” Business Field Trip is designed to get students excited about the promise of enterprise and features a hip and fun local company that is visually appealing with a dynamic speaker. If your company is all about fun, this is a wonderful community engagement opportunity for you.

PROFESSIONAL STYLE FIELD TRIP

An exciting and fun trip leading up to the Investor Panel Event where students will pitch their plans for funding, this *Extreme Makeover* trip exposes students to the business aspect of a salon as well as the importance of dressing for success and presenting oneself in a professional manner.

ADVERTISING/MARKETING FIELD TRIP

An important part of any enterprise, this visit teaches students about various advertising, marketing, and public relations strategies that are vital to small business success. The students will learn how to enhance their company's brand while attracting more customers and generating more sales.

FRANCHISING FIELD TRIP

The Franchising Field Trip helps students understand the real possibility of creating a quality branded enterprise that is replicable to serve more customers in more locations across the country and/or world. This is a great opportunity for students to learn the importance of this unique type of business operations and structure.

BUSINESS OF SPORTS FIELD TRIP

A field trip to a dynamic local sports stadium or place of recreation provides a fun way for students to learn the business and operations behind these popular local companies. Through the trip, students will discover the behind-the-scenes approach to fun and games!

COUNTY CLERK'S OFFICE FIELD TRIP

A momentous day when the students file their businesses legally as local DBAs, the County Clerk Field Trip helps students understand how government and legal structures impact local commerce.



As an exciting, fun, projects-based approach, a Young Entrepreneurs Academy class in North Carolina takes to the mountains after learning about the business of zip-lining.

YOUNG ENTREPRENEURS *Academy*

**FOR COMMUNITY VOLUNTEERS
WHO MEAN BUSINESS**

Thank you for taking the time to learn about the Young Entrepreneurs Academy and how local community members and organizations like yours are making a life changing impact on the lives of local students while developing the local economy!

We would love to speak with you further about current opportunities to get involved. For additional information, please contact:

(703) 525-2400

cbate@arlingtonchamber.org

www.arlingtonchamber.org

TOGETHER, WE CAN MAKE A DIFFERENCE.





FAQs

Q: Do I have to live or go to school in Arlington to participate in the Young Entrepreneurs Academy?

A: No, students from across the Washington metro area are welcome to apply. In fact, many of our previous graduates resided outside of Arlington. However, students do have to be able to arrive at Marymount University by 4:00 p.m. on Wednesdays.

Q: What is the cost of the YEA! program?

A: Tuition for the program is \$495 and includes all class materials and fieldtrip transportation. For information about scholarships, please contact YEA! Program Manager, Alex Held at aheld@arlingtonchamber.org.

Q: How much time is required outside of class?

A: Students will receive a takeaway each week. Takeaways could include idea brainstorming or research, completing a worksheet, or drafting a section of their business plan. It is recommended that the student set aside time each day, every other day, or over the weekend to complete the takeaway. Classes are held on Wednesdays from 4:00 p.m. to 7:00 p.m. Occasionally, there will be weeks in which an additional class will be held. View the [2016-2017 schedule](#) for a full list of dates.

Q: What is your absence policy?

A: Because students are launching a business in just under 30 weeks, each class and event is imperative to their progress. We expect students to attend each class, arrive on time, and be prepared. We don't accept any unscheduled absences, so it's important that you and your student review the [YEA! schedule](#), which includes each class, date, and time. We do understand emergencies happen, so if your student does miss class, please let us know as soon as possible so we can share the work that needs to be made up to ensure your student is caught up.

Q: Do applicants have to have a business idea in advance to get accepted?

A: Absolutely not. Some students begin the program with an idea; however, it is not a requirement. The key things we look for in the application process are whether the student is reliable, committed, and shows a strong desire to start a business. The first seven weeks of the program are strictly devoted to brainstorming a business idea. We help the student see if a business idea exists out of their hobbies, and help them find problems in their everyday lives that through entrepreneurship can be solved.

Q: What level of parent support is expected or encouraged?

A: YEA! students are often independent and go-getters, meaning, they will not ask for help when help is needed. The level of expected parent support varies based on the student, but we encourage as much support as possible outside the classroom – whether that is asking how the class is going, conducting a mini brainstorming session as a family, reading over and editing a draft of the business plan, or helping make calls to manufacturers. The Program Manager sends important weekly e-mails to students and parents, outlining class details, takeaways, and deadlines. It is extremely important that you and your student read these e-mail reminders together.

Q: Are students able to partner in the class or ask others to partner?

A: Students are able to partner in the Academy, or they can go at it alone. Students can have partnerships of two, three, or up to four students. Oftentimes, during the idea brainstorming phase of the class, students may discover their strengths and what they do very well, but also their weaknesses and what they need help with. We help the students see the skills in other students who can fill a particular role in their business. Starting a business can be hard and a lot of work! Welcoming partners with complementary skills can be the key to success.

YEA! STUDENT APPLICATION



FLUOR®



*Embrace Your Passion. Live Your Dream.
Change the World.*

LOCAL CONTACT

Alex Held, YEA! Program Manager
2009 14th St. N. Suite 100
Arlington, VA 22201
Phone: 703-525-2400

E-mail: aheld@arlingtonchamber.org
Facebook: @yeaARL Twitter: @YEAARlington
Instagram: @yeaarlingtonva
Fax: 703-525-2400

>> yeausa.org

Find us on:



U.S. CHAMBER OF COMMERCE FOUNDATION

START AS A STUDENT, GRADUATE AS A CEO!

In the Young Entrepreneurs Academy, students have the opportunity to:

1. Come up with a big idea!
2. Pitch to a panel of investors for the opportunity to get real funding for their business!
3. Launch REAL businesses and social movements!
4. Market at the YEA! Tradeshow to create awareness, generate real sales & gain customers!

PERTINENT DATES

December 2017	Orientation
January 2018	Classes Begin
April 2018	Investor Panel
May 2018	Trade Show Event
May 2018	YEA! Saunders Scholars Event
June 2018	YEA! Graduation

YEA! STUDENT SUCCESS STORIES

Riley Benner, CEO, Phoenix Haberdashery, Rochester, NY

Riley Benner is a graduate of the Young Entrepreneurs Academy (YEA!) class of 2014 at the University of Rochester in Rochester, New York. As part of the YEA! class, Riley turned his reversible necktie idea into a high-end men's accessory business—Phoenix Haberdashery. His revolutionary reversible neck-ties offer two ties for the price of one and allow the wearer a "quick-change" in case of a spill or stain during the day. Phoenix Haberdashery was crowned the 2014 YEA! Saunders Scholars National Competition winner in Washington, D.C., naming Riley as America's Top Young Entrepreneur! www.phoenixties.com



Rachel Zietz, CEO, Gladiator Lacrosse, Boca Raton, FL

Gladiator Lacrosse was founded in 2013 by then 13 year old seventh grade entrepreneur and lacrosse player, Rachel Zietz. Like every player wishing to improve his or her game, Rachel's coaches advised her to play "wall ball" and practice her shot as much as possible. However, the quality of the products she purchased would not hold up to the weather outdoors and were expensive. Participating in the YEA! Greater Boca Raton Chamber of Commerce program, Rachel started a business that produces high-quality lacrosse equipment at an affordable price and Gladiator Lacrosse was born. www.gladiatorlacrosse.com

Tanner and Spencer Harrison, Co-CEOs, Campfire Industries, South Jordan, Utah

Tanner and Spencer Harrison, brothers and co-CEOs, graduated from the South Jordan YEA! class in 2013. Their business idea, the Wolf'Em Stick, is a pioneering product of their company, Campfire Industries. The Wolf'Em Stick is a unique tool that creates tasty dough treats over a campfire. The success of the Wolf'Em Stick earned the Harrison brothers 2nd place in the 2013 YEA! Saunders Scholars Competition, including a trip to America's Small Business Summit in Washington, D.C. Tanner and Spencer introduced their product at the South Jordan Country Fest in 2013, and sold 200 units. They were contacted by county mayor, Ed McAdams, who showcased Campfire Industries at the Lake County Fair, where they sold 600 units! www.wolfem.com



Brandon Boynton, CEO, MostBeastlyStudios LLC, Madison, Indiana

A 2014 graduate of YEA! Madison County, an incoming senior at Pendleton Heights High School in Indiana, and a member of the Madison County Chamber of Commerce Board, 17-year-old Brandon Boynton was a finalist at the YEA! National Saunders Competition last year. A self-taught iOS app developer prior to YEA!, he officially launched his business, MostBeastlyStudios LLC, and developed his featured app, The BullyBox, through the YEA! program. Brandon has received numerous accolades in his short career, including a full scholarship to Apple's 2014 World Wide Developers Conference. He was also the winner of the US Congress 5th District STEM Competition and garnered considerable international media recognition. He was recently the youngest person ever nominated for a prestigious TechPoint "Rising Star" Mira Award. Brandon is the owner of The BullyBox, as well as an assortment of other apps that embody his company's slogan "Apps that make a difference." www.mostbeastlystudios.com

Kayla Abramowitz, Founder & CKO, Kayla Cares 4 Kids, Palm Beach Gardens, FL

Kayla Abramowitz, 13, of the Northern Palm Beach County Chamber of Commerce YEA! class, Palm Beach Gardens, FL, won first place at the 2015 YEA! Saunders Scholars National Competition with her business idea, Kayla Cares 4 Kids, a non-profit organization that collects and donates entertainment and educational items to children's hospitals and Ronald McDonald Houses nationwide. Kayla, Founder & CKO (Chief Kid Officer), came up with the idea after she and her 9-year-old brother Ethan both experienced extended hospital stays due to chronic illnesses. Kayla Cares 4 Kids has already made headway on the mission to help children feel better with deliveries of nearly 6,500 DVDs, electronics & books to 65 children's hospitals and related facilities in 40 states, plus Washington, D.C. www.kaylacares4kids.org



STUDENT CRITERIA

The Young Entrepreneurs Academy is for students in grades 6-12 who have demonstrated creativity, innovative ideas, academic effort, determination, enthusiasm, the ability to communicate, and a commitment to their communities and families. Students who apply to the Young Entrepreneurs Academy (YEA!) should be responsible individuals who pursue goals with tenacity. Prior experience in business is not required.

YEA! Academic Year:

The YEA! class meets once a week for three hours after school with the exception of school breaks and holiday recess.

Academic year begins in January and ends in June
Classes meet every Wednesday
from 4:00 p.m. to 7:00 p.m.

Young Entrepreneurs Academy Tuition:

Tuition includes access to a network of local leaders and business professionals, built-in investment opportunities, field trips, events, books and supplies, and the chance to compete for college scholarships!



YEA! Academic Year **\$495**

Scholarships:

Scholarships are available and will be awarded on the basis of need and merit. For information and an application, please contact your local YEA! Program Manager.



YEA! STUDENTS have been awarded hundreds of thousands of dollars in college scholarships as a result of their involvement in the Young Entrepreneurs Academy.

How to Apply:

1. Complete Part I and II of the application form.
2. Write your essay.
3. Request a copy of your most recent transcripts from your school.
4. Ask a teacher, guidance counselor, employer or community leader to provide a recommendation as indicated in Part IV. Recommendations should be kept confidential and mailed separately to the Young Entrepreneurs Academy.
5. Attend a personal interview with a YEA! Student Selection Committee member.
6. Enclose your **\$10** application fee with your completed application and mail to:
2009 14th ST. N. Suite 100
Arlington, VA 22201
Please make checks payable to the Arlington Chamber of Commerce



Application Deadline, Personal Interviews, and Acceptance Notification:

An application is considered complete when YEA! has received the application form, essay, transcript, application fee, and letter of recommendation.



Student interviews are conducted on a rolling basis.

Class size is limited and the admissions process is competitive.

Early action deadline is **August 1, 2017**, note application fee is waived if received by **August 1, 2017**. Final deadline: **September 30**.

Cancellation:

Parties will be responsible for any remaining tuition due. Full or partial refunds are not given under any circumstances. Should a student need to cancel their registration, please contact your local YEA! program manager.

PART I – Student Information

Student Name	Age	DOB
Address		
Student's Email Address		
School	Current Grade	Graduation Year
Parent / Guardian 1 Name	Email Address	
Place of Business	Primary Phone	
Parent / Guardian 2 Name	Email Address	
Place of Business	Primary Phone	
Recommender's Name	Recommender's Affiliation	
Recommender's Email Address	Recommender's Phone	

YEA! STUDENT APPLICATION

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PART II – Student Response

SHORT ANSWER - On a separate sheet of paper please write a brief response to two of the following questions.

1. Why are you interested in learning about entrepreneurship?
2. If you are currently in the process of launching your own business or social movement, or you have a creative and innovative idea for a business or social movement, please describe.
3. What entrepreneurial endeavor/story, either from the past or currently, inspires you? Please describe.



ESSAY QUESTION

On a separate sheet of paper, please write a brief essay (approximately 300 words) on the following topic.

You must submit this essay with your completed application to be considered for the Young Entrepreneurs Academy.

Successful entrepreneurs share similar characteristics, such as persistence, inquisitiveness, self-confidence, tolerance for failure, creativity, innovation, personal initiative, competitiveness, commitment, and strong management and organizational skills. Describe a situation when you demonstrated at least two of these characteristics, and the outcome.

PART III – Student Transcript

Your most current transcript from your school must be included with the application form in order to be considered for YEA!. Most guidance offices will be able to help you obtain these records.



PART IV – Letter of Recommendation

Ask a teacher, guidance counselor, employer or community leader to write a letter of recommendation. Your letter of recommendation should address how long the recommender has known you and in what context, your abilities, level of maturity, social skills, commitment to the community, and other characteristics that demonstrate you are a good candidate for the program. Letters of recommendation should remain confidential, and must arrive by the application deadline to be considered for admission. Your recommender may send the letter by mail, fax, or email.



How did you find out about the Young Entrepreneurs Academy?

☐ Teacher / Educator ☐ Mailing to Home ☐ Newspaper / Radio / TV ☐ Website ☐ Other _____

Payment Information

The application fee may be paid with check or credit card, and must be included with your application.

Type of
Payment:

☐ Checks made payable to your local
Young Entrepreneurs Academy location:

☐ Check Number: _____

☐ Visa ☐ MasterCard Card Number: Expiration Date:

Name as it appears on card (please print): _____

Signature _____

Amount: _____

Please select your tuition payment option:
(Plan must be selected before the start of class)

- ☐ Full Payment (check or credit card)
☐ Installments (credit card only)

If my son/daughter is accepted as a student, I agree to abide by YEA! regulations and rules which can be found at www.yeausa.org. I understand that a payment plan must be selected and a deposit received and that no deductions or refunds will be given for cancellations, expulsion or withdrawal. Furthermore, I give permission for my son/daughter to attend all functions and activities connected with YEA!, including any which may be held off campus. I hereby release the Young Entrepreneurs Academy and the officers, trustees, employees, agents and volunteers of the aforementioned organizations for all actions, claims, or demands for damages resulting from my son/daughter's participation in the activities, and from liability and damages, injuries, or losses which might be sustained by my child, except those caused by the direct and sole negligence of the aforementioned organizations.



yeausa.org
info@yeausa.org
phone (585) 272-3535
fax (585) 355-4543

Young Entrepreneurs Academy
National Headquarters
175 Corporate Woods, Suite 130
Rochester, New York 14623

Both signatures are required.

Signature of Parent or Guardian _____

Date _____

Signature of Student _____

Date _____



U.S. CHAMBER OF COMMERCE FOUNDATION

The Young Entrepreneurs Academy (YEA!) is a groundbreaking program that transforms middle and high school students into confident entrepreneurs. Throughout this 21-week course, students develop business ideas, research and write business plans and ultimately make their pitch to a panel of investors. Your generous support will directly transform local students into actual business owners, strengthen our business and educational communities, and grow the next generation of business leaders in Arlington.

Program Events:

- CEO Roundtable (February) – Local CEOs meet with students to discuss their roles, companies, backgrounds, and offer helpful business and networking advice to the students.
- YEA! Investor Panel Event (March) – All students present their business to a panel of judges. The panelists will award funding to students based on the quality of their business plan and presentation.
- Trade Show (April/May) – Students demonstrate and sell their business/product.
- Program Graduation (May)

Date: Class of 2018 Program Year

- **Premier Partners at \$5,000 – Maximum of four partnerships available**
Benefits—
 - Top billing on all program signage and student application form
 - Company featured prominently on all promotional materials for the program
 - Company logo featured prominently on the program webpage
 - Recognition as partner in all newsletters and press releases related to the program
 - Guaranteed minimum of monthly twitter mentions to our more than 2,900 followers
 - Recognized at all program events
 - \$500 goes directly to student business fund
 - Speaking opportunity at either Parent/Student Orientation and Graduation or Investor Panel events
 - Representative on Investor Panel
 - Four additional reserved seats at the YEA! Investor Panel Event
- **YEA! Investor Panel Grand Sponsor at \$2,500 – Exclusive opportunity; Fluor has first-right-of-refusal**
Benefits—
 - Company logo on program event signage
 - Company name on all promotional materials for the event
 - Representative on investor panel
 - \$500 goes directly to student business fund
 - Five additional reserved seats at YEA! Investor Panel event
 - Opportunity for representative to speak at the Investor Panel event

- **Investor Panel Reception Sponsor at \$2,000** – *Exclusive opportunity; Ballston BID has first-right-of-refusal*
Benefits—
 - Company logo on signage at Investor Panel event
 - Company logo on promotional materials for the program
 - Representative on investor panel
 - \$500 goes directly to student business fund
 - Company recognized during Investor Panel
 - Three additional reserved seats at YEA! Investor Panel event
- **YEA! Investor Panel Sponsor at \$1,500** – *12 available*
Benefits—
 - Company name on program event signage
 - Company name on promotional materials for the program
 - \$500 goes directly to student business fund
 - Representative on investor panel
 - One additional reserved seat at YEA! Investor Panel event
- **CEO Roundtable Sponsor at \$1,000** – *Exclusive opportunity; Crystal City BID has first-right-of-refusal*
Benefits—
 - Company logo on signage at CEO Roundtable
 - Company name on promotional materials for the program
 - Opportunity for company representative to give welcome remarks at CEO Roundtable
 - Opportunity for CEO to serve on roundtable
 - One reserved seat at YEA! Investor Panel event
- **Scholarship Sponsors at \$650** – *Multiple sponsorships available*
(Scholarships help ensure that economically challenged students have access to this great program)
Benefits—
 - Company listed on program event signage
 - Company name on promotional materials for the program
 - One reserved seat at YEA! Investor Panel event
 - One attendee to class graduation
 - Opportunity for company representative to serve as class volunteer
- **Startup Sponsor at \$250** – *Multiple sponsorships available*
Benefits—
 - Company name on program event signage and program event page on Chamber website
 - One reserved seat at YEA! Investor Panel event

To secure your sponsorship, contact Alex Held at (703) 525-2400, or aheld@arlingtonchamber.org

Young Entrepreneurs Program Resource 2019-2020

SECTION 3: *Partners & Funding*



VIRGINIA INITIATIVE FOR
**GROWTH &
OPPORTUNITY**
IN EACH REGION





YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE

NAME	TITLE	ORGANIZATION
Lynne Bell	Executive Director	Boys and Girls Club Fauquier
Bo Bundrick	Director	CTE & Workforce Development, Louisa County
Donna Comer	Workforce Coord.	Fauquier County Dept. Ec. Dev./ Lord Fairfax Comm. Coll.
Dr. Christopher Coutts	Provost	Lord Fairfax Community College, Fauquier
Sarah Frye	Supervisor	Career & Technical Education, Fauquier County Schools
Miles Friedman	Director	Fauquier County Department of Economic Development
Phil Geer	Director	Orange County Department of Economic Development
Jennifer E. Goldman	President Manager	Resonance LLC Fauquier YEP Grants/Programs
Ashley Harper	Head of School	Wakefield School
Carlene Hurdle	Director	LFCC Workforce
Shannon Holland	Director	Region 9 GO VA
Renee Honaker	Director	Orange County Public Schools Secondary Education
Dr. David Jeck	Superintendent	Fauquier County Public Schools

Christine Kriz	Director	Lord Fairfax Small Business Development Center
Joe Martin	President	Fauquier Chamber of Commerce
Dwayne Satterfield	Experiential Learning Community Liaison	Orange County Public Schools
Phil Sheridan	Director	Culpeper County Department of Economic Development
Dr. Cecil Snead	Superintendent	Orange County Public Schools
Margy Thomas	Sr. Program Officer	PATH Foundation
Andy Wade	Director	Louisa County Department of Economic Development
Major Warner	Deputy Super.	Fauquier County Public Schools
Renee Younes	Manager	Mason Enterprise Center Fauquier
Nate Zuckerman	Teacher	Highland Upper School



PIEDMONT OPPORTUNITY CORRIDOR REGION

has approved a

\$83,500

GO Virginia Grant
for

Young Entrepreneurs Program Resource

The applicant



in collaboration with



will use the funds to identify key elements that can lead youth into entrepreneurship in Region 9.

GO Virginia is a Virginia economic development initiative to create high paying jobs and grow the traded sector through strategic regional collaboration.

Chair
Tom Click

GO Virginia Regional Council 9
Central Virginia Partnership for Economic Development
1001 Research Park Boulevard, Suite #103
Charlottesville, VA 22911
www.GOVirginia9.org

Director
Shannon Holland
434-979-5610



PIEDMONT OPPORTUNITY CORRIDOR (Region 9)

Region 9 PROJECT APPLICATION

PROJECT NAME: YOUNG ENTREPRENEURS PROGRAM RESOURCE

PROJECT INFORMATION

Organization Name: Fauquier County Department of Economic Development

Project Primary Contact:

First Name: Miles
Last Name: Friedman
Title: Director
Email: Miles.Friedman@FauquierCounty.gov
Work Phone: 540.422.8270

Project Location

Address: 35 Culpeper Street
Zip Code (+4): 20186-3003
City: Warrenton

Primary Service Area

County/Counties:

Fauquier County
Orange County
Culpeper County
Louisa County

PROJECT BUDGET INFORMATION

Budget Table

ATTACHMENTS: Budget Overview: Sources & Uses Template should be attached with this application.

TOTAL REQUESTED	\$83,500			
		GO Virginia Amount	Other Funding (In-Kind)	Total
COST/ACTIVITY CATEGORY				
Administration* (8% limit)				
Other		5,000		5,000
Program Operations				
Acquisition				
Architectural and Engineering				
Clearance and Demolition				
Construction				
Contract Services		50,000		50,000
Equipment/Materials/Supplies		15,000		15,000
Fringe Benefits				
Legal Expenses				
Machinery/Tools				
Planning/Assessment				
Rent/Lease			10,000	10,000
Salaries			77,500	77,500
Site Work				
Studies				
Training				
Travel		1,000		1,000
Other- Meetings		12,500		21,000
Other				
TOTAL		\$83,500	\$87,500	\$171,000

* Calculate 8% of GO Virginia Program Operations funds requested to include in the "Other" row of Administration. This amount is to be included in the Total Requested calculation and the matching funds requirement. These funds are made available to the Central Virginia Partnership for grant contract management and reporting.

Please provide a narrative for your budget. (2,000 character limit)

Young Entrepreneurs Program Resource is a capacity building project run through the Fauquier County Department of Economic Development and managed by contractor/consultant Jennifer E. Goldman, President of Resonance, LLC. The total GO Virginia request is for \$83,500 that is matched by a local and private match total of \$83,500. Additional match of \$4,000 will be contributed by Lord Fairfax Community College. We have in-kind locality commitments totaling \$77,500 from the Fauquier and Orange County School Superintendents, economic development offices in Fauquier, Louisa, Orange, and Culpeper, as well as the three Fauquier County based business resource centers. Wakefield School, a private school in Fauquier County, has also committed \$6,000 of in-kind match.

The majority of the expenses (\$50,000) for this project will be for project management services provided by Resonance, LLC, a contractor in good standing with Fauquier County. \$12,500 is budgeted to support meetings and focus groups. \$7,500 is budgeted for materials and supplies for the three pilot programs, and an additional, \$7,500 is budgeted for materials and supplies to be used in supporting plan development for other partners such as Louisa County and Culpeper County. Other eligible partners are expected to be identified during the program. \$1,000 is estimated for travel. No project funds will be used to pay teachers or instructors in school systems.

ATTACHMENTS: In-Kind Contribution forms and Commitment Letters

NARRATIVE INFORMATION

1. Provide a detailed overview of the proposed project and project activities included in the project budget. If the full project scope goes beyond the reflected budget, please provide a breakdown of the current and later phases of project activities. ATTACHMENTS: A 1-2 page Executive Summary should be attached with the application.

This proposal focuses on identifying the key elements that can lead young people toward entrepreneurship and providing guidance to schools so that they can build their own programs in this area. One core element of our approach is to encourage young people to view entrepreneurship as a potential career path by starting with topics and industries that already appeal to them. In this way, we hope to keep more of our young people in the region by creating an alternate pathway to satisfying employment in the region. We also expect this to serve as an added incentive to lure more companies to our region, in particular, those who value innovation and a workforce that shares that value.

The typical targets of entrepreneurship programs tend to be millennials and business owners between 30 and 50, but little is being done in our schools to encourage and educate budding entrepreneurs. We hope to bridge this age gap for entrepreneurial education in order to broaden the supply of prospective innovators in the regional economy.

According to Entrepreneur.com, "Entrepreneurs gravitate to career independence for income potential, lifestyle preference and other outcomes they want out of life." Therefore, developing an interest in and appetite for entrepreneurship can be an effective way of both addressing the needs of young people and securing the success of the communities they grow up in. Furthermore, a strong program that promotes entrepreneurship to students may rural localities like Fauquier County and many of our neighboring counties, grow businesses organically through entrepreneurship.

The existence of challenging new jobs with exciting, growth-oriented businesses can help keep young people in their communities and/or encourage them to return after going off to college. Particularly in less urban areas, there is a trend among youth to go far from home seeking high paying jobs. In order to deliver the best possible program and develop the most meaningful resource guide, we will be assembling an advisory committee of that will include Economic Developers from the Counties of Orange, Fauquier, Louisa and Culpeper, as well as the Superintendents from Orange and Fauquier

County (or their designees). Additionally, we expect the Small Business Development Center, Director of the George Mason Enterprise Center, and a representative from Lord Fairfax Community College to serve, as well. The advisory committee will meet regularly to review progress, give feedback and participate in decision making. We feel that this is an important step in the process to guarantee continual participation from our partners and, by giving them an active role, ensure that they are kept abreast of the project during the entire pilot. Just as important will be their feedback and collaboration so that we, and they, will have higher rates of success at adapting and implementing the resources created throughout this process.

During the course of the pilot program, we will be documenting all steps taken, decisions made, research gathered, feedback given, results and outcomes and will use this information to create the resource guide/sample curriculum that can be duplicated in any locality that wishes to create a similar program. In order to do this we will define expected goals and milestones for this pilot program and will implement metrics to indicate how we measure up to those goals and milestones along the course of the program. We will, additionally, observe and document unexpected results (good and bad) that we encounter.

ATTACHMENT: Executive Summary

2. Identify the project goals, approach, and outcomes, and how the project relates to the region's Economic Growth and Diversification plan and the goals of GO Virginia.

Our goal is to create an appropriate, creative, forward-thinking pipeline of future business owners/employers by introducing youth to entrepreneurship and giving them tools to be successful, which aligns with the GO VA Region 9 Entrepreneurial Assessment Project report prepared by TEconomy Partners LLC. The report states, "ongoing regional capacity to offer ideation programs for potential entrepreneurs" is a priority in our area.

The Region 9 Entrepreneurship Task Force has reviewed the TEconomy report and has identified that the Council should pursue projects in rural localities to ensure that all part of the region are advancing resources for Entrepreneurship. In February, many of the same counties participating in this project from Region 9 toured two of the three Enterprise centers located in Fauquier County. Discussions and opportunities for building infrastructure have begun but will take some time. This project begins to build the connectivity needed for establishing interconnected resources across the rural localities.

By creating a pipeline of educated entrepreneurs through our high schools, we expect to see a steady increase in the number of jobs created locally. In addition, by extending and deepening the local entrepreneurship ecosystem, we will be making the region more attractive for newly locating companies that value innovation and entrepreneurship.

Areas of interest to students include the environment, music, video games, and computer programming, all of which will be incorporated into the Youth Entrepreneurs Resource Guide pilot program. These interests, in a business setting, are not limited to local sales and will depend on a wide and geographically diverse customer base for success. While there is no guarantee that our program will produce entrepreneurs who start businesses in the traded sector, it would be reasonable to assume that some will and others may start smaller, more local, businesses that will grow into larger markets. Our goal is to develop an interactive pilot program, which will focus on students in grades nine through 12, to inspire and foster the entrepreneurial spirit, increase employment opportunities and expand the local supply of traded sector industries.

In order to achieve our goals more fully, a comprehensive program resource guide will be created and will serve as a template for other organizations and localities who wish to create similar youth entrepreneurship programs.

This initial pilot will be a full-semester onsite program hosted at one Fauquier County public high school, Orange County High School, and Wakefield School (a private school in The Plains, VA). The program will employ engaged youth exercises which exhibit the innovative and technological side of activities they love, as a method of giving students a new perspective on their common interests. Local entrepreneurs, professionals from economic and workforce development, and business counselors and coaches will facilitate conversations with students revolving around a particular industry (technology, art, healthcare, music, biotechnology, hospitality, etc.) and lead hands-on demonstrations, projects, and exercises.

Ultimately, it is our goal to grow this program into a more intensive and interactive program offered to the remaining county and private high schools and adapted for middle school programming, possibly with subsequent GO VA grant funding. In fact, the intention would be to disseminate the Guide and supporting technical help to communities throughout the region and the state.

The overarching deliverable of this project is an easily duplicated model, in the shape of a resource guide/handbook that can be adapted by any organization, in any region across the Commonwealth of Virginia, into a viable and successful entrepreneurship and innovation program for our youth.

In order to develop this model, we will first review and document the inventory of similar programs in the region to ensure that our pilot will be a comprehensive course for students that is based entirely on best practices and activities tailored to each host's needs. Throughout the inventory process and the pilot we will document every finding, every decision made, the outcomes, and input from our partners, students and professionals who help us implement the pilot.

According to the Region 9 entrepreneurship assessment, a priority in our area is to create "ongoing regional capacity to offer ideation programs for potential entrepreneurs". We understand that our youth has great capacity for learning new information and new processes. By giving young people access to entrepreneurship programs and training and presenting it to them in a way that they listen and learn, we create a solid future where small businesses are formed and grow more naturally with the need for less financial and other assistance in order to keep them afloat.

Furthermore, in the Region 9 entrepreneurship assessment by TEconomy, Fauquier County was identified as one of the region's top two nodes of entrepreneurship and innovation. It is only fitting for us to spearhead a project that could encourage development of these assets in other areas of our region, and ultimately throughout Virginia. This project, therefore, will directly enhance capacity in Region 9 but also has the potential to expand capacity in this arena throughout the Commonwealth.

3. Describe the project timeline and the specific project milestones that will be utilized to track project progress and fund disbursement. Address the project administrator's ability to meet these milestones and to take remedial actions in the event that are not achieved. ATTACHMENTS: Project Milestones including a proposed Drawdown Schedule should be attached with the application.

Phase I: Summary of Existing Programs, month one: The project director, with assistance from local economic developers, will review and document findings from similar programs in the region to ensure we are developing a unique program that complements, rather than duplicates, existing programs.

Phase II: Develop Outline of Best Practices, months two and three: Local entrepreneurs and business experts will be selected to participate in focus groups to identify the core needs of entrepreneurs. Once assimilated, these will be matched with various approaches to convey key skills and experiences in a way that is attractive to younger people.

Phase III: Engaging Young People, month four: Experts in areas such as music, videogames, food, gardening, sustainability, technology that hold appeal to youth will help identify potential business opportunities that can drive entrepreneurship in target markets and high growth companies.

Phase IV: Design Pilot Programs, month five: Three pilot programs, two with public high schools in Orange and Fauquier and one Fauquier private high school; all with fully committed superintendents/head of school. There are already varied approaches being discussed. The pilot programs could be structured as formal classes, credit or non-credit courses, after-school programs, clubs, or even as an internship or on-the-job apprenticeship. There will be a strong commitment to adding new elements that reflect the environment and goals of each participating school.

At identified milestones, progress will be measured and midcourse corrections made. Final reports will include performance measures designed with each school's goals in mind.

Instructors will be experienced professionals; Lord Fairfax Community College personnel will review and comment on the pilots so that they dovetail with entrepreneurship coursework at the college.

Phase V: Initiate Pilots, Begin Supporting Plan Development with Other Eligible Partners, month six: Project staff and advisors will work with each school to define the elements of the Young Entrepreneurs Program hosted by each.

The program will employ engaged youth activities (i.e. art, sports, video games, music) to exhibit the innovative and technological side, give students a deeper understanding of a particular industry, how it takes hold in the marketplace, and how creativity and innovation can strengthen a business and make a difference in the local economy and community. Sessions will touch on areas of entrepreneurship such as product development, differentiation, creative marketing, funding/fundraising, employment, collaboration, problem-solving, public speaking, and identifying future challenges and opportunities.

By the end of the pilot, each student will have identified at least one potential business venture and will be supported by one of our three business resource centers, should they decide to investigate entrepreneurship in their area of interest further.

Phase VI: Full Implementation, months six through 10: We will conduct three pilot programs for one school semester. During each pilot, extensive data and observations will be documented, including attendance, ideas, discussions, levels of engagement, input from students and instructor, etc. At the conclusion of the pilots, we will fully assemble data and information gathered from months one through 10 into a comprehensive resource guidebook for creating a Young Entrepreneurs Program.

Phase VII: Reports Completed, month 11: Review of the pilots will be performed with our advisory committee so that the program can be amended, expanded and improved for future use. Included in the guide will be the step-by-step process we underwent to create and implement the program and observations of the level of success resulting from each activity.

In addition to the creation of the resource guide, each partner will develop a "Young Entrepreneurs Game Plan" which spells out how their organization can establish a pilot program of its own, based on the type of organization they run, the ways in which they interact with youth, and the resources available to them.

Expected deliverables include: a) Youth Entrepreneurship Resource Guide detailing our research, program specifics, observations, metrics and recommendations for adapting and/or expanding the program, b) three sets of high school students who have greatly improved their skills of creative problem solving, research, critical thinking, and collaboration.

Phase VIII: Report on the Project Results to Region 9 Board, month 12: A PowerPoint Presentation will be presented at a Region 9 Board meeting and to any county, school or organization that has an interest.

We expect to keep on track with the timeline identified, be aware of the resulting outcomes, and adapt 'better practices' for any activities not found to be as engaging in the pilot as expected. Our program manager will carry out the program with the assistance, guidance, input, and participation of our committed partners; while she will be responsible for the pilot and the resource guide, she will not be making decisions alone.

ATTACHMENTS: Project Milestones and Drawdown Schedule

Performance Metrics and Return on Investment 4. Provide a detailed description of the performance metrics that will be used to quantify success, both quantitative and qualitative, and how the metrics were developed. Describe the Return on Investment (ROI) methodology and calculated ROI and the timeline for achieving the expected ROI. Include an explanation and source of any data used as the basis for ROI and outcome projections.

ATTACHMENTS: Performance Measures and ROI Calculations should be attached with the application.

Our goal is to pique the interest of our youth, and give them the tools and mindset for creating new and innovative businesses once they complete their education, no matter at what level. We will track all that we can during the pilots in an effort to gauge our expected success and make predictions and projections for the future of our local economy in terms of business startups and job creation.

We will be measuring successes and failures through data collection and quantifiable metrics. We will also be comparing our progress and results to the milestones we set for expected outcomes and timelines. The test cases in each high school will be influenced by and targeted to the needs of industry, but also to the needs and resources of Lord Fairfax Community College. Involvement by LFCC will help us create a potential career educational pathway.

Ultimately, the model we develop is expected to be amended and adopted by other organizations so that a pipeline is created for future local entrepreneurs who are successful business people, adding to our local economies. By training our youth now and giving them the tools needed to have the confidence to launch a business, we also create the opportunity for growing businesses locally.

We will be tracking metrics such as: number of students enrolled in the pilot program; attendance in each class; number of young people who take some form of action that could lead to business startup; number of institutions who plan to continue or begin a Young Entrepreneurship Program; number of likely jobs that could result from new business startups; number of school officials, teachers, counselors and other public and private officials who commit to support the development of Young Entrepreneurship Programs; and number of young people who request space at a business resource center in the region during the summer following the pilot.

We see the return on investment to Virginia to include: business formation, license, and permit fees; jobs creation/employment rate improvement; employer, business and income taxes as well as overall ratings improvement for the state in categories such as job satisfaction and places to start a business.

Assuming that our pilots will involve roughly fifteen students each, plus other students impacted by the involvement of the other partners, if one in three students start a business, that would mean fifteen direct jobs are created, plus another five miscellaneous startups for 20. So, year one = 20 jobs. Year two = 40 jobs (two from each company) and year three an additional 40 jobs.

This equates to an estimated 100 direct jobs created over three years.

Average salary: \$80,000 for business owners; 50-60,000 each for the other jobs.

ATTACHMENTS: Performance Measures and ROI Calculations

Regional Collaboration 5. Describe the service area of the project. Identify localities participating in the project (financially or administratively) as well as those localities that are served by the project. ATTACHMENTS: Relevant letters of commitment (including in-kind contribution forms) or support from localities or local government entities should be attached with the application.

a. What portion of the region's population is served by the project? How was this figure calculated?

Although our primary focus will be on high school age children, we believe that this project can affect children all the way through school age years. Together, the four counties have roughly 17,000 school age children as per census figures. This project could encourage a new way of thinking for as many as 30,000 children over time, as public and private schools begin to adopt entrepreneurship as a priority. Additionally, as we see our students begin to implement what they've learned in this program and apply it to local economies, there are untold numbers of the population who may potentially be served by new businesses being formed; both by those who may be employed by that business as well as those who may be part of that business's target market.

b. Does the application request a waiver of the local match requirement? (\$50,000 or 20% provided by participating localities, whichever is greater).

No

c. Are there localities or other GO Virginia regions (including interstate collaborations) that are outside the applying region that are participating in the project? If so, describe the nature of the collaboration and the anticipated impact.

Currently, all committed partners are located within the designated GO VA Region 9, however we are proud to have some of these partners coming in from other counties to share their knowledge, resources, and participation with us. The impact of having school systems and counties from outside of our own committed to participating in the pilot and creation of our deliverables is exciting.

By the end of our project, each committed partner will have the full resource guide that is created throughout the pilot and completed at its conclusion, as well as their own tailored game plan for adopting it more comprehensively for their own purposes. Additionally, we will be offering these partners, and any other organizations or localities that express an interest in our guide, our assistance through the possibility of continued GO VA funding to ensure their program adaptation and success. We see ourselves as a leader in Virginia entrepreneurship and wish only to raise our own level of future entrepreneurship and be a guide and resource for other localities so that they may one day match our level of success in this realm.

6. Identify cost efficiencies, repurposing of existing funds, leveraging of existing assets, or other evidence of collaboration that can be demonstrated as a result of the project.

The report from TEconomy identified creating "a collaboration across entrepreneurial hubs to develop shared programs, mentor networks, outreach activities, pitch competitions, etc." as a priority. The Young Entrepreneurs Program Resource is a collaboration between four counties, two school systems, private schools, a community college, a chamber of commerce and local business resource centers. Additional interest has been expressed by several local youth, civic and other organizations. The resource guide that we culminate through the pilot program will be shared with any organization that requests it.

Each of our committed partners will have a clearly defined role that addresses their needs and resources, will have influence over project management and deliverables through the project management advisory committee, and will have input to the products being developed.

More specifically:

Fauquier County Public School, Orange County Public Schools, and Wakefield School will launch young entrepreneurs programs for one academic school semester at the high school level. Fauquier County Public School Superintendent Dr. David Jeck plans to implement the pilot as an integrated part of their current internship program.

Orange County and Orange County Public Schools have agreed to help develop the framework for their own program and the school system will be implementing a pilot program.

Lord Fairfax Community College will work with the project team to help develop the Guide, and will work with the pilots to create continuity so that a career training path develops linking high school and associate's degree program at the college.

Culpeper County and Highland School will provide input from their current programs and look for ways that our pilots provide valuable data and deliverables that they may be able to use to enhance their programs.

Louisa County will develop a program outline to be implemented in the future, the Fauquier Chamber of Commerce will develop an outline for engaging its members in mentoring young entrepreneurs in the program, and the Boys and Girls Club Fauquier will work with the project to help instill core values for its young clients.

All committed partners are located within the designated GO VA Region 9, however some partners come from other counties to share their knowledge, resources, and participate with us.

Each of our committed partners will be enhancing this program by contributing their time, resources, knowledge and feedback. We consider their in-kind contribution to be invaluable for carrying out the program but also in making it stronger than we could have developed it on our own. Their contributions specifically include: professional time volunteered by teachers and administrators; professional time contributed by local economic developers and other local government officials; space provided at no cost where program activities will be conducted; time volunteered by entrepreneurs in the region; and free space and support provided by local business resource centers.

Additionally, local entrepreneurs and business experts will be interviewed and selected to participate in focus groups to help identify core needs of entrepreneurs. These will be matched with various approaches to conveying key skills and experiences in a way that is attractive to younger people.

As to the success of the other youth entrepreneurship programs, we have yet to discover their levels of success, but intend to do so through activities we outlined in the initial phases of this project.

By the end of our project, each committed partner will have the full resource guide that is created throughout the pilot and completed at its conclusion, as well as their own tailored game plan for adopting it more comprehensively for their own purposes. We will be offering these partners, and other organizations that express an interest in our guide, our assistance through the possibility of continued GO VA funding to ensure their program adaptation and success. We see ourselves as a leader in Virginia entrepreneurship and wish to raise our own level of future entrepreneurship and be a resource for other localities so that they may match our level of success in this realm.

Together, the four participating counties have roughly 17,000 school age children as per census figures. This project could encourage a new way of thinking for as many as 30,000 children over time, as public and private schools begin to adopt entrepreneurship as a priority. Additionally, as we see our students begin to implement what they've learned in this program and apply it to local economies, there are untold numbers of the population who may potentially be served by new businesses being formed;

both by those who may be employed by that business as well as those who may be part of that business's target market.

Programs with Similar Goals 7. Discuss existing grant requests or programs with similar goals and indicate how the proposed project is not duplicative of, but additive to, other efforts to support economic diversification and the creation of higher-paying jobs. Have existing efforts been successful and sustainable?

- a. For enhanced capacity building projects, discuss how the enhanced capacity building effort could contribute to the success of associated future grant requests and how the project could be replicated or used across multiple grant requests and/or regions.**

There are current local programs focused on young entrepreneurs in Culpeper, Fairfax County, Arlington and at the Highland School in Fauquier County and program officials in each of these places feel that they are reaching their audience. In fact, each of these programs have been expanding over time.

While our project scope begins with an inventory of these local youth entrepreneurship programs in more detail, a short review of them has indicated that our proposed project is unique in several ways and fills a void that others have yet to address.

The Arlington Chamber of Commerce has implemented a Young Entrepreneurs Academy, which is an adopted curriculum from a national organization that is operated after school hours and for a large fee. Our program is designed to be inclusive; available to all students regardless of household income or family schedules.

Highland School in Warrenton has begun a program as well that is currently in its second semester. This program is called the Social Entrepreneurship & Environmental Sustainability Program and, as the name indicates, is focused on sustainability and finding solutions to environmental challenges. Our program will focus on relating business practices to students through activities that include popular youth interests, but will encourage and nurture business ideas they have in any area.

E Squared is a student entrepreneurship competition coordinated through community and business partners in Culpeper County. Winners of the competition are given scholarship funds. Our program is geared toward giving students alternate career paths that, while they may be enhanced by a degree, are not dependent on a college education.

The Young Entrepreneurs Program Resource will be built upon universal concepts, while leaving plenty of room to tailor any given program to the circumstances of each partner's own resources and situation. Thus, we have assembled a diverse set of partners all of whom will be either testing the basic concepts through establishing pilot projects or assisted in outlining the nature of future programs they hope to establish.

Project Readiness 8. Describe all partner organizations involved with the implementation of the project, including the entity's role, financial or in-kind commitment, and capacity to successfully execute their duties as they relate to the project. These may include but are not limited to school divisions, community colleges, public and private institutions of higher education, economic and workforce development entities, local governments, regional organizations, planning district commissions, nonprofit organizations, and private-sector entities.

Each partner will have a clearly defined role that addresses their needs and resources, have influence over project management and deliverables through their representative on the project management advisory committee, and will have input to the products being developed.

More specifically:

Both Fauquier County Public Schools, Orange County Public Schools, and Wakefield School in Fauquier have volunteered to serve as pilot programs and will launch young entrepreneurs programs during the project.

Lord Fairfax Community College will work with the project team to help develop the Guide, and will work with the public and private high school pilots to create continuity so that a career training path develops which shows a link between high school and an associate's degree program pathway at the college.

Culpeper County and the Highland School will work with the project team to provide input from their current programs and to look for ways to expand their programs during the course of the project.

Project Barriers 9. Discuss any major barriers to successful implementation and other associated risks along with a plan to overcome them. How will the project administrator address these barriers?

There are potentially two risks to the project as outlined in this grant proposal: a lack of approval for funding and the possibility that the timing of approval/funding does not synchronize well with the school system's academic calendar, thereby creating a barrier to beginning the program at the commencement of the following academic school year.

Should this application for funding through GO VA not be approved, we would welcome any feedback from the review committee that we could use to tighten and enhance our program description and application. Our program manager would then edit the program description and details and reapply at a later date and/or seek funding through other sources.

The worst case scenario we see with this possible barrier is that the program would have to wait until the subsequent semester or school year to begin.

As for the possibility of poor timing, again the worst case scenario is that the program has to wait until the subsequent semester or school year.

Our current timeline has purposely been made flexible to accommodate for the timing of the GO VA grant decision. We plan to begin Phase One/Month 1 approximately six months prior to the commencement of a school semester; on or about February 10th for a fall semester pilot program start or July 1st to begin our pilot programs at the commencement of a winter semester.

Prerequisite Activities 10. Discuss prerequisite activities undertaken by the collaborating parties to increase efficiency with regard to program delivery and support for the project once launched.

Our committed partners have not been required to conduct any prerequisite activities. Our program manager, however, has been proactive in reviewing the regional inventory of youth entrepreneurship programs that currently exist at a mile-high level to ensure that this program is viable with potential to be completely unique and successful and to gauge the level of involvement and/or cooperation that each existing program will offer in sharing information and in interest in assisting each other to the betterment of all similar programs. By familiarizing herself with what's currently in practice in the region, she is able to have a more comprehensive understanding of how similar programs are run, what's desirable about each, what's missing from each, as well as realizing how inclusive or exclusive each is so that, immediately, this program can adopt the best practices and reach for a level of inspiration for our youth and success for our program that is unmatched, but that we hope to share so that all regions in Virginia can create the same excitement in our next generation's entrepreneurs and innovators.

Consulting with Subject Matter Experts and Government 11. Discuss how the regional council and project developers have consulted with subject matter experts regarding the efficacy and viability of the proposal and how the methodology and approach has been validated.

Miles Friedman has worked with Jennifer Goldman to develop this project proposal and will be actively involved in project implementation. Miles has worked in economic and business development for 40 years; has served as consultant to George Mason University on its Mason Enterprise Center entrepreneurship program; and launched three business resource centers in Fauquier County. He already works closely with Fauquier County School Superintendent David Jeck and Wakefield School Head of School Ashley Harper, as well as with Lord Fairfax Community College Provost Christopher Coutts. He partners frequently with local businesses and entrepreneurs throughout Virginia and in particular, in Fauquier and Prince William Counties.

Jennifer Goldman has taken the lead in crafting the project and proposal and will serve as project director, should the proposal be funded. Jennifer is an entrepreneur, runs her own business, manages two of Fauquier County's business resource centers, supporting the entrepreneurs in those centers, and is frequently called upon by the Chamber of Commerce, Small Business Development Center and other groups to make presentations to provide help to local entrepreneurs.

Given their backgrounds, both Friedman and Goldman have provided "expert input" to the development of this project concept and proposal.

In developing the concept for this project proposal, extensive conversations were held with experienced professionals who are recognized for their work on entrepreneurship. Jim Cheng, former Virginia Secretary of Commerce, has been a leader on innovation and business development for many years and is currently a leader in Region 9 of GO VA, chairing the Task Force on Entrepreneurship and Innovation. His current work has allowed him to continue contributing at UVA, the surrounding the community, and the state, as they develop ways to encourage entrepreneurship and innovation.

Keith Segerson spent nearly 20 years as the Associate Vice President for Entrepreneurship and Economic Development at George Mason University. He took over the regional network known as the Mason Enterprise Center 15 years ago, and turned it into a thriving leader in regional business startups and growth. Under Segerson's leadership, the flagship Mason Enterprise Center in Fairfax has filled a threestory building and has graduated new businesses at the rate of 82%, well above the national average; he also launched four new business resource centers and has consulted with numerous communities in northern Virginia, including Fauquier County.

Christine Kriz heads the Small Business Development Center hosted by Lord Fairfax Community College and is an integral part of the SBA's Virginia-based network. She has expanded the services of the SBDC and has become an integral part of the community-based business service network throughout the region.

Several members of the Fauquier County Board of Supervisors have started and run their own businesses, including Holder Trumbo and Rich Gerhardt, and make decisions year-round that affect businesses in this county. They are strong supporters of the three business resource centers in the county.

Each of these individuals, and several others, have been closely consulted as this project proposal was developed, and have expressed nothing but excitement and enthusiasm. They all agree as to the importance of supporting entrepreneurship and the need to feed the entrepreneurial pipeline with the approach taken in this project proposal.

12. Discuss how the regional council and project developers have consulted with local government entities regarding the strategy and implementation of the project.

13. Identify the total project budget and the sources and uses for matching funds and leverage.

- a. Does the project have the required \$1:1 match? If so, what are the sources/uses for these funds?
- b. Does the project have the required 20% (or \$50,000 if request is less than \$250k) local match? If so, what are the sources/uses for these funds?
- c. Are any additional funds or in-kind contributions serving as leverage for the project? If so, what are the sources/uses for these funds?

ATTACHMENTS: Financial commitment letters and In-Kind Contribution forms should be attached with the application.

Project Sustainability 14. Discuss how the program will achieve stable, long-term sustainability beyond the initial funding period? Have any funding sources been secured to continue implementing the program or strategy following the exhaustion of these funds?

By documenting an inventory of existing similar programs, adopting the best practices of the most desirable aspects of each, and collaborating with others throughout our GO VA region, we are ensuring that the model we create will be comprehensive, inspiring, successful, and immediately attractive and adoptable by our committed partners and, hopefully soon after, by other institutions, organizations, and regions of Virginia.

With the initial program being carried through by GO VA funding, we will be able to offer a very attractive package of assistance to our current and future partners and be able to provide the Commonwealth with a measurable tool for tracking the growth of youth entrepreneurship programs throughout the state that develop roots through collaboration with this initial program/pilot. Through continued GO VA funding in subsequent years we will be able to provide further assistance, consulting, technical assistance and seed money to future partners.

Additionally, the successful implementation of our pilot and development of our comprehensive resource guide will provide a gateway for other funding sources, thereby ensuring the continued success and expansion of the program. As seen in our budget table, the implementation of this program does not come at a high monetary cost. In fact, the pilot itself will cost very little; the majority of the cost is in the research and development phases and the analysis of feedback, information and data. Once the resource guide is completed, subsequent programs will be able to commence, continue and grow with little funding.

Not only will we seek to continue and expand the young entrepreneurs' program that we initiate with this GO VA grant, Fauquier County will offer its current entrepreneurial resources to any youth who is ready and willing to take advantage of them. Instructors and staff from the resource centers will be made available to the students, as will the more than 30 entrepreneurs who are tied to those centers. Moreover, the physical facilities will offer young entrepreneurs conference rooms for group meetings and seminars and private offices and/or co-working space.

ADDITIONAL ATTACHMENTS: Budget Overview: Sources & Uses
Résumé of Project Manager

The following Attachment is Required
EXECUTIVE SUMMARY

Young Entrepreneurs Program Resource Executive Summary

Our project, which features a strong regional partnership and a program that builds on our deep experience with entrepreneurship, addresses a pressing need to augment the pipeline that produces new entrepreneurs. Innovative risk takers and the companies they start are a key component of a successful local, regional and national economy.

While Fauquier County is among the leaders in Region 9 in addressing the needs of entrepreneurs (see the Region 9 Growth & Diversification Plan and TEconomy Entrepreneurial Ecosystem Assessment), the one thing we don't yet do is to stimulate the flow of new entrepreneurs through programs for our youth. Internationally recognized entrepreneurship expert Keith Segerson, who built the George Mason Enterprise Center incubator network, challenged us to become proactive in finding, encouraging and nurturing the dreamers who will contribute to innovation and business development.

This proposal focuses on identifying the key elements that can lead young people toward entrepreneurship and providing guidance to schools so that they can build their own programs in this area. One core element of our approach is to encourage young people to view entrepreneurship as a potential career path by starting with topics and industries that already appeal to them. In this way, we hope to keep more of our young people in the region by creating an alternate pathway to satisfying employment in the region. We also expect this to serve as an added incentive to lure more companies to our region, in particular, those who value innovation and a workforce that shares that value.

Budget: Our proposed project offers more than \$80,000 in local in-kind contributions and support, more than \$15,000 in additional leverage through state-funded partnerships, and an ask of under \$83,500 from GO VA Region 9. Dollars granted from the state toward this project will be spent on contract labor for project development and management, supplies and materials for the pilot programs, and in partner distributions to help defray the costs of developing/adapting the program and pilots by our partners.

Key Activities: Identify currently running youth entrepreneurship programs in the region and chart the lessons learned;

Launch three pilot programs in entrepreneurship, for one full academic semester, at the high school level in: one Fauquier County public school, one at an independent school in Fauquier County, and one in a neighboring county public school;

Compile a Resource Guide on Young Entrepreneurs Programs that can be utilized by other schools and organizations;

Assist partners, including Culpeper County, Orange County, Louisa County and Fauquier County, in developing game plans for how they might proceed in establishing or improving their own youth entrepreneurship programs. This would include Lord Fairfax Community College, which will be supported in tailoring its classes to create a stronger career pathway built around entrepreneurship.

Project Sustainability: The program would enhance capacity in our region to address pipeline enhancement for young entrepreneurs, while encouraging some consistency in the approaches taken. One key is the involvement of several communities and varied institutions that both optimizes the work of this project and increases the opportunities to spread the word beyond our regional cluster.

The following Attachment is Required
PROJECT MILESTONES & DRAWDOWN

PROJECT MILESTONES AND DRAWDOWN SCHEDULE

TIMELINE	DESCRIPTION	EXPECTED DISBURSEMENTS
Month 1	Summary/Inventory of Existing Youth Entrepreneurship Programs	Monthly Contractor Invoicing
Month 2	Analysis of Summary from Month 1, Selection of focus groups	Monthly Contractor Invoicing
Month 3	Focus Groups to meet and brainstorm essential skills and key approaches	Monthly Contractor Invoicing Conference Room Rentals
Month 4	Engagement Activities	Monthly Contractor Invoicing Conference Room Rentals
Month 5	Design Pilot Programs, Formulate Curriculum Specifics	Monthly Contractor Invoicing Conference Room Rentals Disbursement to Partnering Schools for Pilot Expenses
Month 6	Pilot Programs Initiated in Schools	Monthly Contractor Invoicing Pilot Activities Materials Purchased
Month 7	Pilot Programs in Full Operation, Data/Feedback Collection	Monthly Contractor Invoicing Pilot Activities Materials Purchased
Month 8	Pilot Programs in Full Operation, Data/Feedback Collection	Monthly Contractor Invoicing Pilot Activities Materials Purchased
Month 9	Pilot Programs in Full Operation, Data/Feedback Collection	Monthly Contractor Invoicing Pilot Activities Materials Purchased
Month 10	Pilot Programs in Full Operation, Data/Feedback Collection	Monthly Contractor Invoicing
Month 11	Review of Data/Feedback, Resource Guide Compiled, "Game Plans" Made	Monthly Contractor Invoicing Disbursement to Partners for Game Plan/Program Development
Month 12	Pilots Amended, Resource Guide Completed, Region 9 Presentation	Monthly Contractor Invoicing
Month 13-14	Discussions with Region 9 and GO VA state board to collaborate on project expansion Subsequent GO VA grant applications to assist newly identified regions and partners with establishing Young Entrepreneurship Programs	

*** Month 1 will be determined based on the timing of the GO VA Region 9 grant decision/notification. This project must begin six months prior to the commencement of a school semester so that the pilot programs can be planned effectively. This means Month 1 will begin on or about February 10th for a fall semester pilot program, or around July 1st for a winter semester pilot program.

The following Attachment is Required
PERFORMANCE METRICS & ROI



VIRGINIA INITIATIVE FOR
**GROWTH &
OPPORTUNITY**
IN EACH REGION

Per Capita Return on Investment

Region: 9

Project Name: Young Entrepreneurs Resource Guide

GO Virginia Request	\$95,109
Additional State Leverage (if applicable)	
Total State Investment	\$95,109

	Year 1	Year 2	Year 3	Total
Direct Jobs Created	20	40	40	100
Average Annual Salary	\$80,000	\$55,000	\$55,000	
State Income Tax Revenue Generated	\$86,850	\$174,300	\$290,500	\$551,650
State Sales Tax Revenue Generated	\$16,053	\$33,110	\$55,183	\$104,347
Total State Revenue Generated	\$102,903	\$207,410	\$345,683	\$655,997

Commonwealth's ROI %	589.73%
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Instructions

1. Please enter what GO Virginia region you are submitting your project through.
2. Please enter the name of the Per Capita project.
3. Please enter the fields highlighted in green. This template will auto calculate the rest of the fields. Only include the direct number of jobs being created each year. The formula will aggregate jobs year-over-year. For example, if your project is creating 20 jobs in year 1, 20 jobs in year 2, and 20 jobs in year 3, **DO NOT** input 40 jobs in year 2 and 60 jobs in year 3.
4. Commonwealth's ROI % should reflect a positive return

Assumptions

1. State income tax revenue is based on \$720 + 5.75% of taxable income over \$17,000 for each direct job
2. State sales tax revenue assumes a worker's net income will be 70% of their salary, and that worker will spend 1/3 of their net income on goods/services subjected to the state sales tax of 4.3%

PERFORMANCE MEASURES

TIMELINE	DESCRIPTION	METRICS
Month 1 - 2	Summary/Inventory of Existing Youth Entrepreneurship Programs Analysis of Summary from Month 1, Selection of focus groups	<ul style="list-style-type: none"> # of best practices identified and adopted # of participants # of identified potential future partners # of new/unique/missing approaches identified
Month 3 - 4	Focus Groups to meet and brainstorm essential skills and key approaches Engagement Activities	<ul style="list-style-type: none"> Attendance at meetings # of Essential Skills Identified Level of engagement # of ideas brought forward
Month 5	Design Pilot Programs, Formulate Curriculum Specifics	<ul style="list-style-type: none"> Attendance of committee members Goals identified per pilot school # of curriculum activities defined # of LFCC overlap modules incorporated
Month 6 - 10	Pilot Programs Initiated/Operated & Data/Feedback Collection	<ul style="list-style-type: none"> # of students enrolled per pilot # of student hours spent in pilot # of professionals involved in pilot Participation/engagement levels per activity # of future business owners identified
Month 11	Review of Data/Feedback, Resource Guide Compiled, "Game Plans" Made	<ul style="list-style-type: none"> # of partner Game Plans created # of partners who plan to continue or adopt a pilot or program # of total pilot participants, by category # of total hours spent on pilot, by category # of estimated future jobs created # of students requesting further business resources/support
Month 12	Pilots Amended, Resource Guide Completed, Region 9 Presentation	<ul style="list-style-type: none"> # of requests received for assistance with resource guide implementation by partners # of requests received for assistance with resource guide implementation by others

The following Attachment is Required
IN KIND MATCH FORM

In-Kind Commitment Form

Support Organization:

Central VA Partnership for Economic Development

Regional Council:

9

Contributor Information

Name of Business/Individual:

Culpeper County Economic Development

Name of Primary Contact:

Phil Sheridan, Director

Address:

803 S. Main Street

City:

Culpeper

State:

VA

Zip:

22701

Telephone:

540.727.3410

Email:

psheridan@culpeperva.org

Contributed Goods or Services

Description of Contributed Goods or Services:

Salaries: Economic Development Director and

support staff assistance with coordinating pilot program and attending advisory committee meetings.

Date(s) Contributed:

Months 1-12 of grant period

Real or Estimated Value of Contribution: \$

5,000

How was the value determined?:



Actual Value



Appraisal



Other

If other, please explain:

This is an estimate based on staff time and salaries.

Who Made this Value Determination?:

Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?:



No



Yes

If yes, what are the restrictions?:

Contribution Obtained or Supported with State funds?:




No



Yes

If yes, please provide the name of the State agency and grant/contract number:


Signature of Contributor

Date Contributed

In-Kind Commitment Form

Support Organization: Central VA Partnership for Economic Development
Regional Council: 9

Contributor Information

Name of Business/Individual: Fauquier Economic Development Department
Name of Primary Contact: Miles Friedman
Address: 35 Culpeper Street
City: Warrenton State: VA Zip: 20186
Telephone: 540.422.8000 Email: miles.friedman@fauquiercounty.gov

Contributed Goods or Services

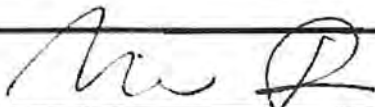
Description of Contributed Goods or Services: Salaries for providing expertise, coordinating and conducting meetings with schools that will initiate pilot programs and/or implement a program of their own using the resource guide, assist with student planning and presentations, coordinating with local entrepreneurs to share their experiences/expertise with students.

Date(s) Contributed: Months 1-12 of grant period
Real or Estimated Value of Contribution: \$ 15,000
How was the value determined?: ☐ Actual Value ☐ Appraisal ☒ Other
If other, please explain: This is an estimate based on staff time and salaries.

Who Made this Value Determination?: Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?: ☒ No ☐ Yes
If yes, what are the restrictions?: _____

Contribution Obtained or Supported with State funds?: ☒ No ☐ Yes
If yes, please provide the name of the State agency and grant/contract number: _____



Signature of Contributor

3-28-19

Date Contributed

In-Kind Commitment Form

Support Organization:

Central VA Partnership for Economic Development

Regional Council:

9

Contributor Information

Name of Business/Individual:

Fauquier Enterprise Centers

Name of Primary Contact:

Jennifer E. Goldman

Address:

4137 Weeks Drive

City:

Vint Hill

State: VA

Zip:

20187

Telephone:

571.285.7273

Email:

FauqEntCtr@gmail.com

Contributed Goods or Services

Description of Contributed Goods or Services:

Use of facilities, time spent with on-site

business/entrepreneurship counselor, access to office equipment and WiFi services/technology,

access to local entrepreneurs.

Salaries for time: \$10,000

Rent / Lease: \$5,000

Date(s) Contributed:

Months 1-12 of grant period

Real or Estimated Value of Contribution: \$

15,000

How was the value determined?:



Actual Value



Appraisal



Other

If other, please explain:

This is an estimate based on contractor and rental fees of the facility,

utility and technology expenses at the centers and other associated center program costs.

Who Made this Value Determination?:

Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?:



No



Yes

If yes, what are the restrictions?:

Contribution Obtained or Supported with State funds?:



No



Yes

If yes, please provide the name of the State agency and grant/contract number:


Signature of Contributor

27-Mar-19

Date

In-Kind Commitment Form

Support Organization:

Central VA Partnership for Economic Development

Regional Council:

9

Contributor Information

Name of Business/Individual:

Lord Fairfax Community College

Name of Primary Contact:

Dr. Christopher Coutts, Provost

Address:

6480 College St.

City:

Warrenton

State: VA

Zip:

20187

Telephone:

540-351-1513

Email:

Ccoutts@lfcc.edu

Contributed Goods or Services

Description of Contributed Goods or Services:

Salaries: Time spent as advisory committee member,

assistance with coordinating pilots and aligning with college and/or jobs programs

Date(s) Contributed:

Months 1-12 of grant period

Real or Estimated Value of Contribution: \$

4,000

How was the value determined?:

☐

Actual Value

☐

Appraisal

☒

Other

If other, please explain:

This is an estimate based on time and salaries.

Who Made this Value Determination?:

Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?:

☒

No

☐

Yes

If yes, what are the restrictions?:

Contribution Obtained or Supported with State funds?:

☐

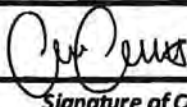
No

☒

Yes

If yes, please provide the name of the State agency and grant/contract number:

LFCC is a member of Virginia's Community Colleges (VCCS) and funded through the Commonwealth of Virginia.



Signature of Contributor

5/29/2019

Date Contributed

In-Kind Commitment Form

Support Organization: Central VA Partnership for Economic Development
Regional Council: 9

Contributor Information

Name of Business/Individual: Louisa County Department of Economic Development
Name of Primary Contact: Andy Wade, Director
Address: 1 Woolfolk Avenue
City: Louisa State: VA Zip: 23093
Telephone: (540) 967-4581 Email: awade@louisa.org

Contributed Goods or Services

Description of Contributed Goods or Services: Salaries: Economic Development Director and support staff assistance with coordinating pilot program and attending advisory committee meetings.

Date(s) Contributed: Months 1-12 of grant period

Real or Estimated Value of Contribution: \$ 5,000

How was the value determined?: ☐ Actual Value ☐ Appraisal ☒ Other

If other, please explain: This is an estimate based on staff time and salaries.

Who Made this Value Determination?: Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?: ☒ No ☐ Yes

If yes, what are the restrictions?: _____

Contribution Obtained or Supported with State funds?: ☒ No ☐ Yes

If yes, please provide the name of the State agency and grant/contract number: _____



3/28/19

In-Kind Commitment Form

Support Organization: Central VA Partnership for Economic Development
Regional Council: 9

Contributor Information

Name of Business/Individual: Mason Enterprise Center - Fauquier
Name of Primary Contact: Renee Younes
Address: 70 Main Street
City: Warrenton State: VA Zip: 20186
Telephone: 540.216.7100 Email: Ryounes@GMU.edu
Lorem Ipsum

Contributed Goods or Services

Description of Contributed Goods or Services: Contributes to the project through the use of facilities, including office machines and WiFi technology, plus staff time, counselors and input from entrepreneurs in the facility

Salaries: \$15,000

Rent / Lease: \$10,000

Date(s) Contributed: Months 6-10 of grant period

Real or Estimated Value of Contribution: \$ 25,000

How was the value determined?: ☐ Actual Value ☐ Appraisal ☒ Other

If other, please explain: This is an estimate based on staff salaries/wages, rental rates of the facility and utilities and equipment costs.

Who Made this Value Determination?: Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?: ☒ No ☐ Yes

If yes, what are the restrictions?: _____

Contribution Obtained or Supported with State funds?: ☐ No ☐ Yes

If yes, please provide the name of the State agency and grant/contract number:

This contribution is a 50:50 partnership between a state organization (George Mason University) and local government through the Fauquier Department of Economic Development.

Renee Younes

3-27-2019.

In-Kind Commitment Form

Support Organization:

Central VA Partnership for Economic Development

Regional Council:

9

Contributor Information

Name of Business/Individual:

Orange County Economic Development

Name of Primary Contact:

Phil Geer, Director

Address:

122 East Main Street

City:

Orange

State: VA

Zip:

22960

Telephone:

540-672-1238

Email:

phil@thinkorangeva.com

Contributed Goods or Services

Description of Contributed Goods or Services:

Salaries: Economic Development Director and

support staff assistance with coordinating pilot program and attending advisory committee meetings.

Date(s) Contributed:

Months 1-12 of grant period

Real or Estimated Value of Contribution: \$

5,000

How was the value determined?:



Actual Value



Appraisal



Other

If other, please explain:

This is an estimate based on staff time and salaries.

Who Made this Value Determination?:

Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?:



No



Yes

If yes, what are the restrictions?:

Contribution Obtained or Supported with State funds?:



No



Yes

If yes, please provide the name of the State agency and grant/contract number:



3/29/2019

In-Kind Commitment Form

Support Organization: **Central VA Partnership for Economic Development**
Regional Council: **9**

Contributor Information

Name of Business/Individual: Orange County Public Schools
Name of Primary Contact: Dr. Cecil Snead, Superintendent
Address: 200 Dailey Drive
City: Orange State: VA Zip: 22960
Telephone: 540.661.4550 Email: csnead@ocss-va.org

Contributed Goods or Services

Description of Contributed Goods or Services: Salaries: Time spent by Superintendent of Schools,
support staff and teachers to help coordinate, integrate and operate pilot program, and attend
advisory committee meetings.

Date(s) Contributed: Months 1-12 of grant period

Real or Estimated Value of Contribution: \$ 10,000

How was the value determined?: ☐ Actual Value ☐ Appraisal ☒ Other

If other, please explain: This is an estimate based on time and salaries.

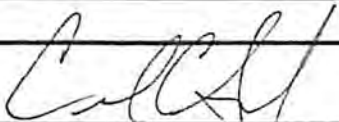
Who Made this Value Determination?: Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?: ☒ No ☐ Yes

If yes, what are the restrictions?: _____

Contribution Obtained or Supported with State funds?: ☒ No ☐ Yes

If yes, please provide the name of the State agency and grant/contract number: _____



Signature of Contributor

3-29-19

Date Contributed

In-Kind Commitment Form

Support Organization: Central VA Partnership for Economic Development
Regional Council: 9

Contributor Information

Name of Business/Individual: Wakefield School
Name of Primary Contact: Ashley Harper, Head of School
Address: 4439 Old Tavern Road, PO Box 107
City: The Plains State: VA Zip: 20198
Telephone: 540-253-7500 Email: aharper@wakefieldschool.org

Contributed Goods or Services

Description of Contributed Goods or Services: Salaries: Time spent by Head of School and support staff to assist with coordinating pilot program and integrating it into Wakefield School, attending advisory committee meetings.

Date(s) Contributed: Months 1-12 of grant period
Real or Estimated Value of Contribution: \$ 6,000
How was the value determined?: ☐ Actual Value ☐ Appraisal ☒ Other
If other, please explain: This is an estimate based on time and salaries.

Who Made this Value Determination?: Miles Friedman, Director Fauquier Ec. Dev.

Is there a restriction on the use of this contribution?: ☒ No ☐ Yes
If yes, what are the restrictions?: _____

Contribution Obtained or Supported with State funds?: ☒ No ☐ Yes
If yes, please provide the name of the State agency and grant/contract number: _____

Ashley C Harper
Signature of Contributor

3/27/2019
Date Contributed

The following Attachment is Required
LETTERS OF SUPPORT

FW: Young Entrepreneurs

3 messages

Friedman, Miles <Miles.Friedman@fauquiercounty.gov>
To: Jennifer Goldman <Jennifer@resonance.us>

Wed, Feb 27, 2019 at 4:53 PM

Here is the email that Dave Jeck sent earlier. I am going to forward the emails from Dave, Ashely at Wakefield and Chris at LFCC.

Miles

Miles Friedman

Director of Economic Development

Fauquier County, Virginia

35 Culpeper St.

Warrenton, Virginia 20186

540-422-8270

Miles.friedman@fauquiercounty.gov

"Take a deep breath!"

From: Jeck, David [mailto:djeck@FCPS1.ORG]
Sent: Friday, January 04, 2019 7:13 AM
To: Friedman, Miles <Miles.Friedman@fauquiercounty.gov>
Subject: Re: Young Entrepreneurs

It's as far as I am concerned. I'm going to share with Amy (once you give me the go ahead) and figure out if we can make it fit with "portrait of a Virginia graduate" requirements re internship requirements

Friedman, Miles <Miles.Friedman@fauquiercounty.gov>
To: Jennifer Goldman <Jennifer@resonance.us>

Wed, Feb 27, 2019 at 4:55 PM

Wakefield School

Miles Friedman

Director of Economic Development
Fauquier County, Virginia
35 Culpeper St.
Warrenton, Virginia 20186
540-422-8270
Miles.friedman@fauquiercounty.gov

"Take a deep breath!"

From: Harper, Ashley [mailto:aharper@wakefieldschool.org]
Sent: Wednesday, January 02, 2019 3:30 PM
To: Friedman, Miles <Miles.Friedman@fauquiercounty.gov>
Subject: Re: Young Entrepreneurs

Hi Miles,

Thanks for forwarding the grant application. It looks great and we are excited to be a part of it. Please let me know how else I can be of help in this process.

Warmest regards,
Ashley

From: Christopher Coutts [mailto:ccoutts@lfcc.edu]
Sent: Thursday, January 03, 2019 2:45 PM
To: Friedman, Miles <Miles.Friedman@fauquiercounty.gov>
Subject: Re: Young Entrepreneurs

Hey Miles,

Would love to participate. Thanks for bearing with me – had to lead meetings with all faculty today and yesterday. Need another vacation. 😊

Christopher Coutts, PhD
Provost, Fauquier Campus
Lord Fairfax Community College
6480 College Street
Warrenton, VA 20187
ph 540-351-1513



March 28, 2019

Miles Friedman
Director of Economic Development
Fauquier County, Virginia
35 Culpeper St.
Warrenton, Virginia 20186

Dear Mr. Friedman,

The Lord Fairfax Small Business Development Center exists to provide assistance to aspiring entrepreneurs and small business owners. We are willing to help partner with the Fauquier Enterprise Center on young entrepreneur pilot programs at a Fauquier public school, Wakefield School and Orange County school to enlighten and encourage young entrepreneurs. Please reach out to me with any questions at 540-868-7094 or email me at ckriz@lfcc.edu.

Respectfully,

Christine Kriz, Director
Lord Fairfax SBDC

Re: Letter of support

Fauquier County

Friedman, Miles via fauquiercounty6.onmicrosoft.com Wed, Mar 20, 4:56 PM (7 days ago)

to Cecil, Phillip, Renee, Jennifer@resonance.us

Dr Snead

Thanks so much for your quick response. This will be an exciting project if we can get it funded. We are delighted at the prospect of working with you!

Best
Miles

Sent from my iPhone

On Mar 20, 2019, at 4:27 PM, Snead, Cecil <csnead@ocss-va.org> wrote:

Dear Mr. Friedman,

Please consider this as correspondence that supports Orange County Public Schools participation in the GO Virginia Young Entrepreneurs Grant. After meeting with you and learning of the authentic engagement opportunities available to students as supported by GO Virginia, we believe this to be a value-add to our vision for students in Orange County.

Don't hesitate to contact us should you require more information as we continue to grow in our partnership with you.

Sincerely yours,

Cecil

Cecil C. Snead, II, Ed.D.
[Superintendent](#)
[Orange County Public Schools](#)
200 Dailey Drive
Orange, VA 22960
540-661-4550 (office)
540-661-4599 (fax)
www.ocss-va.org

The following Attachment is Required

BUDGET OVERVIEW: Sources & Uses

PROJECT SOURCES & USES

When submitting an application to the GO Virginia Board for funding consideration, the Support Organization will be required to complete a Project Budget in the Centralized Application Management System (CAMS). The CAMS budget should include all activities that must be undertaken in order to achieve or exceed the performance measures outlined in the application. This spreadsheet will supplement the CAMS budget in order to present a complete list of all project sources and uses. Directions for each tab are listed below the table on each tab. Please add rows as necessary.

Questions? Please contact Jordan Snelling at jordan.

[illegible]

Uses of Matching Funds:	Amount (\$)	Type of Match (Dropdown)	Source of Match	Documentation Submitted (Dropdown)
Salaries \$	7,500.00	Local	Mason Enterprise Center	Yes
Rent/Lease \$	5,000.00	Local	Mason Enterprise Center	Yes
Salaries \$	10,000.00	Local	Fauquier Enterprise Center	Yes
Rent/Lease \$	5,000.00	Local	Fauquier Enterprise Center	Yes
Salaries \$	15,000.00	Local	Fauquier Department of Economic Development	Yes
Salaries \$	10,000.00	Local	Fauquier County Public Schools	Yes
Salaries \$	10,000.00	Local	Orange County Public Schools	Yes
Salaries \$	6,000.00	Private	Wakefield School	No
Salaries \$	5,000.00	Local	Louisa County Economic Development	Yes
Salaries \$	5,000.00	Local	Culpeper County Economic Development	Yes
Salaries \$	5,000.00	Local	Orange County Economic Development	Yes
\$	83,500.00	Total Matching Funds		
\$	77,500.00	Total Local Match		

Directions: Please list all sources and uses associated with the required matching funds. The budget categories and amounts should match the "Other Funding" column in the CAMS application budget. NOTE: State funds may NOT be used as match, but may be listed as additional leverage.

Uses of Additional Leverage	Amount (\$)	Type of Match (Dropdown)	Source of Match	Documentation Submitted (Dropdown)
Salaries	\$ 4,000.00	State	Lord Fairfax Community College	Yes
\$ 4,000.00 Total Matching Funds				

Directions: Please list all sources and uses associated with additional leverage beyond the required match. **Additional leverage does not need to be included in the CAMS application budget.** **NOTE:** State funds may only be used as additional leverage and will may not contribute to the required \$1:1 match.

Type of Funds	Totals
GO Virginia	\$ 83,500.00
Matching Funds	\$ 83,500.00
Total CAMS Budget	\$ 167,000.00
Additional Leverage	\$ 4,000.00
Total Project Budget	\$ 171,000.00

**These answers will autofill from previous tabs.*

Type of Match	Totals
Matching Funds	\$ 83,500.00
At least \$1:1	YES
Local Match	\$ 77,500.00
At least \$50,000	YES
At least 20% of GO VA Request	YES
Local Match Waiver Requested?	NO

The following Attachment is Required
PROJECT MANAGER RESUME

Jennifer E. Goldman, CTA

P.O. Box 861561 | Vint Hill Farms, VA 20187 | 540-454-6511 | Jennifer@Resonance.us

Community Relations Specialist

Proficient in, and passionate about, fostering community partnerships and professional relationships, nonprofit leadership, strategic planning, management consulting, communications strategies, and public speaking.

Highly motivated, energetic, intelligent, efficient, detail-oriented, positive and amiable with an inherent talent for handling projects simultaneously with equal focus and efficiency.

Professional Experience

Owner Resonance, LLC

2015 – Present
Vint Hill Farms, VA

- Capability Statement available upon request for details regarding company services
- Manage and collaborate on simultaneous projects to assist clients with organizational assessments, program development, board and staff training, management strategies, strategic planning, and meeting facilitation
- Manage a team of professionals who are exemplary in their field of specialization and direct them to create and collaborate on projects for the benefit of clients
- Manage company administrative duties including lead generation and client prospecting, proposal writing, communications, outreach, social media and marketing

Founding Board Member Casey's Place

2014 – 2017
Broad Run, VA

- Assist in organizing a new foundation for the purpose of providing supportive residences for adults with autism and other developmental disabilities in Fauquier County
- Coordinate meetings for large groups of interested stakeholders, potential donors, local government officials and supportive organizations as well as smaller meetings between potential stakeholders
- Review and compare plans of supported-living residences in other areas and analyze their similarities and potential for the needs of those this organization will serve
- Investigate leads on potential properties in Warrenton/Fauquier County that are for sale or that are potential donations

Executive Director Partnership for Warrenton Foundation

2010 – 2015
Warrenton, VA

- Provided leadership for a 25-year old nonprofit organization that was a member of the Virginia Main Street Program and the National Main Street Center
- Acted as an economic development resource for recruiting retail and restaurant businesses to Old Town Warrenton
- Served as a liaison and support resource for the business owners, managers and merchants, local government officials, residents and visitors of Old Town Warrenton
- Responsible for planning, organizing, advertising and staffing several annual Old Town Warrenton signature events which raise funds to support overhead and special projects and also serve to promote area businesses and aid in stimulating the local economy
 - Evening Under the Stars: black tie fundraising gala averages more than 400 attendees and participants
 - Father's Day Car Show draws more than 1,000 visitors to the area
 - First Friday events (monthly events highlighting Old Town merchants and vendors): draw 1000 – 3000 attendees
 - GumDrop Square (holiday specialty event) averages 3,000 to 4,000 guests annually
 - Awarded Southeast Tourism Society's "Top 20 Events" for December 2010, 2011 and 2012
 - Awarded Warrenton Lifestyle Magazine's "Best Annual Event" in 2013
 - Awarded Piedmont Virginian Magazine's "Best in the Piedmont Holiday Event" (2nd place) 2013
- Spearheaded historic preservation, streetscape beautification, and economic revitalization projects throughout Old Town Warrenton
- Created and managed the Foundation's budget and work plan, oversaw all operations and the administrative responsibilities of the organization, provided reports to Virginia Main Street, Warrenton Town Council, and the Foundation's board of directors
- Acted as managing editor for the monthly e-newsletter: subscription 1600+
- Supervised more than 100 volunteers
 - Achieved the cumulative equivalent of \$1 million in volunteer hours donated to our organization in 2012

**Manager
Grey Ghost, LLC**

**2011 – 2015
Warrenton, VA**

- Oversaw the process of obtaining and maintaining Virginia Historic tax credits for a local historic property
- Maintained and leased the property for use as a quality museum, historic/local landmark and source of tourism revenue for the Town of Warrenton
- Instrumental in opening the doors of a historic property/museum which has been struggling to get off the ground for more than a dozen years prior

**Managing Editor and Founder
Old Town Chronicle**

**2011 – 2015
Warrenton, VA**

- Planned the editorial calendar, assigned and edited all content of the quarterly publication, which had a circulation of 60,000 in the primary local newspaper and was used as a marketing tool for tourism, economic development and the revitalization of the historic district known as Old Town Warrenton
- Wrote content and assisted with photo selection, layout and design

Freelance Writer, Editor and Marketing Consultant

2001 - Present

- Provide professional, interesting and reliable content for print and on-line publications
- Aid businesses with marketing content to enhance their customer base and community presence
- Published author of *Bargaining for Our Lives*, a healthcare memoir
- Published regionally and nationally including *Modern DC Business*, *Charlottesville Woman*, *Charlottesville House & Home*, *Albemarle Family*, *GreenHome Improvement*, *Construction Magazine*, *CalFinder/Best of Remodeling*
- Published locally in *Posh Seven* (formerly *I Am Modern Magazine*), *Loudoun Magazine*, *Piedmont Virginian*, *Alexandria Times*, *Fauquier Times*, *Warrenton Lifestyle Magazine*, *Bull Run Observer*, *Virginia Wind* and *Middleburg Eccentric*

Education and Professional Certification

Certified Nonprofit Manager

2014

Lord Fairfax Community College – Middletown, VA

Certified Tourism Ambassador (CTA)

2012

Journey Through Hallowed Ground Partnership – Warrenton, VA

Bachelor of Science in Business Management

1996

Concentration in Labor Relations/Human Resources
George Mason University - Fairfax, VA

Skills

Strategic Planning
Community Relations
Economic Development
Program Development
Writing

Event Planning
Multi-Project Mgmt
Volunteer Management
Strategic Communications
Fundraising

Public Speaking
Historic Preservation
Computer Skills
Research
Marketing

Leadership & Community Service

Fauquier Chamber of Commerce	Micro Enterprise Council	2018 -
Town of Warrenton	Small Business Permitting Process Committee	2018 -
Serve Our Willing Warriors	Marketing Committee	2018
Vint Hill Village, LLC	President's Council Member	2016 - 2017
Partnership for Warrenton Foundation	Development and Event Consultant	2016
Bluemont Concert Series	Event Consultant	2016
Land Trust of Virginia	Development Committee	2015
Greater Warrenton Chamber of Commerce	Educational Projects Team	2015
Fauquier High School	After-Prom Committee, Promotions Chair	2014 – 2015
Falcon Band Organization	Fundraising Committee Chair	2013 – 2014

COMMONWEALTH OF VIRGINIA
GO VIRGINIA PER CAPITA ALLOCATION GRANT CONTRACT
NUMBER 19-GOVA-09C

THIS AGREEMENT by and between the COMMONWEALTH OF VIRGINIA DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT (hereinafter called "DHCD"), REGIONAL COUNCIL NINE and CENTRAL VIRGINIA PARTNERSHIP FOR ECONOMIC DEVELOPMENT (herein called "GRANTEE"), and FAUQUIER COUNTY (hereinafter called "SUBGRANTEE"), WITNESSETH THAT:

WHEREAS, DHCD has been authorized by the Governor of the Commonwealth of Virginia to distribute and administer grants of the Virginia Growth and Opportunity Act (hereinafter called "GO VIRGINIA") and the Appropriation Act of the Commonwealth of Virginia for the 2018-2020 Biennium, as amended; and

WHEREAS, the Growth and Opportunity Board (hereinafter referred to as the "BOARD") has been authorized by the Governor of the Commonwealth of Virginia to establish guidelines for grants under the terms of the Virginia Growth and Opportunity Act; and

WHEREAS, the GRANTEE has been authorized to secure financial support from DHCD on behalf of REGIONAL COUNCIL NINE and the SUBGRANTEE under the terms of the Virginia Growth and Opportunity Act; and

WHEREAS, "Young Entrepreneurs Program Resource" as described in the GO VIRGINIA Per Capita Allocation Grant APPLICATION submitted by GRANTEE on behalf of SUBGRANTEE has qualified for funding on the basis of the GO VIRGINIA Grant Scoring Guidelines as established by DHCD and the Growth and Opportunity Board (hereinafter referred to as the "PROJECT"); and

NOW, THEREFORE, the parties hereto mutually agree as follows:

COMPENSATION

1. DHCD agrees to award the GRANTEE a GO VIRGINIA Per Capita Allocation Grant for the amount of allowable, eligible costs associated with the completion of the scope of the work described in this AGREEMENT, but not to exceed a total of \$83,500 (eighty-three thousand and five hundred dollars).
2. Non-State sources of matching funds of at least \$1 dollar for every dollar awarded are required for the use of GO VIRGINIA Per Capita Allocation Grant funds, unless otherwise waived by the Board. A total match of \$83,500 (eighty-three thousand and five hundred dollars) in matching funds over eighteen months is committed to this project by SUBGRANTEE on behalf of Wakefield School (\$6,000). Also included in the above total match is a local match of \$77,500 (seventy-seven thousand and five hundred dollars) committed by SUBGRANTEE/Fauquier County Public Schools (\$52,500), Culpeper County (\$5,000), Louisa County (\$5,000), Orange County/Orange County Public Schools (\$15,000). SUBGRANTEE shall provide documentation of project expenditures for the total match committed to the project. DHCD shall consider the matching requirement to be satisfied so long as the match is documented at least \$1:1 by non-state funds. At least two localities must participate in the non-state funding.
3. The GRANTEE and SUBGRANTEE shall not obligate, encumber, spend or otherwise utilize GO VIRGINIA Per Capita Allocation Grant funding for any activity or purpose not included or not in conformance with the budget as apportioned and as described in this AGREEMENT unless the GRANTEE has received explicit approval by WRITTEN NOTICE from DHCD to undertake such actions.
4. No costs incurred prior to the execution of this AGREEMENT shall be eligible for reimbursement with GO VIRGINIA Per Capita Allocation Grant funds.
5. The GRANTEE will use the lesser of (1) the amount specified in this AGREEMENT, or (2) the amount actually expended in completion of the scope of work described in this Agreement. If, at project completion, there are cost under-runs or project savings, these costs shall revert to DHCD.

METHOD OF PAYMENT

6. Requests for payment shall be completed through the "Remittance" function in DHCD's CAMS (Centralized Application and Management System). Along with the request for payment, GRANTEE shall furnish documentation of reimbursable expenditures (such as invoices, cancelled checks, source documents, etc.). GRANTEE shall also provide documentation of match expenditure with the reimbursement request. DHCD shall process requests for payment within fifteen (15) days. Where invoices are not paid by the GRANTEE in advance of the remittance, funds shall then be immediately disbursed upon receipt of funds.

7. Matching funds shall be expended prior to or in proportion to GO VIRGINIA Per Capita Allocation Grant funds within the PROJECT budget. The final disbursement may not be processed if GRANTEE's matching funds obligation has not been fulfilled.
8. To expedite receipt of payment, it is recommended that GRANTEE contact the Virginia Department of Accounts (DOA) to arrange for electronic transfer of GO VIRGINIA funds. The forms to establish electronic payment with DOA are available at www.doa.virginia.gov.
9. Final requests for the funds must be made no later than 18 MONTHS from the project start dates outlined in this AGREEMENT. Funds not expended by those dates may be subject to re-appropriation, unless the GRANTEE has received explicit approval by WRITTEN NOTICE from DHCD to extend this AGREEMENT.

SCOPE OF WORK

10. GRANTEE and SUBGRANTEE will commence, carry out and complete this scope of work, beginning on July 1, 2019 as described in the GRANTEE's GO VIRGINIA Per Capita Allocation Grant APPLICATION submitted to DHCD in CAMS, and any subsequent, approved, written amendments to the APPLICATION, which are made a part of this AGREEMENT. GRANTEE and SUBGRANTEE shall complete the scope of work as described in the CONTRACT DOCUMENTS, on or before September 30, 2020.

PROJECT TITLE: Young Entrepreneurs Program Resource

ACTIVITIES:

1. **Develop summary of existing youth entrepreneurship programs in the region and identify best practices.**
2. **Design pilot programming:** Project staff and advisors will work with each school to define the elements of the Young Entrepreneurs Program.
3. **Launch three pilot high school level programs in entrepreneurship:** pilot program locations will include one Fauquier County public school, one independent school in Fauquier County, and one in a neighboring county public school.
4. **Compile a Resource Guide on Young Entrepreneurs Programs:** based on data and observations from pilot program, develop guide that can be utilized by other schools and organizations.

MILESTONES:

3rd Quarter 2019 (July-September 2019):

- Develop summary of existing programs
- Outline best practices from the region

4th Quarter 2019 (October-December 2019):

- Consult business experts to identify potential business opportunities that can drive entrepreneurship in target markets and high growth companies
- Design pilot programming
- Initiate pilots
- Begin supporting other partners with plan development

1st Quarter 2020 (January-March 2020):

- Conduct three pilot high-school programs during winter semester

2nd Quarter 2020 (April-June 2020):

- Continue three pilot high-school programs during winter semester
- Review pilot programming
- Compile Young Entrepreneurship Program Resource Guide

3rd Quarter 2020 (July – Sept 2020)

- Develop Young Entrepreneurship Program Resource Guide
- Complete Young Entrepreneurship Program Resource Guide
- Report to Region 9 Council

PRODUCTS:

- Completion of three pilot Young Entrepreneurship Programs
- Creation of Young Entrepreneurship Program Resource Guide

BUDGET: Sources & Uses Document Attached.

11. The GRANTEE and SUBGRANTEE shall remain fully obligated under the provisions of this AGREEMENT notwithstanding its designation of any subsequent or third-party CONTRACTORS identified for the undertaking of all or part of the scope of work for which the GO VIRGINIA Per Capita Grant funds are being provided to the GRANTEE. Any SUBGRANTEE or CONTRACTOR which is not the GRANTEE shall comply with all the lawful requirements of the GRANTEE necessary to ensure that the PROJECT for which this assistance is being provided under this AGREEMENT is carried out in accordance with this AGREEMENT.
12. Should SPECIAL CONDITIONS to this AGREEMENT require additional action before proceeding with the ACTIVITY(S), the GRANTEE will initiate action

relative to removal of those SPECIAL CONDITIONS beginning with the execution of this AGREEMENT.

13. DHCD agrees to provide the GRANTEE and SUBGRANTEE with technical assistance in setting up and carrying out the administration of the PROJECT and tracking PERFORMANCE METRICS as outlined in the APPLICATION as submitted and outlined in this AGREEMENT.
14. DHCD and the BOARD reserve the right to end funding for this PROJECT at any point BY written Notice to GRANTEE and SUBGRANTEE should the PROJECT prove nonviable. This includes, but may not be limited to, lack of progress in conformance with this AGREEMENT. In such event, commitments made by GRANTEE and any SUBGRANTEE in accordance with the terms of this AGREEMENT prior to receipt of written notice of termination of funding will be funded.
15. If required under applicable law, GRANTEE and any SUBGRANTEE shall comply with the following as they relate to this AGREEMENT:
 - A. Virginia Freedom of Information Act (FOIA);
 - B. Virginia Conflict of Interest Act (COIA);
 - C. Virginia Fair Employment Contracting Act;
 - D. Virginia Public Procurement Act (VPPA);
 - E. Americans with Disabilities Act (ADA); and
 - F. Title VI of the Civil Rights Act of 1964 (24 CFR Part 1).

FINANCIAL REQUIREMENTS

16. GRANTEE agrees to submit a quarterly progress report to DHCD in CAMS. The GRANTEE shall use the "GO Virginia Project Quarterly Progress Report" template to submit the report in the "Reports & Communications" tab for the PROJECT. DHCD may share copies of the report with interested parties identified by the State.
17. GRANTEE agrees to submit final closeout reports to DHCD in CAMS. The GRANTEE shall use the appropriate templates, as provided by DHCD, to submit the closeout reports in the "Reports & Communications" tab for the Project. DHCD may share copies of the report with interested parties identified by the State.
18. DHCD, at its discretion, may require additional reports. If reports are not submitted in a timely manner, DHCD reserves the right to withhold payment requests until such reports are submitted.
19. DHCD shall monitor the GRANTEE as least once during the period covered by this AGREEMENT. DHCD may schedule additional monitoring visits with reasonable

notice to Grantee as considered necessary. At any time during this AGREEMENT period, DHCD may request and shall be provided copies of any documents pertaining to the use of Program funds.

20. If required under applicable law, any governmental procurement from nongovernmental sources for construction or professional services shall be procured in accordance with the Code of Virginia § 2.2-4300 Virginia Public Procurement Act (VPPA). Per VPPA, "construction" means building, altering, repairing, improving or demolishing any structure, building or highway, and any draining, dredging, excavation, grading or similar work upon real property. "Professional services" means work performed by an independent contractor within the scope of the practice of accounting, actuarial services, architecture, land surveying, landscape architecture, law, dentistry, medicine, optometry, pharmacy or professional engineering. The GRANTEE and/or SUBGRANTEE(S) shall submit any contracts obligating GO VIRGINIA funds and if applicable, documentation to detail that applicable procurement requirements have been met, prior to the execution of those contracts.
21. DHCD reserves the right to request and receive additional documentation pertaining to non-professional service or other contracts obligating GO VIRGINIA funds prior to approving drawdown requests.

AUDIT REQUIREMENTS

22. Per the DHCD Audit Policy, the GRANTEE is required to submit financial statements to DHCD. Required statements are as followed: Financial Statement(s)**, Reviewed Financial Statement(s) prepared by an Independent Certified Public Accountant (CPA), Financial Statement(s) that have been audited by an Independent CPA or an audit required by the Code of Federal Regulations (CFR), (2 CFR 200 Subpart F), audited by an independent CPA. The table below outlines the minimum requirements.

Threshold Requirement	Document
Total annual expenditures > \$100,000 (Regardless of source)	Financial Statement(s) prepared by organization**
Total annual expenditures between \$100,001 and \$299,000 (Regardless of source)	Reviewed Financial Statement(s) prepared by an Independent Certified Public Accountant (CPA)
Total annual expenditures > \$300,000 (Regardless of source)	Financial Statement(s) that have been audited by an Independent CPA
Federal expenditures ≥ \$750,000	2 CFR 200 Subpart F Audit that has been audited by an Independent CPA

23. Required financial statements must be submitted by the GRANTEE yearly, within nine (9) months after the end of your fiscal year or 30 (thirty) days after it has been

accepted (reviewed financial statement(s), audited financial statements, and 2 CFR 200 Subpart F audit only) - whichever comes first. Entities must electronically submit their financial statement(s) in DHCD's Centralized Application and Management System (CAMS). Entities are required to have a DHCD reviewed and approved current audit or reviewed financial statement(s) in order to submit a remittance request.

TERMINATION, SUSPENSION, CONDITIONS

24. **FOR CAUSE** - If through any cause, the GRANTEE or DHCD fails to comply with the terms, conditions or requirements of the CONTRACT DOCUMENTS, and fails to correct the non-compliance within ten (10) business days after WRITTEN NOTICE thereof, the other party may terminate or suspend this AGREEMENT by giving WRITTEN NOTICE of the same and specifying the effective date of termination or suspension at least five (5) days prior to such action.

If, after the effective date of any suspension of this AGREEMENT, it is mutually agreeable to DHCD and the GRANTEE upon remedy of any contract violation by the GRANTEE or DHCD, the suspension may be lifted and this AGREEMENT shall be in full force and effect at a specified date after the parties have exchanged WRITTEN NOTICES stating a mutual understanding that the cause for suspension has been identified, agreed to and remedied.

In the case of contract violations by the GRANTEE, DHCD may impose conditions other than termination or suspension which are appropriate to ensure proper grant and project administration and adherence to the terms of the CONTRACT DOCUMENTS. Such conditions must be imposed through WRITTEN NOTICE.

25. **FOR CONVENIENCE** - DHCD may terminate this AGREEMENT, FOR CONVENIENCE, in the event that DHCD is no longer authorized as an agency to administer GO VIRGINIA or if the funds allocated are no longer available.

The GRANTEE may terminate this AGREEMENT for convenience at any time provided that all of the following conditions are met:

- i. The GRANTEE gives DHCD ten (10) days WRITTEN NOTICE; and
- ii. The ACTIVITY(S) which have been initiated either have been completed and may be utilized in their stage of completion in a manner consistent with the objectives in the GRANTEE'S PROJECT APPLICATION, or will be completed by the GRANTEE through its own or other resources; and

- iii. The GRANTEE had honored or will honor all contractual obligations to third parties affected by GO VIRGINIA Per Capita Allocation Grant funding; and
- iv. DHCD agrees to the termination.

A GRANTEE'S valid termination for convenience in accordance with these CONTRACT DOCUMENTS shall not affect nor prejudice the GRANTEE'S future relationship with DHCD nor its future consideration as a GO VIRGINIA recipient.

REQUEST FOR INFORMATION

- 26. The GRANTEE shall furnish, regularly and in such form as DHCD may require, reports concerning the status of the PROJECT activities and grant funds. Such reports shall be submitted in the form and manner as prescribed herein and in WRITTEN NOTICES from DHCD.
- 27. The GRANTEE shall maintain all records related to GO VIRGINIA grant funds. Records shall be readily accessible to DHCD, appropriate State agencies, and the general public during the course of the Project and shall remain intact and accessible for three years from final closeout. Except if any litigation claims or audit is started before the expiration of the three year period the records shall be retained until such action is resolved. Notwithstanding, records of any nonexpendable property must be retained for a three year period following final disposition.
- 28. WRITTEN NOTICES shall constitute the only means of binding statements of fact or condition between the parties of this Agreement. All required reports and requests to be issued by the GRANTEE or SUBGRANTEE must be made by way of a WRITTEN NOTICE unless other means are specified in the CONTRACT DOCUMENTS. The GRANTEE shall act upon and respond to WRITTEN NOTICES promptly as directed.
- 29. The term CONTRACT DOCUMENTS means the following documents which are a part of this AGREEMENT and are incorporated by reference herein as if set out in full:
 - A. AGREEMENT;
 - B. PROJECT BUDGET AS APPROVED;
 - C. GO VIRGINIA PER CAPITA ALLOCATION GRANT APPLICATION;
 - D. GO VIRGINIA PROJECT QUARTERLY PROGRESS REPORT;
 - E. BUDGET REVISIONS and REMITTANCE DOCUMENTATION.

In witness whereof, the parties hereto have executed or caused to be executed by their duly authorized official this AGREEMENT.

**SUBGRANTEE
FAUQUIER COUNTY**

BY:  DATE: 9-16-19
Paul S. McCulla, County Administrator

**GRANTEE
CENTRAL VIRGINIA PARTNERSHIP FOR ECONOMIC DEVELOPMENT**

BY: Helen Cauthen DATE: 9-17-19
Helen Cauthen, President

REGIONAL COUNCIL 9

BY:  DATE: September 17, 2019
Jim Cheng, Chair

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT**

BY: Erik C. Johnston DATE: 9/24/2019
Erik Johnston, Director

Young Entrepreneurs Program Resource 2019-2020

SECTION 4: *Our Program*



FAUQUIER COUNTY YOUNG ENTREPRENEURS PILOT PROGRAM

Overview: Innovation and entrepreneurship are essential components of any successful economy. A significant percentage of businesses located in Fauquier County are classified as micro businesses, gaining their birth from the innovation of a local entrepreneur. In recognition of this fact, several organizations, both public and private, have been creating programs and services to support entrepreneurship. These have typically focused on adults, seniors, veterans, etc. but nothing, yet, is being done in our schools to encourage, nurture and educate budding entrepreneurs at a much earlier age. We hope to bridge the age gap for entrepreneurship education with this program. By encouraging innovation and entrepreneurship in adolescents, we hope to ensure the strength of our future local economy. Our goal is to create an appropriate, creative, innovative, forward-thinking pipeline of future business owners/employers by introducing our youth to the tools they need to be successful in business ownership and nurturing their curious and creative spirits. The Fauquier County Department of Economic Development is developing this interactive secondary school program, which will focus on students in grades six through eight, to inspire and foster the entrepreneurial spirit and develop early interest in demand-driven industries. The program is designed specifically to be available to and inclusive of every demographic of youth in the target age range.

Format: This initial pilot program is intended to be a full-year on-site program hosted at one Fauquier County public middle school and one local private middle school. Students will meet once a week for the entrepreneurship program. The program will employ the use of engaged youth activities (i.e. art, sports, video games, music) to exhibit the innovative and technological side of such activities, as well as how subjects and activities they love translate in the business world. It will be a method of giving students a new perspective on their common interests. Exercises and activities in each session will engage each student fully and is designed to be a departure from the rest of their traditional, formal educative day. Our intent is to leave academic education to the schools themselves, but to provide other aspects of business ownership, entrepreneurship, innovation and creation. Sessions will be facilitated by a sampling of local entrepreneurs, professionals from economic or workforce development, and business counselors and coaches, who will facilitate conversations with the students revolving around a particular industry (technology, art, healthcare, music, biotechnology, hospitality, etc.) and lead hands-on demonstrations, projects, and exercises that all students will participate in that lead to a deeper understanding of the particular industry, how it takes hold in the marketplace, and how creativity and innovation can strengthen a business and make a difference in the local economy and community. Sessions will touch on areas of entrepreneurship such as product development, differentiation, creative marketing, funding/fundraising, employment, collaboration, problem-solving, public speaking/presenting and identifying future challenges and opportunities. By the end of the students' academic school year, each student will have identified at least one personal interest that could potentially be a business venture and will be encouraged to flex their entrepreneurial muscles over the summer. Additionally they will be given the tools and resources to investigate entrepreneurship in their area of interest further, should they choose to. Ultimately, if the pilot program is successful, it will grow into a more intensive and interactive program offered to the remaining county middle and high schools. During the course of the pilot program, we will be documenting all steps taken, decisions made, research gathered, feedback given, results and outcomes and will use this information to create a resource guide that can be duplicated in any locality that wishes to create a similar program.

Sample Activity: Invite the Town of Warrenton Economic Development Coordinator to make a presentation surrounding an issue the Town has with the business permitting process – maybe its with the office layout (not knowing how to find people) or perhaps it has to do with the web site. His presentation will include details of a problem that will challenge the students but not be beyond the comprehension level of a middle school student. The students will have one month to collaborate in small groups or as a whole class to explore options, do research, perform experiments and come up with a presentation of possible solutions to the Town's challenge. For example, students may elect to research historic town hall designs and design a new cubicle layout, they may decide to study the effects of color in the workplace to see if painting the interior would have a more positive effect on employees or permit seekers, or perhaps music, etc. With the guidance of the

instructor, students will be able to create solutions of their own design through facilitated research, discussions, explorations and experiments. At the end of the month, students will give their solution presentation to the Town's ED Coordinator, explaining what solutions they came up with, how they arrived at that determination, and what plausible outcomes the Town could expect if implemented.

Sample Activity: Have the students form a circle while standing. The facilitator will place a common, everyday item in the center of the circle – it could be a fly swatter, a flower vase, a pair of socks or any other item. Each student will take a turn standing in the center of the circle, holding the item and stating what unique use they could find for that item. As ideas begin to wane, the facilitator will make suggestions like, “Can it make sound? Could you use it as an instrument? What if you broke it, what could you do with the pieces?”, encouraging the students to look at the item in new ways? Perspective is imperative in innovation and entrepreneurship, as well as creativity and having a flexible mind set. What happens when you turn things upside down? Sometimes defying the rules of the norm are the only way to begin to see things clearly and find solutions to challenges. This activity will teach children that things you look at and think one way about every day don't have to be just that one thing. That by taking things for granted, by not questioning, not exploring, not daring our minds to expand into the realm of curiosity, or what “else”, we tend to get “stuck”, to not be able to solve more difficult challenges as life becomes harder. The more ways we're able to look at one, everyday item, the better equipped we are to solve complex problems or to innovate unique products that will change our world.

Partners and Funding: Our intention is to fully fund this program through grant funding. GO! Virginia, PATH Foundation, Center for Nonprofit Excellence, the Northern Piedmont Community Foundation, and the Kauffman Foundation are all likely prospects for funding. We further intend to partner with other organizations and businesses, both in the local community and regionally, to help us fully develop and carry out the program in the most beneficial way to our students and our community. At present we have informal partnership interest with the Orange County Department of Economic Development, Culpeper Department of Economic Development, Lord Fairfax Community College, LFCC Workforce Development, Fauquier County Public Schools, Highland Upper School's Social Entrepreneurship & Environmental Sustainability Program, Lord Fairfax Small Business Development Center, Fauquier Chamber of Commerce, Boys & Girls Club of Fauquier, and the Rappahannock-Rapidan Regional Commission. We believe some of the following may also make strong and appropriate program partners and intend to approach them in the immediate future: Warrenton Youth Sports Club, Fauquier Youth Orchestra, Fauquier Community Theatre, and Piedmont Arts Council. Our goal, financially, is to be able to support the initial pilot program for under \$100,000.

PILOT GOALS AND KEY ELEMENTS

Wakefield School Goals:

- a. Broaden students' reach and experiences
- b. Exhibit real world applications for what students learn

Fauquier Public School Goals:

- a. Give students "real world" experiences
- b. Create more interdisciplinary exercises

Orange County Public School Goals:

- a. Give students more experiential learning experiences
- b. Give students more non-academic class choices

Key Elements:

- a. Soft Skills
 - i. Introductions
 - ii. Interviews
 - iii. Attire
 - iv. Public/Group Speaking
 - v. Collaborations
- b. Job Skills
 - i. Critical Thinking
 - ii. Resourcefulness
 - iii. Writing (not texting)
 - iv. Problem Solving
- c. Entrepreneurial Skills
 - i. Developing the Idea
 - ii. Strategic Planning
 - iii. Legal and Permitting
 - iv. Bookkeeping/Accounting
 - v. Hiring/Managing Others
 - vi. Delegating
 - vii. Marketing



GO VA ADAPTATION FOR 2020 SPRING SEMESTER PILOT PROGRAMS

As of March 13, 2020, all Virginia schools were closed for a minimum two-week period due to the spread of the CoronaVirus. As of March 24th it was announced that schools would remain closed for the rest of the spring semester.

The GO VA capacity building grant that we were awarded is largely dependent on the activities and outcomes of our three pilot programs:

— Fauquier High School — Wakefield School in The Plains — Orange County High School

The Fauquier High School pilot was conducted and completed in the fall 2020 semester. The pilots at both Wakefield and Orange County were being conducted in the spring 2020 semester and were ongoing at the time of the school suspensions in Virginia.

While all educators are scrambling to determine the best way to continue their students' education at this time, our program is working toward easing that burden by creating content that the schools can share, while also doing so in a way that is compatible with the software and systems that the schools currently use to interact virtually with their students.

This is definitely a time of uncertainty and worry in the world, the Commonwealth and our own community, but I believe it is a unique opportunity being presented to us. An opportunity to be able to communicate more meaningfully with the schools and students, a time to be able to include more students in the entrepreneurship education and expertise that we have available to us and gives us the opportunity to be more creative, innovative and beneficial to our grant partnering school systems.

I propose the following as a way to accomplish this for the remainder of the spring semester, and possibly beyond - incorporating some of this into our normal entrepreneurship education programs for the future:

- Pre-recorded Videos with links shared with the pilot schools, including FHS, and inviting them to share the links with all students interested in business, not only the ones who were registered with the pilots. Examples of content are:
 - Interviews with entrepreneurs
 - Tours of a businesses/Virtual Field Trips
 - Creating meaningful elevator pitches
 - How to Network for success
- Live Webinars with registration links sent to pilot teachers and students. These would be tailored to activities we had originally planned to take place in the classroom with the students. Such as:
 - Wakefield: Virtual Field Trip to Great Harvest, PATH, Johnny Monarch's, Daniel J Moore Design
 - OCHS: Virtual Field Trip to Smith Midland, SiteWhirks and Britches, Drum N Strum/Glorias

- Wakefield: Business Planning - job descriptions and assignments discussion
- OCHS: Planning a Virtual Entrepreneurs Forum
- Wakefield: Planning a Virtual Entrepreneurs Forum

Documents to be completed with conference calls to discuss/collaborate - these would be shared through a shared folder online. The main purpose of assignments would be to help the Wakefield students complete their project of setting up a real business at their school, but also other activities we'd already planned that can be done by phone instead of in person:

- Business Plan Completion for Wakefield
- Virtual Mock Job Interviews for OCHS and Wakefield
- Community Service Challenge - what can you do to alleviate fears, scarcity of goods and services, faltering businesses? (Show examples like Tesla's switch in production, MurLarkey Distillery making hand sanitizer, Nick's driving to remote places to ensure they have eggs, water, milk, etc. and me with notary services)



VIRTUAL PILOT ACTIVITIES/IDEAS

Pre-recorded Videos

- Interviews with entrepreneurs
- Tour of a business
- Discussion about scarcity providing opportunity
- Internship opportunities/resources for local businesses this summer
- Personal/Professional Branding
- Creating meaningful elevator pitches
- Networking with intention
- Any other micro enterprise symposium 20-minute recordings?? (Ask Michelle Coe)

Live Webinars

- Wakefield: Virtual Field Trip
- OCHS: Virtual Field Trip
- Wakefield: Business Planning - job descriptions and assignments discussion
- OCHS: Planning a Virtual Entrepreneurs Forum
- Wakefield: Planning a Virtual Entrepreneurs Forum
- Setting up your LinkedIn account
- Preparing your resume
- PATH Councils: Interview with Renard Carlos re: business issues in Warrenton
- PATH Councils: Interviews with Zoning, Community Development, Economic Development, County Supervisors re: forming, launching, permitting a business in Fauquier County
- PATH: Interview with Joe Martin - what difference does YOUR local chamber make?

Documents to be completed with conference calls to discuss/collaborate

- Business Plan Completion for Wakefield
- Virtual Mock Job Interviews
- Community Service Challenge - what can you do to alleviate fears, scarcity of goods and services, faltering businesses? (Show examples like Tesla's switch in production, Mularkey Distillery making hand sanitizer, Nick's driving to remote places to ensure they have eggs, water, milk, etc. and me with notary services)

FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE

FAUQUIER HIGH SCHOOL PILOT

Fauquier County Public Schools overarching goals of Pilot:

- a. Give students “real world” experiences
- b. Create more interdisciplinary exercises

Background/Summary:

Fauquier High School has an Entrepreneurship class that is taught in the fall semester by Frank Strano. Mr. Strano has a full curriculum for the course, but also activities/events/field trips that he intends to plan but that haven't been fully planned/scheduled as of our meeting on September 4, 2019. He is open and enthusiastic about the county's pilot, brainstorming ideas and having help with planning and implementing events that will lead to a comprehensive pilot, enhance his curriculum and meet the school system's goals as stated above.

The pilot, which was initially planned for the spring semester per grant definitions, will be moved up to the current fall semester with ease. There is \$2,500 in the grant for spending on pilot details, which may be needed for transportation costs for field trips, admission costs to an event and/or extra materials needed for the classroom due to pilot-designed activities (i.e. videography, flash drives, copies, workbooks, etc.)

Each pilot activity/event/tour will be follow-up with a classroom assignment that will result in a grade. Students from the Entrepreneurship class will be incorporated into the planning and presenting of each activity as much as is reasonable and students from various other occupational and business classes will be invited to participate, collaborate, and benefit from pilot activities as much as possible in order to give the maximum number of students exposure to entrepreneurial ideas and experiences.

We would like to document the entire pilot to incorporate into the guide, but also videotape the events, field trips, and tours to enhance not only the guide, but also future entrepreneurship classes by allowing students access to the information from anywhere/any time.

Activities (to take place between October 18 and Thanksgiving)

- I. *Half-Day Field Trip (October 18, 2019 - The Fauquier Chamber has agreed to waive the admission price for 17 students and 1 teacher. Curriculum and transportation have been approved by FCPS1)*

Micro Enterprise Symposium by the Fauquier Chamber at LFCC. Students to sit in on all three Track I breakout sessions, which are focused on:
Turning your Passion into a Business

Whether you are just thinking about starting a business or you have only just begun, this track is for you.

- a) Discover Your Customer
Gary Greuter, Principal Consultant, Alpha-Flow Management Consulting
- b) Marketing and Advertising on a Budget
Bruce Potter, COO, Rappahannock Media LLC; publisher of Inside NoVa
- c) Organizing the Chaos through Systems that Work
Kim Jenkins, Owner, Genesis Home Improvement



Jennifer to discuss with Joe Martin, chamber president and Michelle Coe, committee head if ticket prices can be reduced or waived, and will arrange for the students to attend, given swag bags and access to experts.

Goal: To have students attend a business event intended for professionals who may be in the same place of having a raw idea and learning how to turn it into a viable business, be introduced to experts in their own community and learn more about the business assistance that's available in Fauquier County.

Classroom Assignment Idea: Create a 3 or 5 slide presentation of your business idea and how you'd market it. 10-minute presentations.

Additional Applications: a) marketing students help entrepreneurship students come up with marketing ideas for their business, b) graphic design students take entrepreneurship student slideshows and enhance them through collaboration, c) Students will also receive a resource guide to launching a business in Fauquier County - a directory of where to go, who to talk to and what to do to get started; everything from setting up the entity and applying for permits to looking for commercial space and setting up a workforce. d) Other career-focused/business students are invited to join the field trip, but would need advance notice for attendance numbers and transportation confirmation.

II. *November 1, 2019 FHS Auditorium (reserved 8am - 12pm; panel 10am - 12pm - Pending entrepreneurs availability and participation, this activity has been FCPS1 approved)*

Falcon Entrepreneurship Forum- 6-8

entrepreneurs with great stories and energy come to the school to sit in a panel answering questions regarding information such as: their background and educational level, why they chose to become an entrepreneur and how did they determine what business they wanted to be in (also how old were they), what were the steps to achieve their goal and was it a rewarding experience or do they have any regrets/advice for others. Panel to be introduced and moderated by a set of Entrepreneurship students, led/coached by Mr. Strano. Looking for success AND failure stories and a wide diversity of people and industries. Entrepreneur list to be finalized after contact made and willingness and availability determined: goal of 6-8 panelists. Rough idea list includes:

- A. Cecil Campbell - Cecil's Tractors
- B. Nick and his step-father - Bogg's Auto Body
- C. **Carmen Rivera** and Charlie Robinson - State Farm Insurance
- D. Marie Washington - attorney with her own private practice
- E. Angela Smith - various/catering - starting and selling businesses
- F. **Walt Story/Todd Eisenhauer** - Construction, Investment properties and Black Bear Bistro
- G. Doug Marshall - accountant with private mid-sized firm
- H. Ben Cordy - Annex Room Media (You Tube videos for panelists who can't attend?)
- I. Stephanie Kennedy - Social Steph (FB live at the panel?)
- J. Paul Brock - Chik-fil-A - discuss buying/starting a franchise business
- K. Chris Pearmund - Pearmund Cellars
- L. Kim Pinello - Galloping Grape
- M. Jesse Straight - Whifletree Farms
- N. Matt Carson - SiteWhirks
- O. Dan Moore - 8393 West Main/The Rooms Up There/The Drawing Room/Daniel J. Moore



- Design/Domestic Aspirations
- P. Alfred Lunsford - Belle Vodka
 - Q. Ivo Pereira - ETrucking
 - R. Walt Story - 540.272.0974
 - S. Michelle Coe - Blue Sky Phoenix
 - T. Ken Laconis - Strategic Alliance Consulting - ken@strategicaci.com
 - U. Natalie Ramos/daughter - Naughty Girl Donuts
 - V. Brett Wortman (ask Renee Younes)



Goal: To give students a comprehensive look into the reality of starting a business, the challenges entrepreneurs face, the successes that can be achieved, the satisfaction that comes from building something new and working for yourself.

Classroom Assignment Idea: Extra points for asking questions of panelists. Classroom participation: stand up at the front of the classroom and tell your classmates what your biggest takeaway from the panelists and why? Was it a success story? A failure or challenge lesson?

Additional Application: All business and industry-specific students can attend the forum - agriculture, business, marketing, graphic design, trades, accounting, auto mechanics, etc. Drama and floral design students invited to decorate the stage, graphic design students invited to create a printed program.

III. Full-day Field Trip (November 8, 2019, 9:30am - 1pm. Pending county approval and transportation arranged)

Tour of 3 Fauquier businesses with interesting/energetic/inspirational entrepreneurs (pending county approval and business owner approval and availability). Entrepreneurship canvas to be distributed to the students to fill out on the tours with information from each entrepreneur they meet according to their business model. Entrepreneurs will be encouraged to talk to the students regarding the particular aspects of business included in the canvas and students are encouraged to ask for more details, or to request any information needed for their assignment that the entrepreneur may overlook in conversation. Possible tours include:

- A. Smith-Midland in Catlett - talk to Ashley, Matthew, Jeremy Smith
- B. Farm Brew Live/2 Silos Brewing - Owned by Villagio Hospitality Group in Manassas - Jennifer to research/reach out and find out more: J.Ortega@VillagioGroup.com / 703.420.2286
- C. DeJaVu Consignment Shop in Old Town Warrenton (**confirmed**) - spoke with owner Sandra Packwood and she's all in! She will arrange for a tour of her shop, talk about retail in a small town, fashion, pricing, and window design.



Goal: to inspire students to find, or improve, their "idea" for a business.

Classroom Assignment Idea: After touring three local businesses and hearing from the entrepreneurs who started them: Write three paragraphs - What were your three takeaways? From what you learned, how

would you adjust your business plan? What are the key skillsets and mindsets of each entrepreneur?

Additional application: tours can also include students from other areas such as construction, fashion marketing, hospitality, etc.

IV. One class period near the end of the semester (Pending county approval)

Accessing Capital Day - short

presentations/speeches from experts in:

- A. Bank loans (Oak View National Bank)
- B. Private equity/venture capital (Jennifer's resource from a friend - TBD)
- C. SBA loans (Christine Kriz, Director Lord Fairfax SBDC)
- D. Community Grants (Beverly Pullen Fauquier Ec Dev or Christy Connolly PATH)

Experts to talk briefly about how to get funding for your business after you've solidified your idea and written your business plan.

Goal: To give the students more information about where to go and what to do once a business plan is in place - that's not the end of the road. Talking about funding will let them know what some next-step options are.

Classroom Assignment Idea: 1-page written assignment - how much money will it take to launch your business, what will that money be spent on and which funding option will suit you best and why?

Additional Applications: Business and Accounting students may be invited to hear the presentations as well.

V. One class period (Pending videographer availability)

Elevator Pitch Day - Each Entrepreneurship student will present their 30-60-second elevator pitch for their company. Pitches will be videotaped and used for marketing purposes internally, as well as to showcase the class and the students and introduce them to others.

Goal: To give students the opportunity to make an oral presentation and practice their sales pitch.

Classroom Assignment Idea: graded on their performance, length and strength of pitch.



Interdisciplinary Exercises (TBD)

Ideas:

- a. Graphic Design students create logos for Entrepreneurship students' businesses and/or design a landing page for a web site
- b. Marketing students help Entrepreneurship students with a 3-year marketing plan to be included in the business plan for their company
- c. Fashion/Cosmetology students help Entrepreneurship students with appearance planning/improvement for interviews
- d. Floral Design and Culinary Arts students (and perhaps theatre students?) decorate the auditorium for the Falcon Entrepreneurship Forum to make the stage more attractive and have snacks for the panel as a thank you
- e. a) and b) of Additional Applications in I

Please accept this invitation for you and your students to attend the:

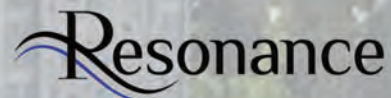
Falcon Entrepreneurship Forum

Date: November 1, 2019
Time: 9:45am – 12:05pm
Place:
Fauquier High School Auditorium

The Falcon Entrepreneurship Forum is sponsored by the Fauquier County Economic Development Department through a grant from GO Virginia and is being implemented by Jennifer E. Goldman (President, Resonance, LLC) and Frank Strano (FHS Business Teacher).

The objective of this community event is to educate and inspire students interested in one day starting their own business. Our panel will consist of several local business owners from all walks of life and various business backgrounds. These successful entrepreneurs will be sharing their business stories with our students and offering insight into the challenging world of starting your own business.

We look forward to seeing you and your students at the Falcon Entrepreneurship Forum!



Falcon Entrepreneurship Forum

Agenda

10:00 – 10:12 Welcome (Introductions) & Opening Comments – (Master of Ceremonies) Quinn

- Welcome the students, faculty, administration, and introduce each business owner (Name and Company) individually
- Thank the Regional Council 9 of GO Virginia and the Fauquier County Department of Economic Development for sponsoring and supporting this event
- Review the Agenda and format
- Introduce the moderators

10:12 – 10:35 Question 1 – Moderated by John

- Background (briefly) and why did they choose to become an entrepreneur?

10:35 – 10:50 Question 2 – Moderated by Brighton

- How did you determine what business you wanted to be in (also how old were they when they started)?

10:50 – 11:05 Question 3 – Moderated by Clayton

- What were the steps you took to achieve your goal? Business Plan, research,how did you gain experience

11:05 – 11:10

- 7th Inning Stretch with Sean

11:10 – 11:25 Question 4 – Moderated by Audrey

- What is the most rewarding aspect of being a business owner? Do you have any regrets/advice for others?

11:25 – 11:45 Q&A – Moderated by Drew

- Questions – Nichole, Ryan, Colton, John, Sean, Daron, Josh, Wesley

11:45 – 12:00 Closing Comments – “Closer” Drew/ “MC” Quinn

Date: 11/1/19

Time: 10:00 AM-12:00 PM

Fauquier High School



presents

Falcon Entrepreneurship Forum



Agenda

10:00-10:15 - WELCOME AND OPENING COMMENTS – QUINN

10:15-11:25 – PANEL Q & A SESSION

*(11:05-11:10) - SEVENTH INNING STRETCH– SEAN

11:25-11:45 – GROUP Q & A - DREW

11:45-12:00 – CLOSING COMMENTS– DREW

Panel Experts

Walt Story

The Story Group

Carmen Rivera

State Farm Insurance

Chris Pearmund

Pearmund Cellars

Michelle Coe

Blue Sky Phoenix

Ben Cordy

Annex Room Media

Angela Smith

Real Estate, Catering, Political Candidate

Fauquier High School Student Moderators & MC'S

John —Senior

Audrey —Senior

Brighton —Senior

Clay —Senior

Quinn — Senior

Drew — Senior

Video Editing:

Eric — Junior

Sound Production:

Skylar — Junior

Program Produced by

2019 FHS Entrepreneurship Class

Administration & Fauquier High School Staff

Dr Jeck	Major Warner	Sara Frye	Kraig Kelican
Diana Story			

Special Thanks

Miles Friedman	Joe Martin	Ben Benita	Renee Younes
Carlene Hurdle	Margy Thomas	Roque Castro	

Fauquier High School Entrepreneurship Class

Eric	Wesley
Colton	Andrew
John	Daronn
Brighton	Jahsua
Nichole	Audrey
Sean	Hunter
Clatyon	Ryan
Quinn	



YEP CLASS BUSINESS TOUR

November 8, 2019

8:45am - 9:10am	travel from FHS to Smith-Midland
9:10am - 10:20am	tour of Smith-Midland and talk with Matthew Smith
10:20am - 10:40am	travel from Smith-Midland to DeJeVu
10:40am - 11:25am	tour of DeJaVu and talk with Sandra Packwood
11:25am - 11:30am	walk from DeJaVu to Great Harvest
11:30am - 12:15pm	tour of Great Harvest and talk with Pablo Teodoro
12:15pm - 1pm	lunch at Great Harvest
1pm - 1:20pm	travel from Great Harvest to FHS

FHS
705 Waterloo Road
Warrenton, VA 20186

Smith-Midland
5119 Catlett Road
Midland, VA 22728

DeJaVu
43 Main Street
Warrenton, VA 20186

Great Harvest
108 Main Street
Warrenton, VA 20186





Lean Business Model Canvas

Company Name

Date:

Iteration #: 2

PROBLEM

List the top three problems your product/service is addressing.

SOLUTION

What are the top three features of your product/service?

UNIQUE VALUE PROPOSITION

What is the single, clear, compelling message that states why your product/service is different and worth buying?

COMPETITIVE ADVANTAGE

What about your product/service means that it cannot be easily copied or bought?

CUSTOMER SEGMENTS

Who are the target customers?

KEY METRICS

What are the key activities that must be measured?

CHANNELS

What are the pathways to customers?

COST STRUCTURE

What are the customer acquisition costs, distribution costs, human resources costs, additional costs?

REVENUE STREAMS

What is the revenue model, the life time values, the revenue, the gross margin?



Product

Market

POST PILOT SURVEY (STUDENT)

Q1 What high school do you attend?

Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	fauquier	12/11/2019 11:36 AM
2	Fauquier	12/11/2019 11:30 AM
3	Fauquier High School	12/11/2019 11:28 AM
4	Fauquier Highschool	12/11/2019 11:27 AM
5	Fauquier High School	12/11/2019 11:26 AM
6	Fauquier High School	12/11/2019 11:25 AM
7	FHS	12/11/2019 11:25 AM
8	Fauquier High school	12/11/2019 11:24 AM
9	Fauquier High School	12/11/2019 11:24 AM
10	fauquier high	12/11/2019 11:23 AM

Q2 Which activity did you enjoy the most and why? What did you learn in this activity?

Answered: 10 Skipped: 0

ANSWER CHOICES	RESPONSES
Attending Micro Enterprise Symposium	20.00% 2
Creating/participating in Falcon Entrepreneurship Forum	40.00% 4
Field trip tour to Smith Midland, Déjà vu, Great Harvest, and BFS?	60.00% 6

#	ATTENDING MICRO ENTERPRISE SYMPOSIUM	DATE
1	Fun	12/11/2019 11:25 AM
2	This was my favorite activity because I got to hear entrepreneurs talk about their businesses.	12/11/2019 11:24 AM

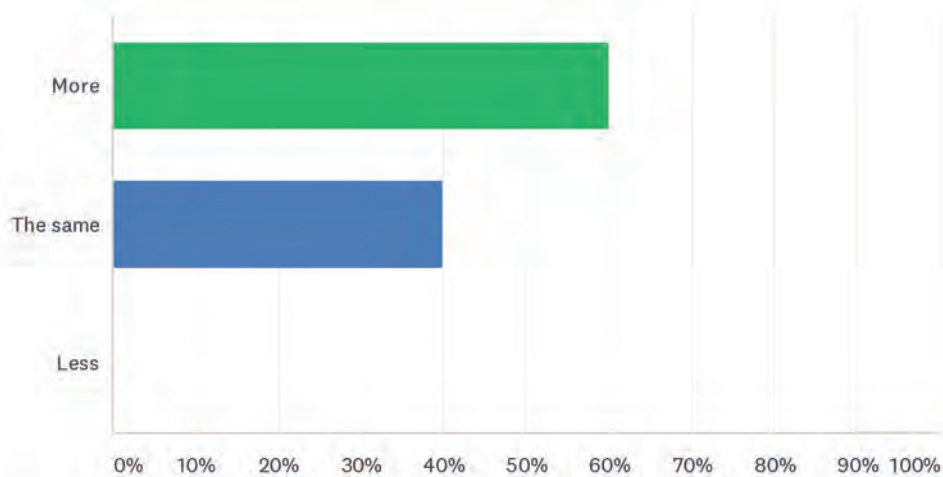
#	CREATING/PARTICIPATING IN FALCON ENTREPRENEURSHIP FORUM	DATE
1	My favorite bc i had a role in it	12/11/2019 11:30 AM
2	interesting	12/11/2019 11:28 AM
3	Cha Cha Slide	12/11/2019 11:25 AM
4	This one because it was a fun project. How to put on a show.	12/11/2019 11:24 AM

Post Pilot Survey (Student)

#	FIELD TRIP TOUR TO SMITH MIDLAND, DÉJÀ VU, GREAT HARVEST, AND BFS?	DATE
1	I enjoyed the field trip tour of the local businesses because we go to see the physical examples of successful businesses that we were familiar with and it was overall a more hands on experience. We learned a lot about what made each business different and how they got to where they are today. It teaches us how these business owners are still just like us in a way and they made there businesses on their own (more or less).	12/11/2019 11:36 AM
2	I enjoyed this one the most because we got to go to business that had food.	12/11/2019 11:27 AM
3	I enjoyed this activity the most because I felt as if i learned the most.	12/11/2019 11:26 AM
4	Field trip to Smith Midland	12/11/2019 11:25 AM
5	BFS	12/11/2019 11:25 AM
6	because we got to meet entrepreneurs in our area and see their business in person	12/11/2019 11:23 AM

Q3 Describe your level of engagement (interested and involved) in your class after completing this pilot?

Answered: 10 Skipped: 0

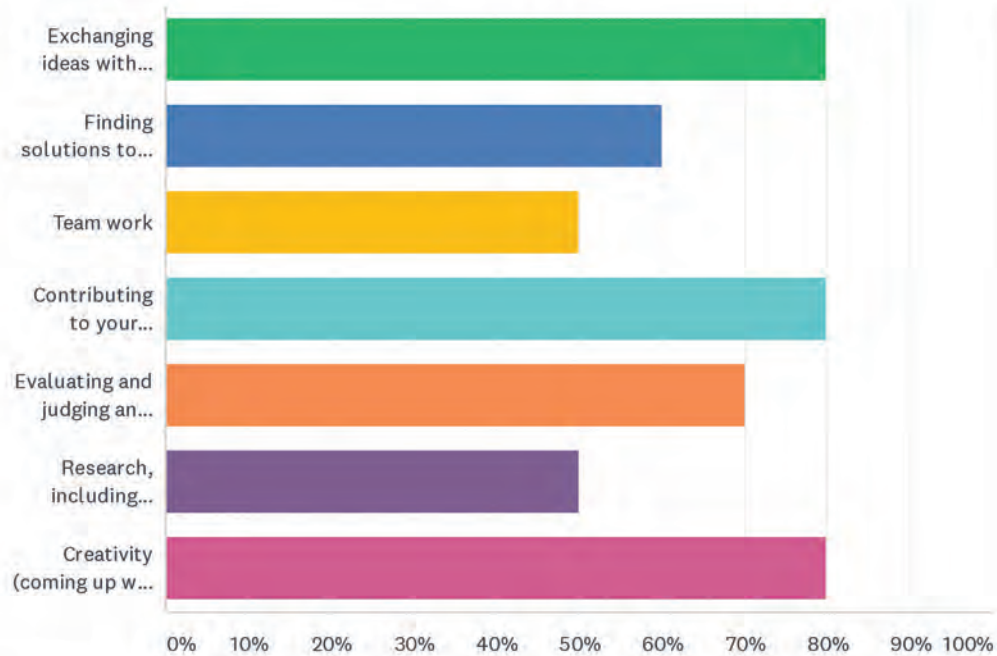


ANSWER CHOICES	RESPONSES	
More	60.00%	6
The same	40.00%	4
Less	0.00%	0
TOTAL		10

Q4 Which of the following skills did you use in this pilot program (check all that apply)?

Answered: 10 Skipped: 0

Post Pilot Survey (Student)

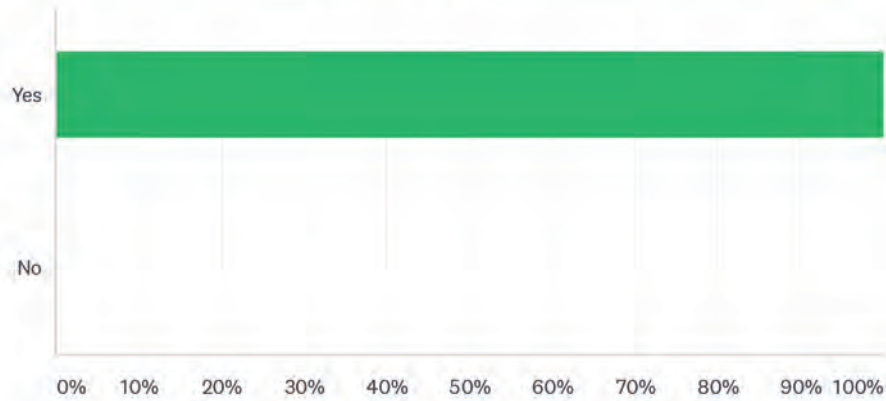


ANSWER CHOICES	RESPONSES	
Exchanging ideas with peers	80.00%	8
Finding solutions to difficult issues	60.00%	6
Team work	50.00%	5
Contributing to your community	80.00%	8
Evaluating and judging an issue	70.00%	7
Research, including interviewing	50.00%	5
Creativity (coming up with new ideas)	80.00%	8
Total Respondents: 10		

Q5 When you think about the work you did in this project/course/class, did your contribution matter?

Answered: 10 Skipped: 0

Post Pilot Survey (Student)



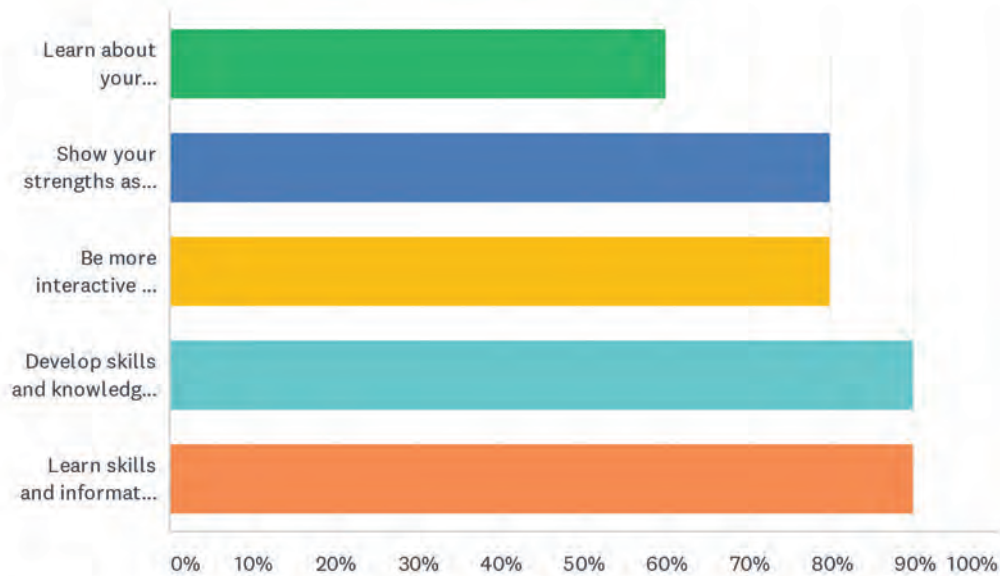
ANSWER CHOICES

RESPONSES

Yes	100.00%	10
No	0.00%	0
TOTAL		10

Q6 Did this project/course/class help you in the following areas? (Check all that apply)

Answered: 10 Skipped: 0



Post Pilot Survey (Student)

ANSWER CHOICES	RESPONSES	
Learn about your capabilities	60.00%	6
Show your strengths as an individual	80.00%	8
Be more interactive in your class	80.00%	8
Develop skills and knowledge you can use outside school	90.00%	9
Learn skills and information you will remember for a long time	90.00%	9
Total Respondents: 10		

Q7 What was the most interesting new thing you experienced during this pilot? Please explain.

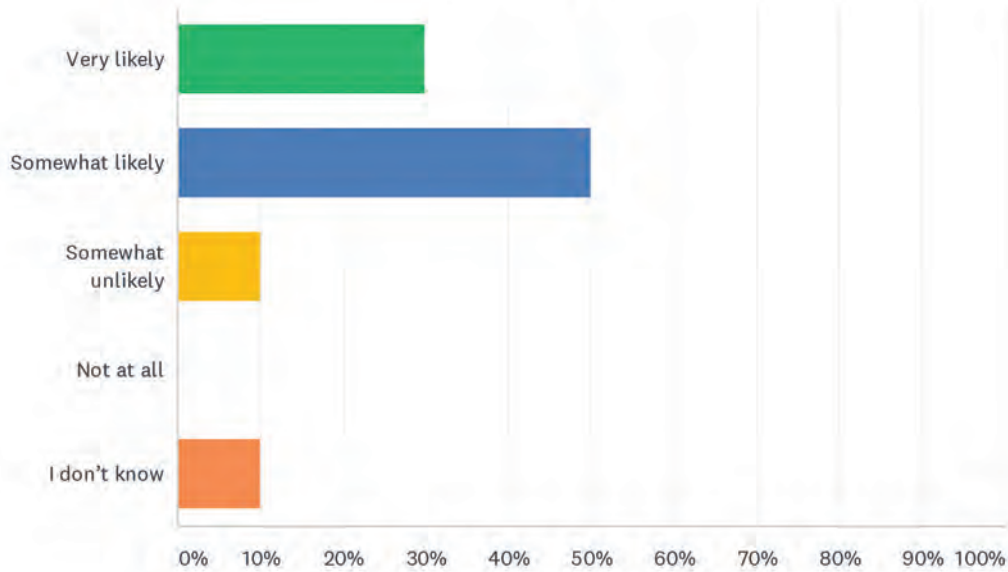
Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	I found the creativity of my classmates and those around me more valuable. Through this class and the experiences iv'e had I got to see my classmates be truly creative and develop many great ideas and visions. I also learned that its important for those around you to receive the help and motivation they need to see their great idea.	12/11/2019 11:36 AM
2	I am a good public speaker	12/11/2019 11:30 AM
3	The create your own business project	12/11/2019 11:28 AM
4	Creating a Business	12/11/2019 11:27 AM
5	Learning the strengths and weaknesses of my fellow peers.	12/11/2019 11:26 AM
6	Learning more about what it takes to become a entrepreneur	12/11/2019 11:25 AM
7	Making Our Companys	12/11/2019 11:25 AM
8	Don't know	12/11/2019 11:24 AM
9	I loved learning about business experiences and about entrepreneurs.	12/11/2019 11:24 AM
10	going into the back of deja vu and seeing how everything is made	12/11/2019 11:23 AM

Q8 How likely are you to start a business of your own:

Answered: 10 Skipped: 0

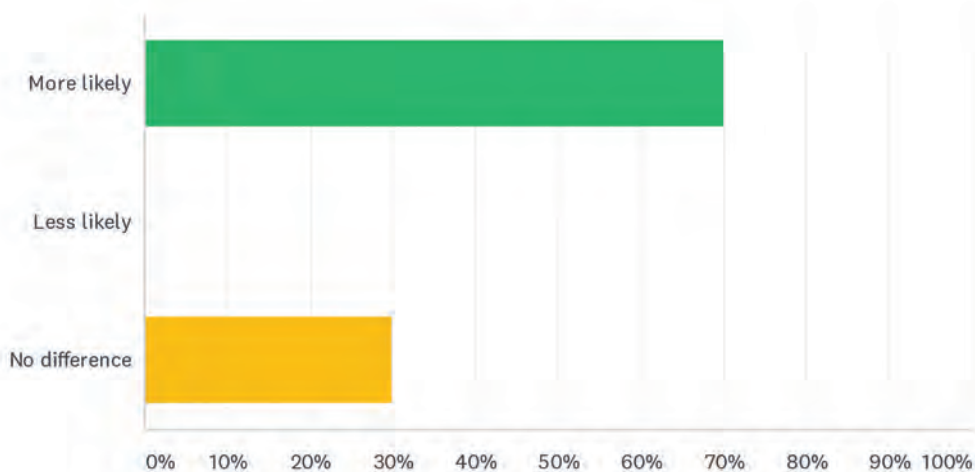
Post Pilot Survey (Student)



ANSWER CHOICES	RESPONSES	
Very likely	30.00%	3
Somewhat likely	50.00%	5
Somewhat unlikely	10.00%	1
Not at all	0.00%	0
I don't know	10.00%	1
TOTAL		10

Q9 Has participating in the pilot made you more or less likely to start a business?

Answered: 10 Skipped: 0



Post Pilot Survey (Student)

ANSWER CHOICES	RESPONSES	
More likely	70.00%	7
Less likely	0.00%	0
No difference	30.00%	3
TOTAL		10

**Q10 Is there anything you wish we had done in the pilot that we didn't?
What would have made this an even better experience for you?**

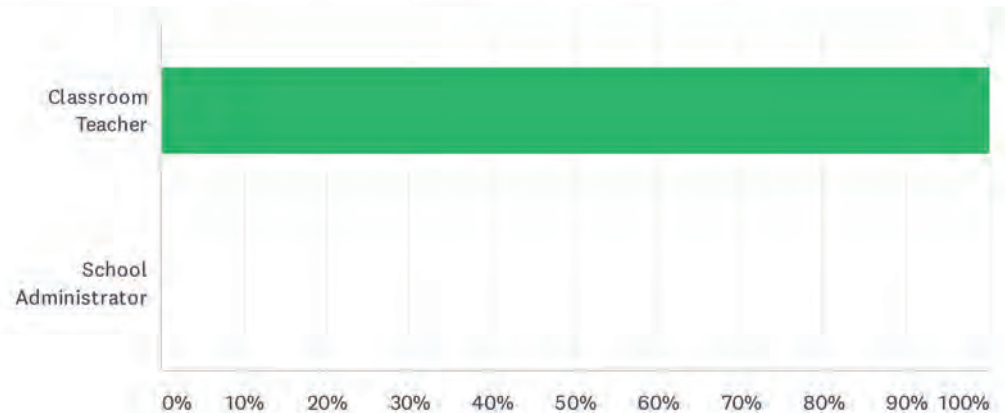
Answered: 10 Skipped: 0

#	RESPONSES	DATE
1	Nothing. I felt we went on great field trips and had enough time to see our ideas through. We discussed important business mechanics that we could apply to any future business we may want to create. This class overall is an inspiration and allows anyone to think that they can create a business.	12/11/2019 11:36 AM
2	idk	12/11/2019 11:30 AM
3	no	12/11/2019 11:28 AM
4	No, Great experience	12/11/2019 11:27 AM
5	I think we did an efficient amount of things in the pilot.	12/11/2019 11:26 AM
6	No	12/11/2019 11:25 AM
7	Have more time and have a enterpernuership v2	12/11/2019 11:25 AM
8	No	12/11/2019 11:24 AM
9	I liked this class!	12/11/2019 11:24 AM
10	the class was great! maybe some more projects wouldve been fun	12/11/2019 11:23 AM

POST PILOT SURVEY (SCHOOL ADMIN)

Q1 What was your role in the Young Entrepreneurs Pilot Program?

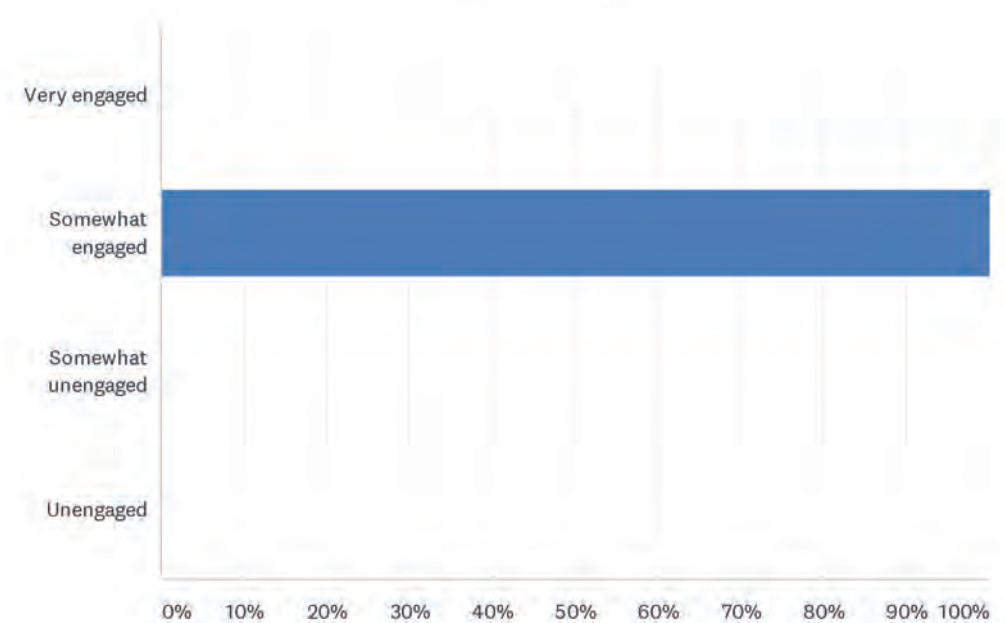
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Classroom Teacher	100.00%	1
School Administrator	0.00%	0
TOTAL		1

Q2 If you answered "Classroom Teacher" above, how engaged were your students in the activities specific to the pilot?

Answered: 1 Skipped: 0



Post Pilot Survey (School Admin)

ANSWER CHOICES	RESPONSES	
Very engaged	0.00%	0
Somewhat engaged	100.00%	1
Somewhat unengaged	0.00%	0
Unengaged	0.00%	0
TOTAL		1

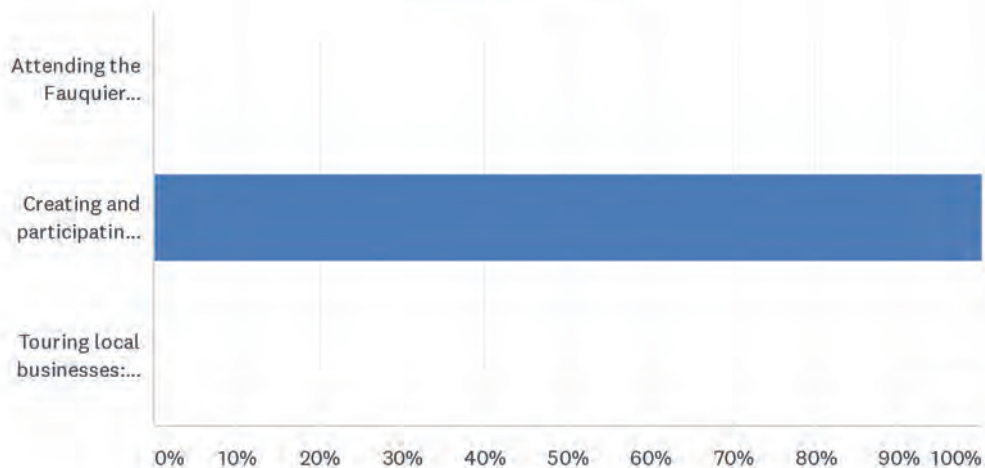
Q3 Teachers: Please describe the difference in engagement levels and enthusiasm the students exhibited in the pilot activities compared to the planned curriculum lessons/activities?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	Students enjoyed the opportunity of learning first hand about how business works directly from the owners. The combination of classroom activities and field trips created a productive learning environment. Getting our students out of school together also contributed to greater class camaraderie and a memorable learning experience. The lesson that were learned from this experience will pay long term dividends for our students.	1/15/2020 3:10 PM

Q4 What do you feel was the most valuable pilot activity in the program in terms of benefits to the students?

Answered: 1 Skipped: 0



Post Pilot Survey (School Admin)

ANSWER CHOICES	RESPONSES	
Attending the Fauquier Chamber's Micro Enterprise Symposium	0.00%	0
Creating and participating in the Falcon Entrepreneurship Forum	100.00%	1
Touring local businesses: Smith Midland, DejaVu, Great Harvest, Builders Fire Solutions	0.00%	0
TOTAL		1

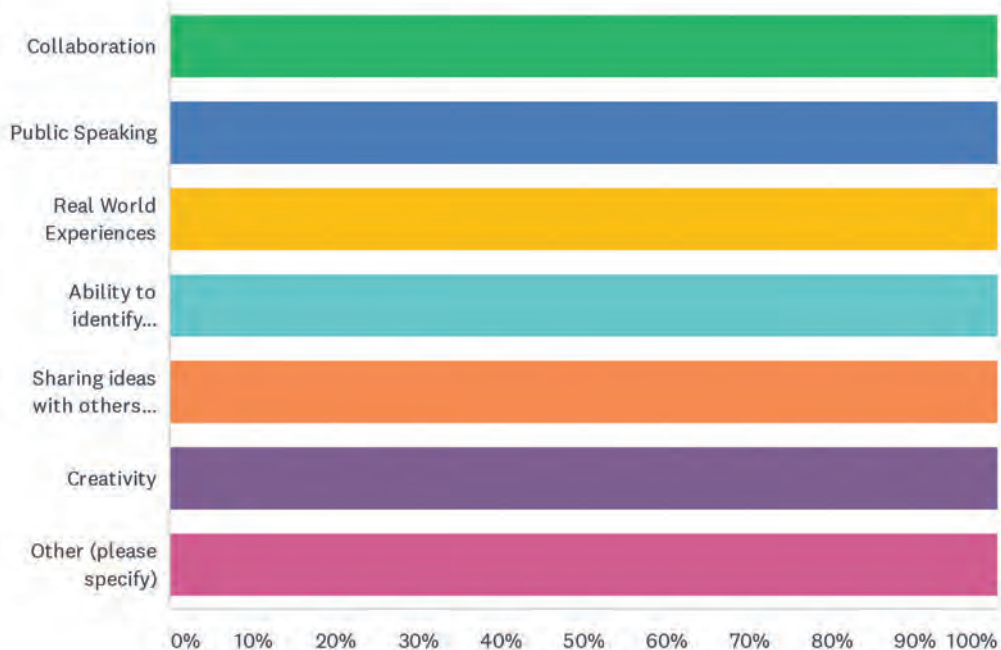
Q5 Please explain why you thought that activity was the most valuable/beneficial.

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	The students planned, organized and executed this event which created a more complete learning experience for them. They also gained incredible learning's from a group local entrepreneurs that were willing to share their tremendous knowledge and experience.	1/15/2020 3:10 PM

Q6 Which skills did you feel were fostered by the pilot activities? (Select all that apply)

Answered: 1 Skipped: 0



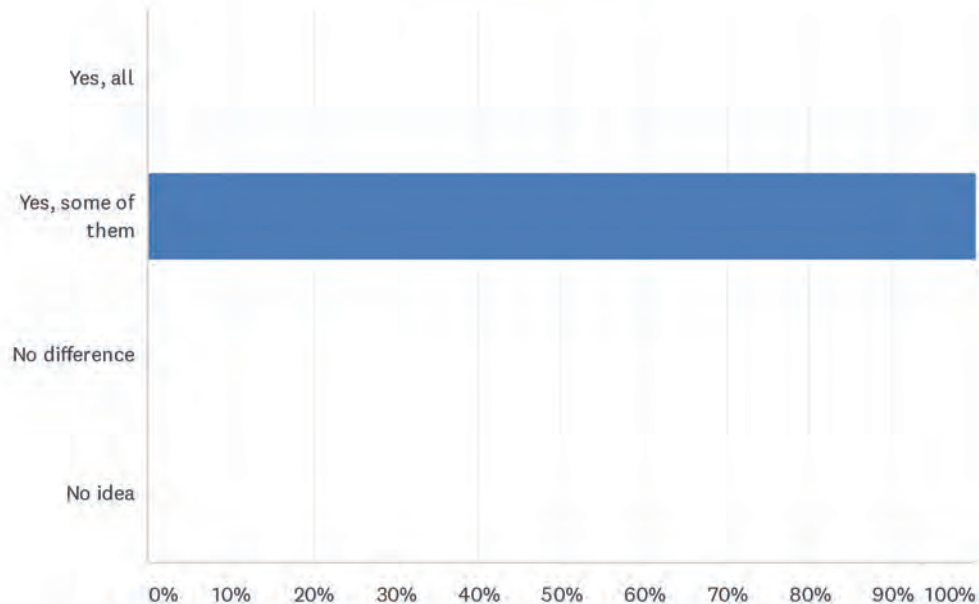
Post Pilot Survey (School Admin)

ANSWER CHOICES	RESPONSES	
Collaboration	100.00%	1
Public Speaking	100.00%	1
Real World Experiences	100.00%	1
Ability to identify multiple solutions to a challenge	100.00%	1
Sharing ideas with others more easily	100.00%	1
Creativity	100.00%	1
Other (please specify)	100.00%	1
Total Respondents: 1		

#	OTHER (PLEASE SPECIFY)	DATE
1	Organizational and leadership	1/15/2020 3:10 PM

Q7 Do you feel that the students are more likely to start a business since completing the pilot program?

Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes, all	0.00%	0
Yes, some of them	100.00%	1
No difference	0.00%	0
No idea	0.00%	0
TOTAL		1

Q8 Did you feel the pilot activities enhanced the goals of the school/class? Why or why not?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	The pilot activities made the class a more exciting learning experience. Our goal was to expose the students to the world of entrepreneurship and help them decide for themselves if that was a valid career path. Combining the pilot activities with classroom learning gave each student a clearer picture of what it takes to run a successful business. For this reason, the pilot enhanced the learning experience and achieved our goal.	1/15/2020 3:10 PM

Q9 In your opinion, what was the best aspect of the pilot program?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	As I stated earlier, The Falcon Entrepreneurship Forum was the most valuable experience because of the level of student engagement and multi-level learning experience.	1/15/2020 3:10 PM

Q10 In your opinion, what could we have done better?

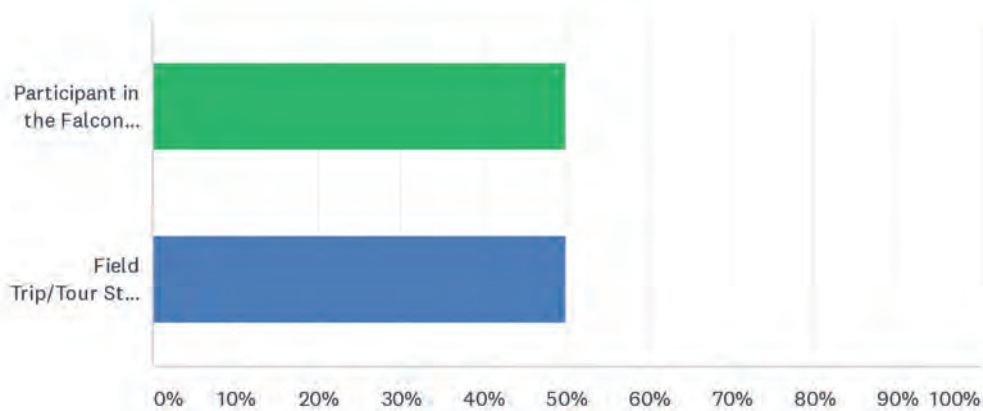
Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	Greater lead time for the pilot would be my only upgrade. All things considered, it was an amazing effort. We are grateful for the opportunity and support offered by everyone involved.	1/15/2020 3:10 PM

POST PILOT SURVEY (PARTICIPATING PARTNERS)

Q1 What was your participation in the Young Entrepreneurs Pilot Program?

Answered: 4 Skipped: 0



ANSWER CHOICES		RESPONSES	
Participant in the Falcon Entrepreneurship Forum		50.00%	2
Field Trip/Tour Stop participant		50.00%	2
TOTAL			4

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 What did you enjoy most about participating in the pilot program?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	It was great to hear such great questions from the students and to be able to share/encourage them on their journey.	12/29/2019 5:04 PM
2	The kids! They were inquisitive and fun.	12/27/2019 8:59 PM
3	Letting the students know about a local business that started with humble beginnings by two entrepreneurs and is now the one of the largest employers in Fauquier Co.	12/19/2019 3:50 PM
4	I was very impressed with the organization of the program and the thought that the students put into their questions.	12/19/2019 3:09 PM

Q3 Did you feel that the program, the activity, and your role were adequately communicated to you? Why or why not?

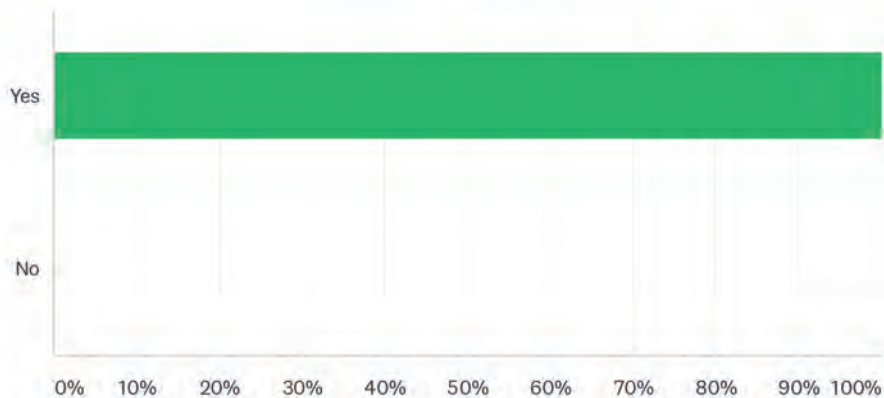
Answered: 4 Skipped: 0

Post Pilot Survey (Participating Partners)

#	RESPONSES	DATE
1	yes -- I had a good sense of what would happen and appreciated having the questions beforehand.	12/29/2019 5:04 PM
2	Yes. I received plenty of notice and information regarding my role what to expect on the day of the field trip.	12/27/2019 8:59 PM
3	Yes, the leaders communicated their expectations clearly before hand.	12/19/2019 3:50 PM
4	Yes	12/19/2019 3:09 PM

Q4 Did you feel that the students were engaged during the activity?

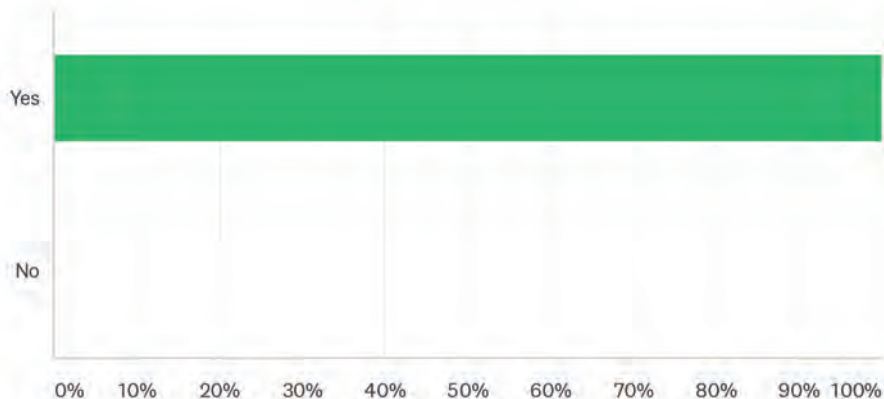
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	4
No	0.00%	0
TOTAL		4

Q5 Did the students ask questions and/or answer questions during the activity?

Answered: 4 Skipped: 0

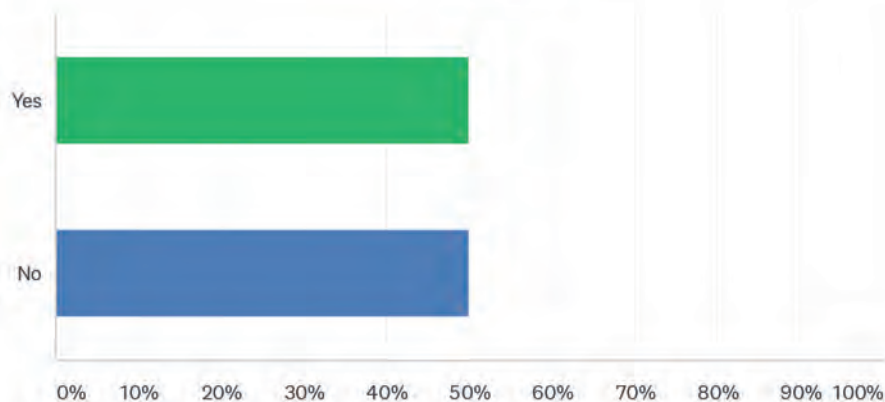


Post Pilot Survey (Participating Partners)

ANSWER CHOICES	RESPONSES	
Yes	100.00%	4
No	0.00%	0
TOTAL		4

Q6 Did any of the students attempt to discuss their own entrepreneurial aspirations with you 1-on-1 during or after the activity?

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	2
No	50.00%	2
TOTAL		4

Q7 What did you learn about the pilot, the students, or entrepreneurship in general through participating in the pilot?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	It was a great opportunity -- not just to connect with the students, but also to hear from other entrepreneurs on how they became successful.	12/29/2019 5:04 PM
2	I was pleased to know a program like this exists and that that it's populated by kids with great ideas.	12/27/2019 8:59 PM
3	I was excited to see the leaders have an interest in teaching the kids about entrepreneurship and several of them really showing an interest.	12/19/2019 3:50 PM
4	I was pleased to learn that FHS has this program and that the faculty as well as the community is extremely supportive of the students. I was very pleased to learn that FHS is not only encouraging the students to go after their dreams of owning their own business; but also, providing them with the tools to be successful.	12/19/2019 3:09 PM

Q8 Did you find there was anything missing or needing to be enhanced in the pilot program and/or activity you participated in?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	I felt like the program might have run a bit long, but I think that was due in part to some of the longer-winded responses. :)	12/29/2019 5:04 PM
2	Nope	12/27/2019 8:59 PM
3	No.	12/19/2019 3:50 PM
4	I think the program was absolutely wonderful and the presentation was quite impressive. The only enhancement to the program I would suggest is to have local businesses provide stations afterwards that the students could visit to obtain more information and increase their knowledge as they prepare for opening their own business one day. (Example: Small Business Administration, Bank for Business Loans/Financing, Attorney for Articles of Incorporation, Insurance Agency (State Farm) for Business Insurance, Advertising Agency or SEO for Marketing, etc.). The only other suggestion is to forward the video tape of the program to the participants and/or sponsors of the program.	12/19/2019 3:09 PM

Q9 Is there anything else you'd like to share with us about the Young Entrepreneurs Pilot Program?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	I think it's a fantastic idea and would love to continue to support it in the future!	12/29/2019 5:04 PM
2	Keep it going!	12/27/2019 8:59 PM
3	I would encourage them to continue offering this field trip as part of their program.	12/19/2019 3:50 PM
4	Thank you so much for inviting all the local businesses owners to participate. It was such an honor to be a part of such a well-planned Forum.	12/19/2019 3:09 PM



FAUQUIER COUNTY PUBLIC SCHOOLS PILOT HOSTED AT FAUQUIER HIGH SCHOOL FALL 2019

END REPORT - SUCCESS MEASURES

I. Goals of FCPS

A. Give students “real world” experiences

1. On October 18, 2019 students attended the Fauquier Chamber of Commerce’s **Micro Enterprise Symposium** hosted at Lord Fairfax Community College.

Take concrete, measurable action toward your business goals! Receive practical insights and actionable advice on relevant business topics in this half day symposium held at the LFCC Fauquier Campus. This highly interactive and relational event features networking opportunities and three learning tracks, each geared toward business owners at varying stages of their business development cycle. Whether you are a would-be entrepreneur, a fledgling business, or a well-established business, you will find value in attending. Throughout the morning, join our speakers at the "Happiness Bar" (a networking opportunity in the Rose Loeb Student Center at LFCC) where attendees can meet 1:1 with event speakers to ask questions and make valuable connections. Table sponsors will also be stationed in the Loeb Center, and attendees are invited to use the morning to create new relationships with sponsors and each other that will benefit their businesses. Make connections with other business owners, create new relationships, and take action to build greater success in your business.

2. On November 1, 2019 students hosted, managed and operated the first ever Falcon Entrepreneurship Forum. The YEP Program Manager contacted, lined up and communicated with local entrepreneurs who made up the panel, however the students - through classroom time - created the rest of the event. Assignments included creating a flyer/poster to advertise the event, creating a program for the event including panelist logos and a schedule of events, coordinating and operating the light and sound equipment, drafting the panel questions, selecting an emcee and all other aspects of creating and managing the event.
3. On November 8, 2019 students were taken on a tour of four Fauquier County small businesses and were given the opportunity to hear about each business model, challenges and experiences from the entrepreneur. The tour included **Smith-Midland Corporation**, **DeJaVu Consignment Shop**, **Great Harvest Bread Co.**, and **Builders Fire Solutions**. At each stop the students were given a tour of the facilities and the ability to ask each business owner questions about their business ownership.

B. Create more interdisciplinary exercises

1. While putting together the Falcon Entrepreneurship Forum, the students were given leeway to employ skills and learn about topics that weren't directly related to their Entrepreneurship curriculum, such as sound and lighting equipment, graphic design, event planning.
2. Also, while putting the Falcon Entrepreneurship Forum together, the students invited the special education class to be involved by greeting and escorting guests to their seats, handing out event programs and asking the first panel question.

II. Goals of GO VA (with respect to the pilots)

A. Create a positive impact on the region's entrepreneurial and job pipeline

1. An after-pilot survey was taken of the FHS YEP Pilot Students. The results show that:
 - a. The majority of students felt more engaged in their entrepreneurship class after taking the pilot.
 - b. 90% of the students said the pilot helped them develop skills and knowledge they will use outside the classroom and that they learned skills and information they will carry with them beyond high school.
 - c. 30% of the students said they are very likely to start a business of their own one day and 50% said they were somewhat likely to.
 - d. 70% said that by participating in the pilot they are now more likely to start a business than they were before the pilot.

WAKEFIELD PILOT IDEAS

Meeting at Wakefield School in The Plains: Ashley Harper (Head of School), Lisa Winick, Robyn Banning, Miles Friedman, Jennifer Goldman, Mike Allen
11/7/19

Goals:

- Broaden students' reach and experiences
- Exhibit real world applications for what students learn/experience
"If this is the last formal educational experience the students have, what can they learn here?" - A. Harper
- Greater community interaction (FEC-Marshall is a good venue to use)
- Create internships and/or job shadowing opportunities, especially in the areas of interest: Marketing, International Business, Engineering, Environment, Physical Therapy/Health

Scheduling:

- Activities to take place between January 7 and May 21, 2020
- Activities to take place 1:20-2:20pm once a week, on a Tuesday, Wednesday or Thursday during the students' Community Time

Project Ideas:

- Bring in a local entrepreneur with an established, or startup business with a particular challenge(s) and spend part of each week researching, learning, interviewing, brainstorming, etc. solving the challenges and create a presentation, both oral and visual, to present to the entrepreneur at the end of the project.
- Assist the Marshall Main Street Committee and Northern Fauquier Business Network and Marshall merchants with marketing and tourism for the Village of Marshall. The project would include assisting with social media strategies, creating videos, photos and graphic images, working on web site techniques and tracking analytics, interviewing business owners and other Marshall stakeholders, creating strategies for increased daily activity/foot traffic as well as to bring in out-of-town tourists.
- Students brainstorm to come up with a business idea and collaboratively work on market research, branding, business development and strategies. Throughout the semester they work on developing a strong business plan, presentation skills, research skills, business writing skills, visual imaging for business (graphs, charts, pictorials, etc.), finances and projections. At the end of the semester they will present to a panel of investors and go through the motions of establishing a business entity with proper licensing.
- Pair students with a local business/entrepreneur in their field of interest for job shadowing days.
- Create an Internship Day event at the school where entrepreneurs and students meet to discuss summer intern possibilities. This event would be preceded with in-class lessons on the topics of resume creation, soft skills (eye contact, hand shakes, enunciation, proper attire, body language, etc.), interviewing skills, etc.

Possible field trips:

- Attendance at Marshall Main Street or Northern Fauquier Business Network meeting then interviewing Marshall business owners and leaders (suggested for February 11 combo meeting with presentation by VA Main St)
- Tour of three local businesses with presentation by each entrepreneur
Visit healthcare facility where MyGuide is being used or implemented with presentation by M.McWhirt, her son Donovan, health staff, etc.
- Networking with Fauquier Chamber members at Northern Fauquier luncheon (held each month at The Front Porch in The Plains)

Next steps:

- Marketing strategy for getting students signed up
- Miles to meet with students to get more comprehensive feel for what interests they have
- Finalize project ideas and get approvals as needed
- Create weekly curriculum of activities

Goal I - Programmatic Excellence

In keeping with our liberal arts tradition and in pursuit of educational excellence in the twenty-first century, Wakefield School seeks to strengthen its programs through critical review and revision of offerings and pedagogical practice to ensure an engaging, purposeful and collaborative learning experience, allowing students and faculty to thrive in deep and imaginative inquiry.

Wakefield provides an educational experience that embeds the core school values into all facets of learning while enabling relevant, authentic opportunities that allow students to apply their learning and leadership, collaborate with teams, and impact our communities.

Goal 1.1 Enable a culture and environment that encourages innovation in classroom teaching and learning approaches.		Goal 1.2 Expand academic offerings and enrichment opportunities to enhance and embolden students' academic and social-emotional learning experiences and real-world applications.	Goal 1.3 Foster curiosity, creativity, communication, self-discovery, leadership, and service through active teaching for students, faculty, and the community.
a.	Define clear standards of excellence for teachers, administrators and staff	Establish partnerships with educational institutions and civic organizations to engage students in real world application of their learning and expand after school and summer enrichment opportunities	Build an active advisory program that invigorates and empowers students and families through positive relationships, engagement, meaning, and accomplishment both within the school and within the community.
b.	Assess, standardize and assure accountability in the faculty evaluation system and integrate it with the professional growth program	Establish a programmatic framework ensuring a balance of personalized learning outcomes, scholarly study, opportunities for applied learning in real world settings, and meaning and accomplishment in learning.	Generate and implement a nimble scheduling model focused on enhancing student and faculty experiences and learning outcomes through creative and sustainable use of human and capital resources.
c.	Expand and award professional development and leadership opportunities to support an active and innovative faculty culture.	Incorporate progressive, interdisciplinary opportunities for students addressing curricular and extra-curricular enhancements in, for example, science, technology, engineering, and mathematics, environmental science/sustainability, mathematics, computer science and bio-technology.	
d.		Implement programs connecting all students with the mission-aligned resources and methods for reaching their full potential including educational support, gifted programming, and tutorial services.	

8/12/2019

(All – Mission and Excellence)

The Wakefield School

2

Goal II - Engaged Community

Wakefield is a community of many constituents, including-but not limited to- students, alumni, parents, faculty, staff, local businesses and service organizations. Each can contribute to the fulfillment of our mission and benefit from the participation of each other. Building and sustaining connections through volunteerism and philanthropy enriches and improves the learning environment and experience of our students.

	Goal 2.1 Establish and sustain our relationships with alumni; engaging them to support Wakefield through a comprehensive program of communication, connection and opportunities for involvement	Goal 2.2 Promote a shared understanding of the role of the WPA and Boosters and increase volunteerism	Goal 2.3 Reinforce and embolden the distinctive culture and philosophy of Wakefield for all members of the community
a.	Create a formal Alumni committee, sponsored by the Board, but driven and directed by Wakefield Alumni (Development)	Enhance communication and outreach and strengthen the role of WPA and Boosters in facilitating volunteerism, advocacy and dialogue within the parent community (Development)	Reinforce the culture and philosophy that defines The Wakefield Way, doubling down on the Courtesies as foundational to the Wakefield difference (Mission & Excellence)
b.	Recruit and elect a minimum of three alumni on the Board of Trustees (Trustee)	Enable opportunities for students to engage in philanthropic endeavors (Mission & Excellence)	Create and implement new family onboarding program (Mission & Excellence)
c.	Establish and maintain alumni interaction via social media, events, website (Development)	Establish volunteer expectations for families to support the core value of service for all members of the community (Development)	
d.	Create a culture of alumni who will support and mentor Wakefield students and graduates (Development)	Implement a volunteer management system to make accessible opportunities for engagement of 100% of families (Development)	

8/12/2019

The Wakefield School

3

WAKEFIELD YOUNG ENTREPRENEURS PROGRAM

PILOT OUTLINE

- The pilot will be a club that takes place each Monday during Community Hour (1:20-2:20pm) in the upper school dining hall, between January 27 and May 18, 2020
- Optional: for activities that may require more time we can use the lunch period as well, extending the club from 12:45 - 2:20pm
- Mondays that have no classes: Feb 17 (Presidents' Day), Mar 9 (Spring Break), Mar 16, and Apr 13 (Easter Monday)
- Special request: Field Trip to 3 or 4 local businesses to take place on a Wednesday
- Activities in the pilot should have some crossover into classroom assignments for the Marketing Class (9 students)
- Overall goals of the pilot:
 - Broaden students' reach and experiences
 - Exhibit real world applications for what students learn/experience
 - Increase student engagement in the community
 - Create job shadowing and internship opportunities with local entrepreneurs
- Minor goals:
 - Better business writing skills
 - Increased utilization of soft skills
- Main projects:
 - Involvement in Main Street Marshall/small businesses economic development
 - Creating a business plan or strategic improvement plan for school-based business

Tentative Schedule of Activities:

- 1/27 **Introduction to Young Entrepreneurs Program pilot to all** who are interested. Explanation of the program, the schedule, activities and level of commitment needed. Summary of Young Entrepreneurs Policy Council as well. Students will leave with a registration/sign up form and a 1-page summary recap of the program. (Miles, Jennifer, and Robyn)
- 2/3 **Initial club meeting - create roster of registered students.** Talk about entrepreneurship 101; who's owned or owns a business, who has an idea to share? What's needed to start a business? Introduction to business plans. Brainstorming ideas for a group business that can be operated on school grounds (or reviewing an existing school business that needs to be overhauled). (Miles, Jennifer, and Robyn)
- 2/10 12:45 meeting time - **trip to John Marshall Community Center** - coordinate with librarians to exhibit the business resources available - assign students to research as much as possible regarding the school business they're setting up. (Jennifer and Robyn)
- 2/17 Presidents' Day - No Class
- 2/24 **Creating the Business Plan:** Students work as a group to decide what business to launch at Wakefield. Online research regarding the business operations and target markets. Group discussion: What are your talents, skills, interests? How does that translate into entrepreneurship? Which parts of a business plan could you excel at? Let's start thinking about how a **school-based business plan** can be created through "dividing and conquering" while collaborating at the same time. Each student will have a role/job title for the business. Special **Guest speaker: Peter Schwartz?**
- 3/2 **No dead fish!** Fun and silly class day of activities - staring contests, hand-shaking techniques, best dressed award, etc. Also learning how to ask important questions and how to answer on-the-spot. What if YOU were the boss? What questions would you ask of potential employees? What other things would you be looking at, considering, judging this person on? Are you living up to your expectations of others? Guest activity leader: **Pablo Teodoro**

- 3/9 Spring Break - No Class
- 3/16 No Class
- 3/19 (Thursday) Reviewing each **co-founder's job title, job description/duties**. Individual work on the Business Plan sections with appropriate collaboration; independent research to ensure depth of details in the plan.
- 3/23 Revisiting the **Wakefield on-site business plan**. Creating a more comprehensive plan. What do next year's student entrepreneurs need to know in order to make this business a success? What could be added in year two to enhance the business or make it grow? Update the business plan and create a succession plan. Guest entrepreneur: TBD
- 4/1 Wednesday 9am - 3pm **Field Trip Day**: Tour of 4 local businesses TBD based on availability, industry/student interest fit, etc. Possible tours: Big Teams, Britches Warthog, PATH Foundation, Virginia Regenerative Medicine & Spa, H&H Auto Garage, Johnny Monarch's (tour and lunch).
- 4/6 12:45pm **Business Plan Presentation** to Head of Schools
Speed Dating for Job Shadowing: Local entrepreneurs who have the capacity and interest in having students shadow them in their workplace, and possibly hire interns, will be invited to this event. Students will interview each entrepreneur to assess whether that person has the correct opportunity for them. Guest entrepreneurs: TBD by best fit for opportunities sought in the fields of student interest.
- 4/13 **Forum Planning and Discussion on Inspiration**: Where does it come from? Who inspires you? What business models are inspiring? Are there any entrepreneurs you would love to meet, pick their brain, just be in the same room with? Let's work on inviting them to the forum (5/18). Brainstorm a list of what needs to be done to accomplish the event and who will perform those tasks. I.e. graphic design students to plan the program, marketing students to spread the word through social media, small group in charge of contacting/confirming guest entrepreneurs, formulating the questions, being the emcee, who will design the stage?, etc. Work the plan. Guest entrepreneur: TBD
- 4/15 Wednesday **12:45pm** meeting time. Students will **practice presenting** their portions of the business plan and a status update of the on-site business operations. 1:20pm Students will present the school-based business plan and status report to the leadership and appropriate staff of the school (and parents, if appropriate).
- 4/20 Planning day: business plan tweaking/finalizing and forum planning.
- 4/27 **Business Meeting & Forum Planning**: Students will discuss the feedback given from the business plan presentation regarding the on-site business and make any decisions/changes necessary for the immediate future of the business. The remainder of the time will be spent reporting and discussing details and progress of the forum planning.
- 5/4 **Summer Entrepreneurship Ideas**: the group will discuss what each student is planning for their summer with regard to entrepreneurship: internships, jobs, creating a business, researching and building a business plan, exploring courses, etc. What resources are needed to help each plan succeed and how can we get them?
- 5/11 **It's a Wrap!** Time to wrap up details/year-end items for school-based business, follow-up on internship opportunities from job shadowing activities, and further planning of the forum.
- 5/18 8:15 - 9:30am **Owl Entrepreneurship Forum and Reception** Students will moderate a panel of Entrepreneurs of their choosing and ask questions regarding business, entrepreneurship, inspiration, and related topics. Other classes are invited to attend, as well as faculty and staff, parents, and community. Following the panel will be a reception for all (great opportunity for other classes to be involved: graphic design, sound/lighting/theatre, culinary arts, floral design, etc. Certificates and tokens of appreciation to be presented as well.



WAKEFIELD YOUNG ENTREPRENEURS PROGRAM PILOT REGISTRATION FORM

- Please complete the form and return it during Community Time Monday, February 3, 2020
- Young Entrepreneurs Program Pilot/Club will take place weekly on Mondays from 1:20-2:20pm (Community Time)
- Start Date: February 3, 2020
- End Date: May 18, 2020
- Main projects:
 - Involvement in Main Street Marshall/small businesses economic development
 - Creating a business plan or strategic improvement plan for school-based business
- Examples of Activities:
 - Field Trips
 - Engaging with Local Entrepreneurs and Networking
 - Community Marketing/Business/Tourism project
 - Writing a Business Plan
 - Creating Business Events
 - Interviewing and Job Shadowing

- ☐ Yes! I am interested in, and committed to, spending my Community Time on Mondays for the spring 2020 semester participating in the Young Entrepreneurs Program Pilot/Club.

Name: _____

Email Address: _____

Phone: _____

Grade: _____

List of Interests (either personal or professional):

What's your primary purpose for registering for this program?

Have you ever started a business? If so, when and what is/was it?

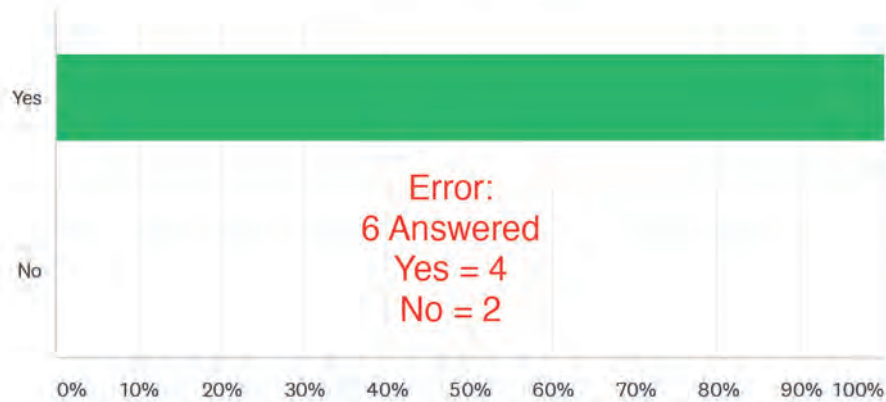
Signature

Date

PRE-PILOT SURVEY (Wakefield)

Q1 Do you intend to start a business one day?

Answered: 1 Skipped: 5



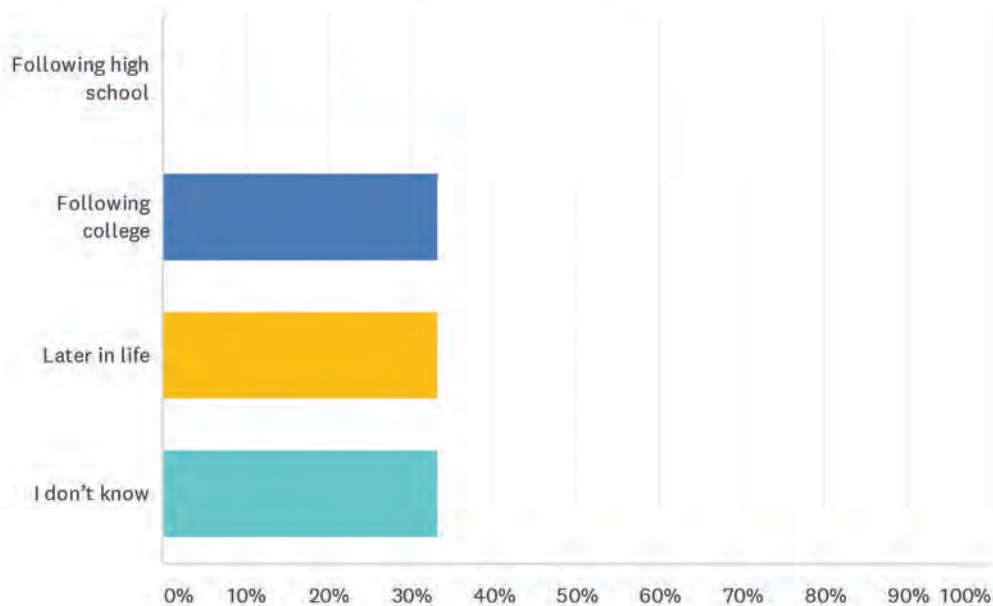
ANSWER CHOICES

RESPONSES

Yes	67%	4
No	33%	2
TOTAL		6

Q2 If yes, when:

Answered: 6 Skipped: 0

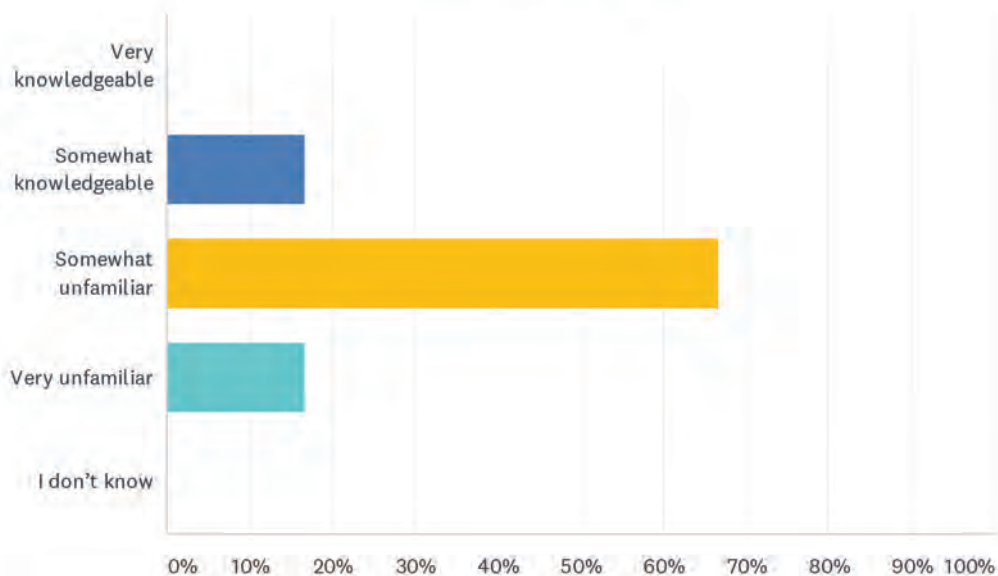


Pre-Pilot Survey (Wakefield)

ANSWER CHOICES	RESPONSES	
Following high school	0.00%	0
Following college	33.33%	2
Later in life	33.33%	2
I don't know	33.33%	2
TOTAL		6

Q3 How would you describe your level of understanding of entrepreneurship?

Answered: 6 Skipped: 0

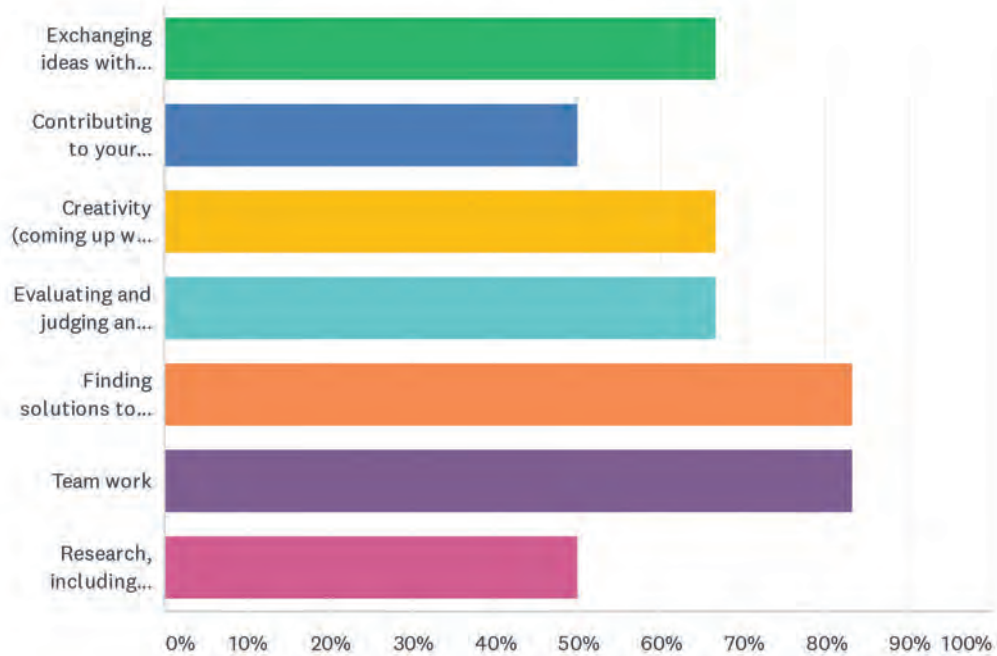


ANSWER CHOICES	RESPONSES	
Very knowledgeable	0.00%	0
Somewhat knowledgeable	16.67%	1
Somewhat unfamiliar	66.67%	4
Very unfamiliar	16.67%	1
I don't know	0.00%	0
TOTAL		6

Q4 Which of the following skills would you say you possess (check all that apply):

Answered: 6 Skipped: 0

Pre-Pilot Survey (Wakefield)

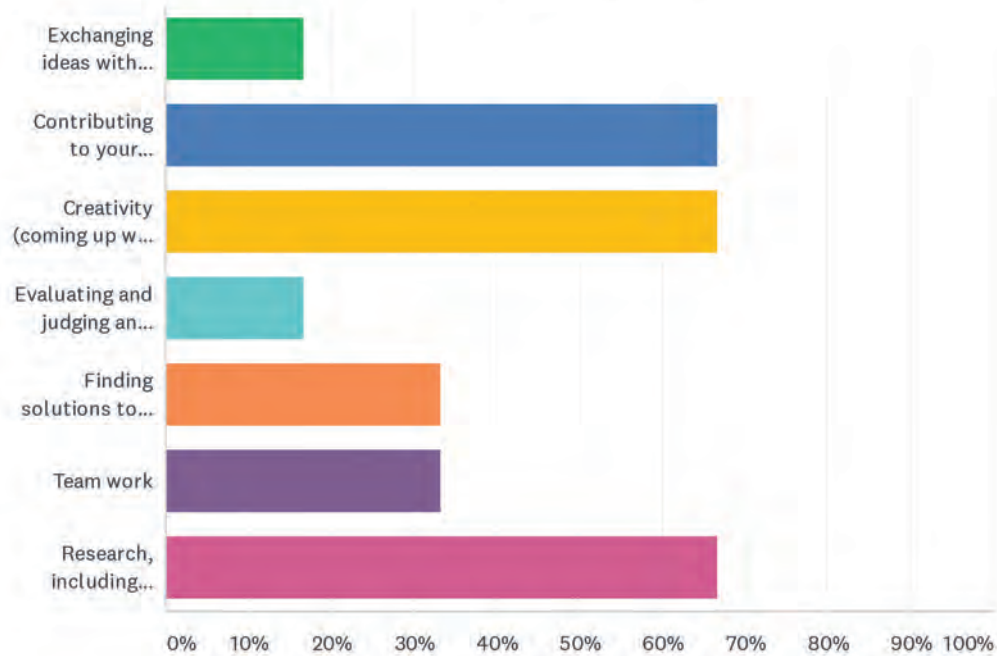


ANSWER CHOICES	RESPONSES	
Exchanging ideas with peers	66.67%	4
Contributing to your community	50.00%	3
Creativity (coming up with new ideas)	66.67%	4
Evaluating and judging an issue	66.67%	4
Finding solutions to difficult issues	83.33%	5
Team work	83.33%	5
Research, including interviewing	50.00%	3
Total Respondents: 6		

Q5 Which of the following skills would you say you could use help improving (check all that apply):

Answered: 6 Skipped: 0

Pre-Pilot Survey (Wakefield)

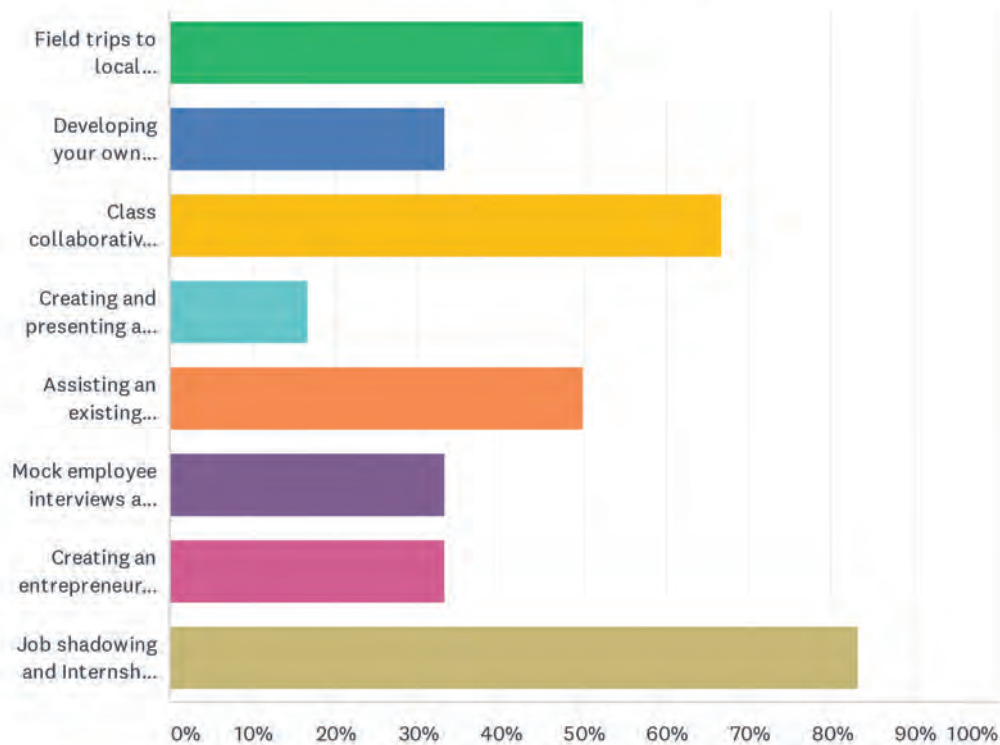


ANSWER CHOICES	RESPONSES	
Exchanging ideas with peers	16.67%	1
Contributing to your community	66.67%	4
Creativity (coming up with new ideas)	66.67%	4
Evaluating and judging an issue	16.67%	1
Finding solutions to difficult issues	33.33%	2
Team work	33.33%	2
Research, including interviewing	66.67%	4
Total Respondents: 6		

Q6 Which of the following activities interest you the most (check up to three):

Answered: 6 Skipped: 0

Pre-Pilot Survey (Wakefield)



ANSWER CHOICES	RESPONSES	
Field trips to local businesses	50.00%	3
Developing your own business idea	33.33%	2
Class collaborative project to set up a business	66.67%	4
Creating and presenting an elevator pitch	16.67%	1
Assisting an existing business with their marketing, branding, processes, etc.	50.00%	3
Mock employee interviews and client meetings	33.33%	2
Creating an entrepreneurship forum presentation (Q&A with local entrepreneurs either separately or as a group)	33.33%	2
Job shadowing and Internship opportunities	83.33%	5
Total Respondents: 6		

Q7 What do you hope we do in this pilot entrepreneurship club?

Answered: 6 Skipped: 0

Pre-Pilot Survey (Wakefield)

#	RESPONSES	DATE
1	Learn and experience new ideas about creating a business	2/28/2020 1:36 PM
2	I hope that we go through the process of setting up a business.	2/27/2020 7:43 AM
3	I would like to help develop a small business in the school. It would be an interesting experience to have.	2/24/2020 6:20 PM
4	Teach us the way of starting a business	2/24/2020 11:14 AM
5	guest speakers, visit local businesses	2/3/2020 1:34 PM
6	Learn basic knowledges about starting a business and how it works	2/3/2020 1:34 PM

Q8 What question would you like to have answered by the end of the semester regarding entrepreneurship/business?

Answered: 6 Skipped: 0

#	RESPONSES	DATE
1	How to avoid the fear of failure?	2/28/2020 1:36 PM
2	I would like to learn what makes some business succeed and fail.	2/27/2020 7:43 AM
3	Not sure. I just want to learn what running a business is like.	2/24/2020 6:20 PM
4	how to get the ball rolling when creating a business	2/24/2020 11:14 AM
5	What is the procedure of starting a business, is it better with a friend or partner, what happens if you fail	2/3/2020 1:34 PM
6	How can individuals start their own business	2/3/2020 1:34 PM



WAKEFIELD PRE-PILOT SURVEY NARRATIVE

Results Summary:

- The pre-pilot survey was taken by all 6 registered members of the pilot
- Survey Monkey made an error in reporting the results of Q1
 - True results of this question were: all 6 responded, Yes = 4, No = 2
- Of the 4 who responded that they do intend to start a business one day, 2 replied with “Following College” and to responded that they didn’t know when they intended to form a business
- 4 of the 6 admitted that they feel they are “Somewhat Unfamiliar” with the concept of entrepreneurship
- When asked what skills they feel they possess the most responses were in the categories of Team Work and Finding Solutions to Difficult Issues
- When asked what skills they feel they possess the weakest responses were in the categories of Contributing to your Community and Research, Including Interviewing
- When asked which skills they felt they needed the most help improving, the largest responses were in the categories of Contributing to your Community, Creativity/Coming up with New Ideas, and Research, Including Interviewing
- The activities that interest these students most are: Job Shadowing/Internship Opportunities and Class Collaborative Project to set up a real business
- The activity that interest these students least was Creating and Presenting an Elevator Pitch
- When asked what they hope we accomplish within the pilot, 5 of the 6 responded with independent responses indicating they wanted to learn how to launch a real business; the 6th indicated an interest in hearing guest speakers and visiting local businesses/entrepreneurs
- When asked what question they’d like to have answered regarding entrepreneurship within the pilot, 3 of the 6 students mentioned failure in their responses - how to avoid it, what makes a business fail and what to do if you fail.

Extrapolation:

- Students are motivated to “practice” entrepreneurship by working collaboratively with peers and experts to start a real business
- Students are fearful and cognizant of failure
- Students are extremely receptive to real world experiences, such as visiting real businesses, talking to and listening to local entrepreneurs, learning about entrepreneurship by doing it
- Community and collaboration were parts of many responses

CLASS 2: ENTREPRENEURSHIP 101

SCHOOL-BASED BIZ BRAINSTORM

Group Discussion:

- Who here has started a business before? Tell us about it - when, what, challenges, still going? Did you start with a business plan?
- Has anyone here written a business plan? Do you know the elements of a business plan
- Hand out Business Plan Summary
<https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan#section-header-0>
- Hand out Lean Business Canvas
<https://drive.google.com/open?id=1ppkodYaA4dRC3hegIPKH1eBq5tzdzFLZ>
- What types of SBE's (School-Based Enterprise) could we start (and operate) here at Wakefield?
 - Read through list of ideas (below)
 - At Wakefield: What's missing? What's being done but not well enough?
 - What resources do we have?
 - Ideas?
- Start filling out lean canvas

List of Ideas:

- a. Pen Expressions: Students **produce pens** in a variety of shapes and colors to sell to customers, as well as, produce custom orders for businesses in the community who want to support the Project.
- b. Wildcat **Coffee Shop**: Students market, make and serve coffee to staff members between 8:00 AM - 10:00 AM every morning. This service is open to parents and the public when the school has tours, activities and celebrations.
- c. Wildcat **Store**: Students make pottery, woodworking and horticulture items. This service is open to parents and the public when the school has tours, activities and celebrations.
- d. Students **wash and detail vehicles** one day a week
- e. Our first SBE is Lend-A-Hand **Clerical**. We make copies, collate and distribute to the teachers.
- f. Our second SBE is creating **Holiday grams** (Halloween-grams and Valentines-grams). The students create specially designed paper, attach a piece of candy and deliver to the addressee.
- g. The OTC **School Store**: They sell t-shirts, hoodies, hats etc. in the store.
- h. The Snack Attack **Snack Shop** is a student-run snack business. The student's sell a variety of snacks and drinks.
- i. Mission: Provide **training opportunities for students with disabilities** to develop employable skills through hands-on participation in all facets of the foodservice industry and obtain paid positions. The Legacy Café, David Miller Center for Successful Transition was dedicated in 2012 in recognition of longtime Superintendent Miller's commitment to success for all students. It is housed in the cafeteria of the former Crawfordville Elementary School, currently the Wakulla County School District Office and serves as a training ground for students with disabilities to develop skills in culinary arts, hygiene, social communication, maintenance and the business of running a restaurant through hands-on participation. Students plan the menu, shop for the food and supplies, prepare and serve the food, collect money, and perform the maintenance duties (laundry, dish-washing and cleaning).
- j. High school and 18-22-year-old students **grow vegetables and sell** them to parents, teachers and at the local downtown farmers' market on Wednesdays.
- k. Students **design and produce signs and banners** for school and community events.
- l. Dragon Flowers is the name for the "**Flower Shop**" agribusiness program at the Florida School for the Deaf and the Blind.

Full list of ideas from Project10 (Transition Education Network): <http://project10.info/DPage.php?ID=323>



Lean Business Model Canvas

Company Name

Date:

Iteration #: 2

PROBLEM

List the top three problems your product/service is addressing.

SOLUTION

What are the top three features of your product/service?

UNIQUE VALUE PROPOSITION

What is the single, clear, compelling message that states why your product/service is different and worth buying?

COMPETITIVE ADVANTAGE

What about your product/service means that it cannot be easily copied or bought?

CUSTOMER SEGMENTS

Who are the target customers?

KEY METRICS

What are the key activities that must be measured?

CHANNELS

What are the pathways to customers?

COST STRUCTURE

What are the customer acquisition costs, distribution costs, human resources costs, additional costs?

REVENUE STREAMS

What is the revenue model, the life time values, the revenue, the gross margin?



Product

Market

CLASS 3: ENTREPRENEURSHIP 101

FIELD TRIP: MARSHALL LIBRARY - REFERENCE USA

MARKET RESEARCH TOOL

Group Discussion:

- Which of the business ideas that we brainstormed last week seem the most interesting, viable and manageable considering the resources you have at Wakefield School?
 - We need to narrow it down to the top two, and consider the input from the school's administration.
 - Here's a list of the ideas shared:
 - Coffee stand/shop
 - Reinvent the Owls' Outlet
 - On-line swag shop
 - Parent's Night Out/Family Tours
 - Sports Marketing - to bring higher attendance to games
 - Flea Markets/Children's Clothing
 - Travel Coordinator - weekend or summer trips for college resume building
 - Tutoring
 - School supply store
 - Auto detailing
 - Start filling out lean canvas for the businesses we've narrowed it down to - assign who's filling out which parts for which business idea.
 - No Class next week: 2/17
 - 2/24 Presenting the Lean Canvas and deciding on next steps for launching the business, writing the business plan, deciding each club member's role in the business, discovering the Wakefield School resources to be factored in.

Notes:

CLASS 4: ENTREPRENEURSHIP 101

WRITING A BUSINESS PLAN

Group Discussion: Review of the Lean Business Model Canvases. How did they turn out? How do they compare and contrast to each other? Which one seems like a more viable business for Wakefield Entrepreneurship students to form, plan, manage and succeed at?

Here are the two businesses we were considering:

- Coffee stand/shop
- Reinvent the Owls' Outlet

And two options that could potentially be included in the Owls' Outlet

- On-line swag shop
- School supply store

What do each of you consider to be your best attribute, business-wise? Which part of running this business would you be the best fitted for and the most interested in? How does that translate to your role in writing the business plan and starting the business? Think for a minute and write it down. Tell us what it is and why.

Succession Plan: Part of planning a business is creating a succession plan. Do you know what that is? It's even more important with the business we're setting up because each of you has a maximum amount of time you can "own" this business. So, in thinking of the business and its future health, how do we need to structure it so that it survives, succeeds and thrives into the future, knowing you won't be here to look after it? (See handout on 7 Steps to Successful Succession Planning:

<https://www.roberthalf.com/blog/management-tips/7-steps-to-building-a-succession-plan-for-success>)

Next meeting: 3/2 No Dead Fish! — fun activities for an hour, from staring contests to hand shake showdowns. To help us find more meaning from developing soft skills, entrepreneur/owner of Great Harvest Warrenton Pablo Teodoro will come join us, lead some of the activities and talk about "being the boss".

Notes:

What Is Succession Planning? Your Steps to Success

By Robert Half on March 20, 2020 at 8:00am



No matter what your size, you can't run a business without talented people ready to move into key positions when the current occupants leave. Even the most successful companies can run off a cliff if they don't have a solid succession plan in place.

What is succession planning?

Succession planning is a strategy for identifying and developing future leaders at your company — not just at the top but for major roles at all levels. It helps your business prepare for all contingencies by preparing high-potential workers for advancement.

Here are seven tips for kick-starting the succession planning process at your company.

1. Be proactive with a plan

Sometimes, you'll know well in advance if a hard-to-replace team member is going to leave the company — a planned retirement is a good example. But other times, you'll be caught off-guard by a sudden and potentially disorienting staff departure. That's why you need a plan — now.

First, consider all the key roles on your team and answer these two questions:

- *What's the day-to-day impact of X position on our company or department?*
- *If the person currently in X position left, how would that affect our operations?*

2. Pinpoint succession candidates

Once you have a handle on the ripple effect that the departure of certain employees might cause, choose team members who could potentially step into those positions.

Ask yourself:

- *If we were to hire for X position internally, which employees would be the strongest candidates for stepping into this role?*
- *Would those candidates need training? And, if so, what type?*

While the obvious successor to a role may be the person who is immediately next in line in the organizational chart, don't discount other promising employees. Look for people who display the skills necessary to thrive in higher positions, regardless of their current title.

But don't just assume you know how people on your team view their career goals. You may have certain team members in mind for senior management roles, but who's to say they'll even be interested in the idea once it's presented to them? If you haven't already, talk to these employees about how they view their professional future before making your succession choices.

REQUEST TALENT

3. Let them know

In private meetings, explain to each protege that they're being singled out for positions of increasing importance. Establish an understanding that there are no guarantees, and the situation can change due to circumstances encountered by either the company or the succession candidates themselves.

4. Step up professional development efforts

Ideally, you have already been investing in the [professional development](#) of those you select as your succession choices. Now that preparation needs to be ramped up. Job rotation is a good way to help your candidates gain additional knowledge and experience. And connecting them with mentors can boost their abilities in the critical area of soft skills: The best leaders have strong communication skills, as well as polished interpersonal abilities, such as empathy and diplomacy.

5. Do a trial run of your succession plan

Don't wait until there's a staffing crisis to test whether an employee has the right stuff to assume a more advanced role. Have a potential successor assume some responsibilities of a manager who's taking a vacation. The employee will gain valuable experience and appreciate the opportunity to shine. And you can assess where that person might need some additional training and development.

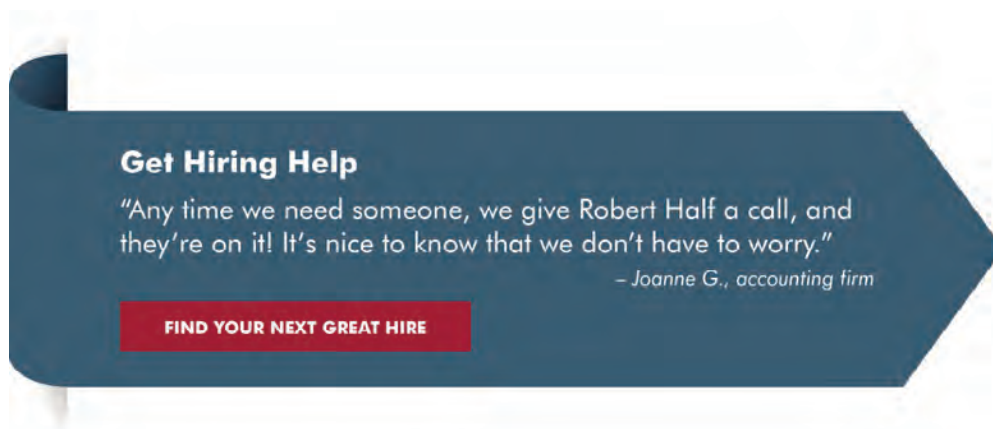
6. Integrate your succession plan into your hiring strategy

Once you've identified employees as successors for critical roles in your organization, take note of any talent gaps they would leave behind if tapped. That can help you identify where to focus your future [recruiting efforts](#).

7. Think about your own successor

If you decide to take advantage of a new opportunity or retire from the workforce, even your role could someday require backfilling. When making a succession plan for your organization, be sure to include your own position. Which employee could you see stepping into your shoes one day? And what can you do, starting now, to help that person prepare for the transition?

Your staff members aren't fixed assets — and changes in your team's lineup are inevitable. You may not always be able to predict a valued employee's departure from the firm. But through effective succession planning, you can pave the way for the continuity so critical to your business's future.



Get Hiring Help

"Any time we need someone, we give Robert Half a call, and they're on it! It's nice to know that we don't have to worry."

— Joanne G., accounting firm

FIND YOUR NEXT GREAT HIRE

Tags: [training and development](#), [leadership](#)



WAKEFIELD BUSINESS ORGANIZER

Wake Up Cafe

Providing fuel to awaken your inner owl

Name: _____

1) The best job title for me is:

Director of

- a) Finance
- b) Operations
- c) Marketing
- d) Human Relations
- e) Strategic Planning
- f) Technology
- g) Communication
- h) Other: _____

2) My vision for the Wake Up Cafe is:

3) I want the profits from the 2020-2021 operation of the business to be used for (after all expenses are paid to keep the business operating/growing):

4) I believe the business should launch with the following type of hype/event/promotion:



WAKE UP CAFE JOB DESCRIPTIONS

Director of Corporate Strategy - Nora

The Director Corporate Strategy is a core part of the strategy management executive leadership as well as the business development leadership.

Key Skills:

- Project management
- Ability to multitask
- Mathematical and statistical knowledge
- Quick decision making
- Excellent interpersonal and communication skills
- Knowledge of various financial structures
- Analytical skills
- Organizational Skills

Key Responsibilities:

- Drives strategic planning processes
- Leads the development and implementation of the business's strategic objectives
- Facilitates team collaborations to develop business strategies
- Solves high priority operational issues
- Develops the business's multi-year strategies and goals, establishes measurement criteria to monitor performance
- Resolves critical business issues
- Identifies and evaluates new business opportunities

Director of Operations - Sarah

A Director of Operations is responsible for keeping businesses profitable throughout its every function, from human resources to production. Responsible for the growth and profitability of a company or organization. This position requires an individual to be extremely organized, have a keen attention to detail and the flexibility to work with different aspects of a business.

Key Skills:

- Excellent written/verbal communication skills
- Analytical skills to evaluate data and make operational decisions
- Leadership
- Understanding of policy, planning, and strategy
- Ability to develop, implement, and review policies and procedures
- Ability to oversee budgeting, reporting, planning, and auditing
- Understanding of necessary legal and regulatory documents



Key Responsibilities:

- Oversees manufacturing, purchasing, and sales
- Identifies and targets areas in which a business can improve operation
- Monitors revenue margins
- Oversees employee productivity
- Researches and implements new directives for business growth and prosperity
- Develops and implements guidelines for employee evaluations, recruitment and promotion

Director of Finance - Jack

A director of finance is a reliable professional with broad knowledge to all accounting, financial, and business principles. They are strategic thinkers and effective leaders who can make the most profitable decisions. The goal is to guide the company towards profitability and long-term success.

Key Skills:

- In-depth knowledge of corporate finance and accounting principles, laws and best practices
- Solid knowledge of financial analysis and forecasting
- Proficient in the use of MS Office and financial management software (e.g. SAP)
- An analytical mind with a strategic ability
- Excellent organizational and leadership skills
- Outstanding communication and interpersonal abilities

Key Responsibilities:

- Drives the financial planning of the company by analyzing its performance and risks
- Retains constant awareness of the company's financial position and acts to prevent problems
- Sets targets for and supervises all accounting and finance functions
- Oversees all audit and internal control operations
- Develops the corporate fundraising strategy and manages relationships with partners and investors
- Prepares timely and detailed reports on financial performance on a quarterly and annual basis
- Conducts analysis to make forecasts and report to executives
- Ensures adherence to financial laws and guidelines

Director of Human Relations - Grayson

An HR Director must be an experienced professional with deep knowledge of all matters concerning HR departments. He/she should be able to manage programs and lead staff while also possessing a strong strategic mindset. The goal is to ensure that all HR needs of the company are being met and are aligned with all business objectives.

Key Skills:

- Full understanding of the way an organization operates to meet its objectives
- Excellent knowledge of employment legislation and regulations
- Thorough knowledge of human resource management principles and best practices
- A business acumen partnered with attention to the human element
- Knowledge of data analysis and reporting
- Excellent organizational and leadership skills
- Outstanding communication and interpersonal skills
- Diligent and firm with high ethical standards

Key Responsibilities:

- Develops corporate plans for a variety of HR matters such as compensation, benefits, health and safety etc.

- Acts to support the human factor in the company by devising strategies for performance evaluation, staffing, training and development etc.
- Supervises the work of personnel and provides guidance
- Serves as the point of contact for employment relations and communicates with all internal and external stakeholders: staff, executives, school administration, customers/potential customers, partners, etc.
- Monitors adherence to internal policies and legal standards
- Deals with grievances and violations invoking disciplinary action when required
- Anticipates and resolves litigation risks
- Reports to senior management by analyzing data and using HR metrics

Director of Marketing/Design - Nahee

Responsible for providing guidance to our marketing department by evaluating and developing marketing strategies, planning and coordinating marketing efforts, communicating the marketing plans to those involved, and building awareness and positioning for our company's brands. You will also be working closely with our sales department to develop a pricing strategy that will help us maximize profits and market share. Finally, you will be in charge of organizing company conferences, trade shows, and major events.

Marketing Director Requirements:

- Effective time management skills and the ability to multitask.
- Strong copywriting skills.
- Attention to detail.
- Proven ability to manage budgets.
- Professional and proactive work ethic.
- High competence in project and stakeholder management.
- Excellent interpersonal, written and oral communication skills.
- Experience with digital marketing forms such as social media marketing and content marketing.
- Competency in Microsoft applications including Word, Excel, and Outlook.

Marketing Director Responsibilities:

- Overseeing the marketing department.
- Evaluating and developing our marketing strategy and marketing plan.
- Planning, directing, and coordinating marketing efforts.
- Communicating the marketing plan.
- Researching demand for our products and services.
- Competitor research.
- Working with sales department to develop pricing strategies to maximize profits and market share while balancing customer satisfaction.
- Identifying potential customers.
- Developing promotions
- Developing and managing advertising campaigns.
- Building brand awareness and positioning.
- Supporting sales and lead generation efforts.
- Coordinating marketing projects from start to finish.
- Overseeing social media marketing strategy and content marketing.

Director of Technology

In charge of a team of IT managers and manage the company's technology operations and the implementation of new IT systems and policies. Solid technical background while able to manage and motivate people.

Experienced in creating and implementing IT policies and systems that will meet objectives. The goal is to ensure IT systems and people are effective and functioning within the limits of budget, time and specifications of the company.

Requirements

- Experience in analysis, implementation and evaluation of IT systems and their specifications
- Sound understanding of computer systems (hardware/software), networks etc.
- Experience in controlling information technology budget
- Excellent organizational and leadership skills
- Outstanding communication abilities

Responsibilities

- Oversee all technology operations (e.g. network security) and evaluate them according to established goals
- Devise and establish IT policies and systems to support the implementation of strategies set by upper management
- Analyze the business requirements of all departments to determine their technology needs
- Purchase efficient and cost effective technological equipment and software
- Inspect the use of technological equipment and software to ensure functionality and efficiency
- Identify the need for upgrades, configurations or new systems and report to upper management
- Coordinate IT managers and supervise computer scientists, technicians and other professionals to provide guidance
- Control budget and report on expenditure
- Assist in building relationships with vendors and creating cost-efficient contracts

Director of Communications

Communications directors design and implement all manner of media strategies such as working to avert public relations disasters in a company, supervising and helping to create marketing campaigns, serving as a liaison with the media and directing the publication of promotional materials among other things.

Required Knowledge, Skills and Abilities

- Has extensive knowledge of all areas of the company such as marketing, customer service, education and legal.
- Demonstrates strong written and verbal communication skills and the ability to perform compelling presentations.
- Possesses a working knowledge of how to create magazines, newsletters, television or radio advertisements and direct mail promos.
- Shows the ability to effectively engage in social media activities, including video sharing and blogging to promote the company.
- Has strong negotiation and persuasion abilities.
- Displays excellent leadership and management skills.
- Demonstrates exceptional interpersonal skills.
- Possesses strong organizational abilities and is highly detail oriented.
- Exhibits superior critical thinking and analytical skills.
- Has knowledge of budgeting and finance.

Essential Duties and Responsibilities of a Director of Communications

- Serves as the front line contact for many types of businesses and organizations both in the for-profit and non-profit sectors.

- Strives to communicate a business or non-profit organization's mission and goals to the general public.
- Cultivates and maintains contacts in various media outlets.
- Writes and distributes press releases to introduce new products and services, new members of the management team, building expansions and other newsworthy developments.
- Helps create marketing campaigns to advertise new products and services.
- Provides internal information to employees regarding changes in the company or other helpful information.
- Supervises the work and activities of the communications staff.
- Helps with photo editing and document design.
- Analyzes market trends to assist with the company's product development and sales strategies.
- Assists in designing a company logo, a marketing brochure or other promotional materials.
- Contributes to the company website and helps maintain it.
- Writes annual reports, opinion/editorial pieces for news outlets and speeches for high-level managers and directors in the company.
- Designs a corporate framework for internal communications such as an intranet.
- Participates in market research projects to measure the success of a marketing campaign.
- Communicates strategies and results to shareholders during annual meetings.

YEP CLASS BUSINESS TOUR

April 1, 2020

8:30am - 9:00am	travel from Wakefield School to Great Harvest Bread Co.
9:00am - 10:00am	tour and snacks of Great Harvest with Pablo Teodoro
10:00am - 10:15am	travel from Great Harvest to PATH Foundation
10:15am - 11:15am	tour of PATH Foundation with Elizabeth Henrickson
11:15am - 11:35am	travel from PATH to Tri-County Feeds
11:35am - 12:35pm	tour of Tri-County Feeds with ?? (pending availability)
12:35pm - 12:45pm	travel from Tri-County Feeds to Main Street Marshall
12:45pm - 1:45pm	tour of Johnny Monarch's with Lorrie Addison and Brian Lichorowic and lunch
1:50pm - 2:50pm	tour of 8393 West Main with Dan Moore
2:50pm - 3:05pm	travel back to Wakefield School

Wakefield School
4439 Old Tavern Rd
The Plains, VA 20198

Great Harvest Bread Co.
108 Main St.
Warrenton, VA 20186

PATH Foundation
321 Walker Dr #301
Warrenton, VA 20186

Tri-County Feeds
7408 John Marshall Hwy
Marshall, VA 20115

Johnny Monarch's
8374 West Main Street
Marshall, Virginia 20115

8393 West Main
The Rooms Up There/The Drawing Room/Domestic Aspirations
Marshall, VA 20115



WAKEFIELD YOUNG ENTREPRENEURS PROGRAM

PILOT OUTLINE FOR APRIL/MAY 2020 ~ ALL VIRTUAL PROGRAMMING

The pilot activities will take place through Zoom meetings on Wednesday afternoons 2:30pm - 3:30pm

Thursdays from 2:30pm - 3:30pm will be Zoom activities, either live or prerecorded, that will be open to all students at Wakefield to participate in/watch (these are being defined through our PATH grant for the purpose of our Policy Council chapter activities and extended to all schools/youth organizations for supplemental virtual activities outside the scope of "academic"/classroom/homework

Overall goals of the pilot at this point:

To continue our work with YEP club members (6) to set up the Wake Up Cafe coffee shop and have it ready to launch in the fall 2020

To resume our pilot schedule, maintaining as many of the previously scheduled activities/projects as we can reasonably perform virtually throughout the rest of the spring 2020 semester

To supplement the school work students are given by creating club and alternative activities and education in entrepreneurship - sharing more for students to do with all the time they are being forced to stay home/isolated

Tentative Schedule of Activities:

- 4/15 [YEP] Reviewing each **co-founder's job title, job description/duties**. Assign individual work on the Business Plan sections with appropriate collaboration; independent research to ensure depth of details in the plan.
- 4/16 [Youth Policy Council - LIVE] Interview with local chamber leaders: Q&A with students.
Guests: Fauquier Chamber President Joe Martin, Chairman Chris Coutts, MEC Committee Chair Michelle Coe
- 4/22 [YEP] **Virtual Field Trip Day**: Live virtual tour of a local small business; hear the entrepreneur's story, see their business, ask them questions. Guest: Big Teams/SiteWhirks Owner Matt Carson
- 4/23 [YPC] **Virtual Field Trip Day**: Virtual tour of a local small business; hear the entrepreneur's story, see their business, ask them questions. **Guest: Smith Midland Corporation Co-Owner Matthew Smith**
- 4/29 [YEP] **Wake Up Cafe business plan**. Creating a more comprehensive plan. What do next year's student entrepreneurs need to know in order to make this business a success? What could be added in year two to enhance the business or make it grow? Update the business plan and create a succession plan. **Guest entrepreneur: TBD**
- 4/30 [YPC] ??? **Interview with Renard Carlos, Carter Nevill and Holder Trumbo - how do you start a business in Fauquier County?**
- 5/6 [YEP] **Forum Planning and Discussion on Inspiration**: Where does it come from? Who inspires you? What business models are inspiring? Are there any entrepreneurs you would love to meet, pick their brain, just be in the same room with? Let's work on inviting them to a virtual forum. Brainstorm a list of what needs to be done to accomplish the event and who will perform those tasks. I.e. graphic design students to plan the program, marketing students to spread the word through social media, contacting/confirming guest entrepreneurs, formulating the questions, being the host, etc. Work the plan. Guest entrepreneur: TBD

- 5/7 [YPC-LIVE] **Corona v. Internships & HR:** Three or four local entrepreneurs will be invited to speak on the topic of how the current pandemic is affecting their human resources and summer internship possibilities. Students will be able to ask questions and join the discussion.
- 5/13 [YEP] Students will **present** their portions of the business plan and a status update of the on-site business operations. We will work together to tweak the plan and make it seamless. Homework: Each student will then create at least one slide to represent their business section.
- 5/14 [YPC-LIVE] **Virtual Field Trip Day:** Live virtual tour of a local small business; hear the entrepreneur's story, see their business, ask them questions. **Guest: 8393 West Main/The Rooms Up There CO-Owner Daniel J. Moore.**
- 5/20 [YEP] **Owl Entrepreneurship Forum and Wake Up Cafe Presentation.** The forum will begin with a presentation made by the pilot students to showcase their Wake Up Cafe business plan. Students will then moderate a panel of Entrepreneurs of their choosing and ask questions regarding business, entrepreneurship, inspiration, and related topics. Others are invited to attend: faculty and staff, parents, other students, and community.
- 5/21 [YPC-LIVE] Entrepreneur Panel: Five local small business owners talk about how the pandemic has affected their business and how they've adapted and overcome thanks to the resources of business support in Fauquier County. (At least one panel spot will be given to one of the business support organizations to give feedback about their program/assistance.)

WAKEFIELD YEP CLUB BUSINESS TOUR

Great Harvest Bread Co.
Pablo Teodoro
108 Main St.
Warrenton, VA 20186

Confirmed - TBD

PATH Foundation
Christy Connolly
321 Walker Dr #301
Warrenton, VA 20186

Postponed to June

Johnny Monarch's
Brian and Laurie
8374 West Main Street
Marshall, Virginia 20115

8393 West Main
Dan Moore
The Rooms Up There/The Drawing Room/Domestic Aspirations
Marshall, VA 20115

Confirmed - 5/14/20

Black Bear Bistro
Todd Eisenhower/Walter Story
32 Main Street
Warrenton, VA 20186

OPTIONS (**CONFIRMED** BUSINESSES FOR VIRTUAL TOUR FROM ORANGE FIELD TRIP):

SMITH MIDLAND CORPORATION (Matthew Smith)

4/23/20

SITEWHIRKS/BIG TEAMS (Matt Carson)


4/22/20

BRITCHES WARTHOG (Matt Carson)

Recording 4/22,
Posted TBD

VIRTUAL SMALL BUSINESS TOUR – ENTREPRENEUR INTERVIEW Q'S

- Please describe your business - what do you do/make/serve/offer?
- What inspired you to start this business?
- How old were you when you got the idea and how long have you been in business?
- How much did you know about the theme of the business v. how much did you know about launching and running a business?
- What was the biggest surprise, hurdle or learning experience for you?
- Did you start your business here in Fauquier County? If so, what was the process like for you?
- What changes have you made to your business since it began? Anything major, or little tweaks?
- What would you consider your biggest success in this business to be?
- What would you consider your biggest mistake to be?
- What are the pros and cons, as you've experienced, to having your business located in Fauquier County?
- Have any of the government departments, business associations/chambers, workforce agencies or other official Fauquier resources provided guidance or assistance for you? If so, please tell us about that.
- What do you see as the biggest challenge to business in Fauquier County?
- What do you see as the biggest benefit to having a business in Fauquier County?
- Do you attend Board of Supervisors meetings? If so, how often and what's the process like?
- What is your business goal?
- Has COVID-19 changed that at all? How has it affected your business?
- If you could give just one piece of advice to someone considering starting a business of their own, what would it be?

Wakefield School Lean Business Model Canvas	Wakeup Cafe				Date: May 13, 2020 Iteration #: 2
PROBLEM List the top three problems your product/service is addressing. What does the coffee shop fix at Wakefield? • Eliminates the need to go to Dunkin or Starbucks - time saver. • Students don't have vending machines or any other alternative for a treat • Students don't know how to run a business, it will be a learning experience	SOLUTION What are the top three features of your product/ service? • Provide a social place- interactions with other students. • Provide a lower-cost alternative (Starbucks/Dunk-in) • Learning experience • Make money to donate back to the extracurricular activities	UNIQUE VALUE PROPOSITION What is the single, clear, compelling message that states why your product/service is different and worth buying? All of the proceeds earned from the Wake Up Cafe will be donated back to the school's extracurricular activities. Giving back to the school Environmentally Friendly Clean and Sanitized Contactless Delivery of products Gloves and potentially masks Self -Serve (maybe not) Customer protocols (?)	COMPETITIVE ADVANTAGE What about your product/service means that it cannot be easily copied or bought? The Wake Up Cafe provides its service during school hours which makes getting a cup of coffee more convenient for students at Wakefield. Regular survey (tea / Coffee) - ask people what they want - change the menu- rotating menu - customer feedback Triple Savings - money, time and product cost and gas	CUSTOMER SEGMENTS Who are the target customers? • The faculty, staff, and students of Wakefield School • Parents • Potential Clients / students Which part of Wakefield is your actual client? Coffee drinkers/tea drinkers	
	KEY METRICS What are the key activities that must be measured? How well are we doing? Brainstorm what expenses need to occur to make an affordable product. • Cups • Coffee • Sugar • Cream • Stirrers What provider is best? What quality? Biodegradable? How much will the coffee cost? Research other business costs for best results. Reviews Clean/friendly How much does each customer spend when they are there? Upselling App to use for point of sale system Look at engagement and participation on social media		CHANNELS What are the pathways to customers? • The permanent location if the business • Pop-up store at Wakefield School events (maybe in the drop off/ and pick up line) cider in the fall and Hot Choc in winter • Also open for sports games (?)		
COST STRUCTURE • Cups • Coffee • Sugar • Cream • Stirrers • Coffee Machine 			REVENUE STREAMS What is the revenue model, the life time value, the revenue, the gross margin? Beverages and Food Pop up stores If the Wake Up Cafe is successful, students at Wakefield who are interested in being a part of the club could learn from past entrepreneur club members. This would make the business last to provide money to give back to the students.		

Survey the community - (Use Goggle Form)

Don't ask what they want

Rank items

Investment funds (Mrs. Harper/Mrs. Winick)

Point of Sale (same system that is being looked at for school lunches)

What we are going to offer

Coffee / Tea

Which coffee

Which tea (flavors)

Seasonal items (Hot Chocolate/Cider)

Bottled Water (easy)

Gatorade (easy)

Seating Area (?)

Supplies

1. Investment (Mrs. Banning) - Still working - Mrs. Harper is aware of the need - On hold
2. **Point of Sale (the same system that is being looked at for school lunches) Mrs. Banning - On hold - Mrs. Winick/Mrs. Harper**
3. **Product Selection on we are willing to sell (Yujin) - Still needs to do**
4. **Questions for survey (Nora / Sarah) - Mrs. Banning to make form - question Sunday - survey to be sent on Monday to community. Mrs. Banning to make survey - and distribute maybe Friday**
5. **Web site / app for coffee / social media / use Wakefield social media form - Mrs. Banning to ask Brennan Moores tomorrow**
- ~~6. Research on cups / sugars / etc. Sysco (?) (Grayson and Jack) — check with the school if we have an account~~
- ~~7. Price on coffee / teas / equipment (Grayson and Jack)~~
8. Prices (coming up with a profit and loss) Group Work

Summary

Description

Target market

Organization and Management

Expense projections

SBA - look at for business plans

Costs associated:

Pricing came from Amazon / Walmart

- **Cups :\$7.02 for 50 pack(Dixie, DXE2340PATHPK, Pathways Design Polylined Hot Cups, 50 / Pack, White, 10 fl oz) -Walmart**
- **Coffee: Dunkin' Donuts Original Blend Medium Roast Ground Coffee, 12 Ounces cost: 5.83 - ??**
- **Sugar:\$4.58 ((2 Pack) Great Value Pure Cane Sugar, 4 lb) - Walmart**
- **Cream:\$6.65(Coffee-Mate Original creamer packets 50 ct box (2 Pack) Walmart**
- **Stirrers: Crystalware 1000/ box cost: 5.15 - Amazon**
- **Coffee Machine: Mr. Coffee 12-Cup Coffee Maker +2: 50\$ - Amazon**

Wakefield School Young Entrepreneurial Program YEP



What is YEP?

Wakefield School was chosen to participate in the Young Entrepreneur Pilot Program (YEP).

The pilot program is funded through GO VA Region 9 to educate high school students about creating and running a small business.

Jennifer Goldman and Mike Allen of the Resonance group and Miles Friedman of the Fauquier County Economic Development office have been our partners in establishing this program at Wakefield.



The Wakefield YEP Student Team

Capable. Ethical. Articulate.



Sarah
Class of 2020



Grayson
Class of 2021



Jack
Class of 2021



Nora
Class of 2022



Yujin
Class of 2022



Nahee
Class of 2023

The Wakefield YEP Student Team

Capable. Ethical. Articulate.



Today's special guest panelists:

Karen Way- OVOKA Farms

Neal Wavra- Field & Main Restaurant

Ken Lukonis- Strategic Alliance Consulting, Inc.



The Wakefield YEP Student Team

Capable. Ethical. Articulate.

Q&A with the Panel: Moderated by Sarah

From Jack: 1. What is unique about your business that you think you have over your competitors?
2. What are two things you attribute to your success?

From Yujin: What is the one major thing (or unique thing) that helped your business to be successful?

From Nahee: 1. What were some of your failures?
2. How did you advertise your business?

From Grayson: What inspired you to create your business?

From Sarah: 1. In the early stages of your business, what difficulties did you face?
2. How did you fund your company in the beginning? i.e. angel investment

From Nora: 1. How has your company adapted during this pandemic?
2. In your experience, has the use of social media and apps been successful for your business?

The Wakefield YEP Student Team

Capable. Ethical. Articulate.

Grayson

Thank you to Ms. Way, Mr. Wavra, and Mr. Lukonis
for your time and support of this forum!

A special thank you to Jennifer Goldman, Mike Allen
and Miles Friedman for their time and talent as we
embarked on this Wakefield School pilot program.

Recording... LIVE on Facebook

You are viewing Robyn Banning's screen

View Options

What is YEP?

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Robyn Banning	Jennifer Goldman
Grayson Banning	Yujin Chung
Nahee Jeong	Kenneth Lukonis
Jack Pieja	Nora Stewart
Sarah Lang	Neal Wavra

Mute Stop Video

Participants 14 Chat Share Screen Polling Pause/Stop Recording Q&A More

End

POST PILOT SURVEY (Wakefield)

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, June 22, 2020 10:14:59 AM
Last Modified: Monday, June 22, 2020 10:19:59 AM
Time Spent: 00:04:59
IP Address: 96.241.70.37

Page 1

Q1

What high school do you attend?

Wakefield school

Q2

Which activity did you enjoy the most and why? What did you learn in this activity?

Working on the Wake Up Cafe business plan

I liked working on the business plan the most because we were able to have discussions as a group.

Q3

Which of the following skills did you use in this pilot program (check all that apply)?

Exchanging ideas with peers,
Finding solutions to difficult issues,
Team work,
Evaluating and judging an issue,
Research, including interviewing,
Creativity (coming up with new ideas)

Q4

When you think about the work you did in this project/course/class, did your contribution matter?

Yes

Q5

Did this project/course/class help you in the following areas? (Check all that apply)

Show your strengths as an individual,
Be more interactive in your class,
Develop skills and knowledge you can use outside school
,
Learn skills and information you will remember for a long time

Post Pilot Survey (Wakefield)

Q6

What was the most interesting new thing you experienced during this pilot? Please explain.

Before I started attending the pilot I didn't even know what a business plan was.

Q7

Somewhat unlikely

How likely are you to start a business of your own:

Q8

More likely

Has participating in the pilot made you more or less likely to start a business?

Q9

Is there anything you wish we had done in the pilot that we didn't? What would have made this an even better experience for you?

Not really



ENTREPRENEURSHIP CLUB PILOT HOSTED AT WAKEFIELD UPPER SCHOOL SPRING 2020

END REPORT - SUCCESS MEASURES

I. Goals of Wakefield

A. Broaden students' reach and experiences

1. On February 10, 2020 students from the Wakefield Entrepreneurship Club went on a field trip to the John Marshall Library where they learned to use the business resources that are available through the Fauquier County Public Library System. More specifically, they were given a demonstration on the Reference USA database and allowed time on their own to conduct market research for the type of business each was most interested in starting.
2. On March 2, 2020 local entrepreneur Pablo Teodoro, owner of Great Harvest Bread-Warrenton, visited the club to talk to students about what it's like to own a business, what he looks for in people he hires and to answer questions the students posed. He gave great insight into what it's like to be on either side of a job interview, what's expected of an employee - in any business, and what students should look for in going on interviews to ensure they find a job/employer that's a good fit for them.
3. After COVID-19 caused school shut-downs and a stay-at-home order, the originally planned field trip became a series of virtual field trips, which still allowed students to explore local businesses and hear from local entrepreneurs. In the live virtual field trips, students were also able to interact with the entrepreneurs and ask questions. Virtual field trips included exploring places like SiteWhirks in Warrenton, Daniel J. Moore Design in Marshall and Smith Midland Corp in Midland.

B. Exhibit real world applications for what students learn

1. The students worked together throughout the semester to form a real on-site business at their school. They decided on a coffee shop, which they named Wake Up Cafe and collaborated on creating a business plan. Assisting through the process were local entrepreneurs and business coaches: Jennifer Goldman of Resonance, LLC, Gary Greuter of Alpha-Flow Management, Renee Younes of the Mason Enterprise Center-Fauquier, and Miles Friedman of the Fauquier County Department of Economic Development.
2. Students also worked together to decide which of them was best in what role for their new business. After exploring corporate job titles and descriptions and communicating what skills and strengths each student possesses, they selected their roles for the new company. Assisting through the process were local entrepreneurs and business coaches: Jennifer Goldman of Resonance, LLC, Gary Greuter

of Alpha-Flow Management, Renee Younes of the Mason Enterprise Center-Fauquier, and Miles Friedman of the Fauquier County Department of Economic Development.

3. Students collaborated on and conducted their own Owl Entrepreneurship Forum, in which they designed a PowerPoint presentation to go along with their virtual forum, hosted on Zoom. Three local entrepreneurs joined the forum: Ken Lukonis, owner of Strategic Alliance Consulting, Inc., Neal Wavra of Field & Main restaurant, and Karen Way of Ovoka Farms. Each student formulated 1-2 questions to pose of each entrepreneur and one student moderated the panel.

II. Goals of GO VA (with respect to the pilots)

A. Create a positive impact on the region's entrepreneurial and job pipeline

1. Surveys were taken of the Wakefield YEP Pilot Students before and after the pilot. The results show that:
 - a. The majority of students expressed a desire to start a business of their own before being a part of the pilot program and 100% of respondents felt more likely to do so after having been in the pilot.
 - b. 67% of the students described themselves as being "somewhat unfamiliar" with business ownership concepts before the pilot, however expressed that the pilot helped them "develop skills and knowledge you can use outside of school" and "learn skills and information you will remember for a long time".
 - c. When asked which activities they enjoyed the most, the overwhelming answer was working together as a group to create the Wake Up Cafe business plan, in which they noted allowed them to exchange ideas with peers, find solutions to difficult issues, conduct research and be creative.



Proposed Entrepreneurship Program
Orange County High School

2020 -2021 Entrepreneurship students will complete the program.
We will pilot the program through our marketing students in 2nd semester courses.

Business Council (possibly serve as guest speakers, information resources, site visit locations, mentors)

- Area Entrepreneurs
- Office of Economic Development
- OCPS Community Liaison
- Downtown Orange Alliance
- Germanna Community College Career Coach

Learn from Professionals:

- Guest Speakers
- Area Business Site Visits
- Financial Institutions
- Business Council/Mentors

Business Simulation:

In groups, students will begin the course by building a company from the ground up. They will complete a business plan and make decisions on financing, marketing, research and development.

Develop a Product/Business Independent Project:

Students will pitch their ideas and then complete the business plan for their own businesses.

Curriculum (Experiential Learning):

- | | |
|-------------------------------|---------------------|
| ● Creating a Business Plan | ● Communication |
| ● Accounting and Finance | ● Collaboration |
| ● Personnel and HR Management | ● Critical Thinking |
| ● Marketing | ● Creativity |
| ● Finance | ● Citizenship |
| ● Problem-Solving | |

Final Projects:

- Shark Tank
- Tom Tom Festival
- DECCA Competition

ORANGE COUNTY HIGH SCHOOL PILOT NOTES

Pilot:

- > vocationally-focused courses, such as agriculture and cyber security
 - > embedded in their Business/Marketing classes (approx. 40 students in total) in the spring
 - > students not only learn a trade/skill but also how to run a business within that trade/industry
 - > Dwayne: more business partners
 - > focused more on learning for students who are not headed to college but more for trades and other
 - > job shadowing and internships
-
- Spring semester = January 8 - May 22, 2020
 - Students in either one or two marketing classes will participate in the pilot program - 20-25 students per class
 - Dwayne to put together Business Council of local entrepreneurs
 - In addition to the regular marketing class curriculum, students will either work individually on developing their own business idea and create a business plan for it or collectively develop one idea, collaborate on a business plan and form the actual company
 - Students to present their business plans at DECCA competition and then at Tom Tom Festival in April 2020 Charlottesville
 - Student project to brainstorm, research and solve real-world business challenges presented from local entrepreneurs and create and present their solutions to the entrepreneur at the end of the semester
 - Reverse Interview Day - students prepare questions as if they are hiring their own employees, will be required to dress and act like a boss, take notes, take note of answers, dress, attitude, and body language of those their interviewing and give feedback
 - Would like to incorporate teachers from within the Ag Dept, esp, those who are entrepreneurs (eg. Karen Boone)
 - Would also like to take business tour field trip like we did with FHS - doesn't matter if its in Orange or Fauquier or elsewhere - like the idea of SmithMidland, Mason Enterprise Center
 - Would like to have their students attend the Micro-Enterprise Symposium next fall (though that's out of the spring semester pilot timeline). Is there another small business expo-like event in the spring? In Culpeper maybe?
 - OCPS believes in being innovative, changing the way "we school", taking risks and implementing new things. "Safe is boring," Dr. Snead

Priority aspects of experiential learning:

- > Business Plan Writing
- > Accounting/Finance
- > HR
- > Marketing
- > Finance
- > Problem-Solving
- > Communication
- > Collaboration
- > Critical Thinking
- > Creativity
- > Citizenship

ORANGE COUNTY HIGH SCHOOL YOUNG ENTREPRENEURS PROGRAM PILOT OUTLINE

- The pilot will be embedded into the two Marketing classes and with the Hospitality students at Orange County High School each Monday through Friday between February 3 and May 18, 2020 (50+ students)
- Spring 2020 Student Days Off: Feb 17 (Presidents' Day), April 6-10 (Spring Break), May 25 (Memorial Day)
- Overall goals of the pilot:
 - Broaden students' reach and experiences beyond the classroom and Orange
 - Exhibit real world applications for what students learn/experience
 - Increase student engagement in and familiarity with the business community
- Main projects/activities:
 - Tours of local and regional businesses
 - Mock interviews (Job Cafe)
 - Business Simulation
 - Etiquette Dinner
 - Shark Tank Presentations/Competition
 - Hornet Entrepreneurship Forum
- List of prospective small business partners from Fauquier County
 - SiteWhirks/Big Teams/Warthog (Matt Carson and Steve Sutherland)
 - Smith-Midland Corporation (Ashley and Matthew Smith)
 - Black Bear Bistro (Todd and Liz Eisenhauer - owners, Walter Story - property owner/promoter)
 - Drum & Strum/Gloria's (Tim Dingus)
 - Latitudes (Lee Owsley)

Throughout Spring 2020 Semester:

Business Simulation: Online program that students will engage with to simulate the establishment of a business, it's operation, challenges, etc.

Carried out by Marketing Teacher/OCHS.

Creating the Business Plan: Students work alone or in small groups to develop a business idea, conduct market research and create a comprehensive business plan.

Assistance offered through: Fauquier Public Library System's software "Reference USA" and "Gale Business Plan Builder" as well as weekly sessions with the local SBDC and entrepreneurs from the community. Coordinated by Pilot Director in Collaboration with OCPS Marketing Teacher

- | | |
|----------------|---|
| 3/12 | <p>Etiquette Dinner (6:30pm): Hosted at the Silk Mill Grille. Coordinated/managed by DECCA, with additional support from school staff/admin, local entrepreneurs and the Pilot Director. Etiquette and soft skills taught throughout the event.</p> <p>Collaborative effort between Pilot Director, OCHS and DECCA leaders and their combined resources</p> |
| 3/17 11:30 - 3 | <p>Job Cafe/Mock Interviews: Local entrepreneurs participate by conducting 10-minute</p> |

- 3/18 8:15 - 11:30 mock job/hiring interviews with students and giving them feedback to help them improve their interviewing skills and comfort level. Additionally, students will be given tips and techniques for success ahead of time: hand-shaking, attire, eye contact, how to ask important questions and how to answer on-the-spot. Guest entrepreneurs: TBD
Collaboration between OCPS, Pilot Director, OCED and their combined resources
- 3/27 **Field Trip Day #1:** Tour of 6 local businesses in Fauquier County - See above list of proposed small business partners from Fauquier County. Orange admin to arrange for transportation.
Coordinated by Pilot Director in collaboration with OCPS Marketing Teacher and Community Liaison
- 3/27 - 4/13 **Hornet Entrepreneurship Forum Planning** - brainstorm a list of what needs to be done to accomplish the event and who will perform those tasks i.e. graphic design students to plan the program, marketing students to spread the word through social media, small group in charge of contacting/confirming guest entrepreneurs, formulating the questions, being the emcee, who will design the stage?, etc. Carry out the plan.
Collaborative effort between OCPS Marketing Teacher, OCPS Community Liaison, OCED and Pilot Director
- 4/3 Students will **practice presenting** their business plans in front of the teacher, class and with the assistance of a public speaking coach. Either later in the class or the following class day students will present again in front of school staff, other students, etc.
Conducted by OCPS Marketing Teacher
Potential Resource: Norma Thatcher (public speaking coach)
- April ? **Orange Field Trip Day #2:** Tour of 4 local Orange/Culpeper County businesses TBD based on availability, industry/student interest fit, etc. Possible tours: JB Cakes, Iron Pipe Aleworks, Three Springs Farm, Tellus, Unique to Chic, Silk Mill Grille, The Music Room, Charlottesville Hemp.
Coordinated by OCPS Community Liaison, OC Economic Development and OCPS Marketing Teacher
- 4/15 **Hornet Entrepreneurship Forum and Reception:** Students will moderate a panel of Entrepreneurs of their choosing and ask questions regarding business, entrepreneurship, inspiration, and related topics. Other classes are invited to attend, as well as faculty and staff, parents, and community. Following the panel will be a reception for all (great opportunity for other classes to be involved: graphic design, sound/lighting/theatre, culinary arts, floral design, etc. Certificates and tokens of appreciation to be presented as well.
Collaborative Effort by all involved. Panel to be selected by OCPS Community Liaison, Reception presentations/awards to be presented by Pilot Director and OCPS Marketing Teacher
- 5/8 **Shark Tank Competition:** Students will present their business idea/plan to a panel of judges. The judges will critique the presentations and rank the winners into 1st, 2nd and 3rd place. The top three will win prizes, such as scholarship/seed money and the 1st place winner will also win small business services/counseling/mentoring and space at a business resource center.
Collaborative effort between Pilot Director, OCPS Marketing Teacher, OCPS Community Liaison and OCED

Orange County High School Pre-Pilot Survey

1. Do you intend to start a business one day?
 - a. Yes
 - b. No
2. If yes, when:
 - a. Following high school
 - b. Following college
 - c. Later in life
 - d. I don't know
3. How would you describe your level of understanding of entrepreneurship?
 - a. Very knowledgeable
 - b. Somewhat knowledgeable
 - c. Somewhat unfamiliar
 - d. Very unfamiliar
 - e. I don't know
4. Which of the following skills would you say you possess (check all that apply):
 - a. Exchanging ideas with peers
 - b. Contributing to your community
 - c. Creativity (coming up with new ideas)
 - d. Evaluating and judging an issue
 - e. Finding solutions to difficult issues
 - f. Team work
 - g. Research, including interviewing
5. Which of the following skills would you say you could use help improving (check all that apply):
 - a. Exchanging ideas with peers
 - b. Contributing to your community
 - c. Creativity (coming up with new ideas)
 - d. Evaluating and judging an issue
 - e. Finding solutions to difficult issues
 - f. Team work
 - g. Research, including interviewing
6. Which of the following activities interest you the most (check up to three):
 - a. Field trips to local businesses
 - b. Developing your own business idea
 - c. Class collaborative project to set up a business
 - d. Creating and presenting an elevator pitch
 - e. Assisting an existing business with current challenges, projects, etc.
 - f. Mock employee interviews and client meetings
 - g. Creating an entrepreneurship forum presentation (Q&A with local entrepreneurs either separately or as a group)
 - h. Job shadowing and Internship opportunities
7. What do you hope we do in this pilot entrepreneurship pilot?

8. What question would you like to have answered by the end of the semester regarding entrepreneurship/business?

YEP CLASS BUSINESS TOUR

March 27, 2020

- 8:00am - 9:00am** travel from OCHS to Smith-Midland
- 9:00am - 10:00am** tour of Smith-Midland and talk with Matthew Smith
- 10:00am - 10:20am** travel from Smith-Midland to Main Street/Old Town Warrenton
- 10:20am - 10:50am** Group 1: Latitudes Fair Trade tour with Lee Owsley
Group 2: SiteWhirks/Big Teams/Warthog tour with Matt Carson
- 10:50am - 11:50am** Group 1: Black Bear Bistro tour with Todd Eisenhauer and
Walter Story and lunch
Group 2: Drum & Strum/Gloria's tour with Tim Dingus
- 12pm - 12:30pm** Group 1: SiteWhirks/BigTeams/Warthog tour with Matt Carson
Group 2: Latitudes Fair Trade tour with Lee Owsley
- 12:30pm - 1:30pm** Group 1: Drum & Strum/Gloria's tour with Tim Dingus
Group 2: Black Bear Bistro tour with Todd Eisenhauer and
Walter Story and lunch
- 1:30pm - 2:30pm** travel from Main Street/Old Town Warrenton to OCHS

OCHS
201 Selma Road
Orange, VA 22960

Drum & Strum/Gloria's
102/92 Main Street
Warrenton, VA 20186

Smith-Midland
5119 Catlett Road
Midland, VA 22728

Black Bear Bistro
32 Main Street
Warrenton, VA 20186

Latitudes Fair Trade
78 Main Street
Warrenton, VA 20186

SiteWhirks/BigTeams/Britches Warthog
45/20 Main Street
Warrenton, VA 20186

ORANGE COUNTY HIGH SCHOOL

DISTANCE LEARNING PILOT CONTINUATION PLAN

The school system is focusing on equity; more than 50% of students do not have reliable internet services at home, so it is imperative that any educational activities/tools/exercises shared be able to be implemented by all students, regardless of access capabilities. Although Internet activities are being kept from assignments, it is reasonable to believe that the overwhelming majority of students do have handheld devices with cell signal and can access social media.

Classes for students end on 5/22/20, however the schools will be in contact and supplying additional content and curriculum work in June

With that in mind, we believe we can continue the pilot program through the following means:

- Purchasing 1 high capacity flash drive, loaded with files:
 - Falcon Entrepreneurship Forum video
 - Wakefield Entrepreneurship Forum video
 - Virtual Field Trip videos: SiteWhirks, Smith Midland Corp, 8393 W. Main, etc.
 - Entrepreneurship local panels videos: Chamber, Town of Warrenton, PATH/nonprofits, etc.
 - Flyer with Zoom/Facebook live schedule & links for Thursday events
 - Application of Interest for summer internships/jobs
 - Work with Dwayne Satterfield to set this up, collaborate with his current efforts
 - Invitation to Zoom Live Internship/Job Discussion (Date: TBD)
 - For staff only: templates, forms, information/files to assist with YEP program in the fall
- Purchase 27 high capacity flash drives (one per student on Ms. Milbourne's pilot list) for Ms. Honaker to duplicate files to and distribute to the pilot students before June 1, 2020
- Receive mail/postage receipt for reimbursement to OCPS for distribution

Young Entrepreneurs Program Resource 2019-2020

SECTION 5: *Advisory Committee*





YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE

NAME	TITLE	ORGANIZATION
Lynne Bell	Executive Director	Boys and Girls Club Fauquier
Bo Bundrick	Director	CTE & Workforce Development, Louisa County
Donna Comer	Workforce Coord.	Fauquier County Dept. Ec. Dev./ Lord Fairfax Comm. Coll.
Dr. Christopher Coutts	Provost	Lord Fairfax Community College, Fauquier
Sarah Frye	Supervisor	Career & Technical Education, Fauquier County Schools
Miles Friedman	Director	Fauquier County Department of Economic Development
Phil Geer	Director	Orange County Department of Economic Development
Jennifer E. Goldman	President Manager	Resonance LLC Fauquier YEP Grants/Programs
Ashley Harper	Head of School	Wakefield School
Carlene Hurdle	Director	LFCC Workforce
Shannon Holland	Director	Region 9 GO VA
Renee Honaker	Director	Orange County Public Schools Secondary Education
Dr. David Jeck	Superintendent	Fauquier County Public Schools

Christine Kriz	Director	Lord Fairfax Small Business Development Center
Joe Martin	President	Fauquier Chamber of Commerce
Dwayne Satterfield	Experiential Learning Community Liaison	Orange County Public Schools
Phil Sheridan	Director	Culpeper County Department of Economic Development
Dr. Cecil Snead	Superintendent	Orange County Public Schools
Margy Thomas	Sr. Program Officer	PATH Foundation
Andy Wade	Director	Louisa County Department of Economic Development
Major Warner	Deputy Super.	Fauquier County Public Schools
Renee Younes	Manager	Mason Enterprise Center Fauquier
Nate Zuckerman	Teacher	Highland Upper School





FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

THURSDAY, AUGUST 15, 2019 12-1:30PM
FAUQUIER ENTERPRISE CENTER - VINT HILL

AGENDA

- | | |
|---------|---|
| 12PM | WELCOME (Jennifer Goldman) |
| 12:05PM | LUNCH BY A LA CARTE CATERING - PLEASE HELP YOURSELF |
| 12:10PM | INTRODUCTIONS (All) |
| 12:20PM | SUMMARY OF FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE: PURPOSE, GOALS, DESIGN OVERVIEW (Miles Friedman) |
| 12:35PM | REGIONAL INVENTORY OF SIMILAR PROGRAMS - EXECUTIVE SUMMARY (Mike Allen) |
| 12:45PM | INPUT FROM PILOT PROGRAM PARTNERS: WHY DID YOU SIGN ON FOR A PILOT? WHAT ARE YOUR GOALS FOR THE PILOT? HOW DO YOU ENVISION YOUR PILOT TAKING SHAPE? WHAT QUESTIONS DO YOU HAVE? (Mrs. Harper, Dr. Jeck, Dr. Snead) |
| 1:00PM | INPUT FROM LFCC AND WORKFORCE DEVELOPMENT: WHAT GAPS IN BUSINESS EDUCATION/ ENTREPRENEURSHIP DO YOU SEE IN OUR REGION? WHAT WOULD MAKE A STUDENT'S JOURNEY THROUGH LFCC BUSINESS CLASSES MORE SUCCESSFUL? (Carlene Hurdle, Donna Comer) |
| 1:10PM | BRIEF OUTLINE OF PATH YEP PROGRAMS (Mike Allen) |
| 1:15PM | OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS (All) |
| 1:30PM | CLOSING AND DISCUSSION OF REGULAR MONTHLY MEETING SCHEDULE - SET NEXT MEETING DATE/TIME (Jennifer Goldman) |

MINUTES

Attended: Jennifer Goldman, Mike Allen, Renee Younes, Phil Sheridan, Phil Geer, Margy Thomas, Shannon Holland, Carlene Hurdle, Donna Comer, Miles Friedman, Cecil Snead, Ashley Harper

- The long-term goals of the program funded by GO VA are to create a pipeline of entrepreneurs, successful employers creating meaningful jobs, helping our youth determine that there is more to do after high school career-wise (whether they go to college or not) and that it can be done here in our community, and to create a replicable program that can be adapted to any community, school system, organization and tailored to their regional assets, resources and needs.
- Wakefield's objectives for their pilot program include: to help the school be more engaged and proactive in the community, to give students more hands-on and real-world experiences as well as to allow them to develop and explore passions, and to create more meaningful partnerships between the school and the community/businesses/government.
- Orange County's objectives for their pilot program include: providing more experiential learning for students, to tie the school system and local businesses more tightly, and to give students more diversity in educational topics - less academic.
- LFCC Workforce Solutions recently added trades/construction/heavy equipment to their programs - our program can enhance this by giving students headed into their pipeline insight into owning a business so that perhaps they'll not only learn the skills to be a good employee but also what's needed to take over an existing business or start a new one.
- Other ideas/suggestions: involve parents wherever possible to help them begin to form different conversations with their children regarding life after high school; add UVA business/entrepreneurship person to our committee (Miles to specify); provide students with the reality of running a business - the difficulties, pitfalls, etc.; new CTE high school opening soon in Culpeper - this might be a great program to begin there (perhaps Year 2 of the grant!); look at adding a 1-week (bootcamp?) entrepreneurship training to existing skills programs like cyber security, STEM, trades, etc.
- Our Youth Entrepreneurship Pathways programs (funded by a grant from the PATH Foundation) are about to begin - each is a one-semester after-school program. The fall program will begin with a kick-off think tank/focus group on 8/27 (6-8pm) - we are inviting all high school-age teens to come give us input about what they know about business, what don't they know, what are they interested in learning about in regards to business and entrepreneurship, etc. Our program will be tailored around their input and a YEP Summit will take place a month later and then the full program will begin - meeting twice/month for the remainder of the semester to engage the students with business councils/associations, town/county policy makers, entrepreneurs, failed-entrepreneurs, etc. We would really appreciate all of our partners helping us spread the word in order to have the most input and registrations possible. We will have a 1-page summary and a flyer to distribute shortly (hopefully tomorrow - Monday at the latest)

Lastly - we intend for the Advisory Committee to meet on a monthly basis. We'd love to see all your smiling faces at each meeting, but know that the distance is an issue for some so we'll do our best to have conference call capability starting next month. Please send me your list of black out dates (i.e. I can't meet on the 3rd Thursday...or I'm never available before 10am...or Monday's are out for me). Once I'm able to narrow down our dates I'll send everyone a schedule of the meeting locations/times for the next few months.



FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

THURSDAY, SEPTEMBER 26, 2019 3:30-5:00PM
FAUQUIER ENTERPRISE CENTER - VINT HILL

AGENDA

- 3:30PM WELCOME (Jennifer Goldman)
- 3:35PM QUICK INTRODUCTIONS AND CALL-IN SET UP
- 3:40PM QUICK RECAP SUMMARY FOR NEW MEMBERS PRESENT OF FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE: PURPOSE, GOALS, DESIGN OVERVIEW (Miles Friedman)
- 3:50PM UPDATE OF PILOT PROGRAM AT FAUQUIER HIGH SCHOOL (Jennifer Goldman)
- 4:10PM INPUT FROM PILOT PROGRAM PARTNERS: WHAT DIFFICULTIES OR OPPORTUNITIES DO YOU FORESEE? DOES THE FAUQUIER HIGH SCHOOL PILOT MATCH OR MESH WITH YOUR INDIVIDUAL GOALS? HOW CAN WE BEST COORDINATE MEETINGS AND EVENTS SO AS NOT TO RUN INTO SCHEDULING CONFLICTS? WHAT QUESTIONS DO YOU HAVE?
- 4:35PM BRIEF OUTLINE AND UPDATE OF PATH YEP PROGRAMS (Mike Allen)
- 4:40PM OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS (All)
- 4:55PM CLOSING AND ANNOUNCEMENT OF NEXT MEETING DATE/TIME/LOCATION (Jennifer Goldman)
- 5:00PM MEETING ADJOURNED

COVERT CAFÉ COOKIES AND CONFECTIONS FOR CONSUMPTION

MINUTES

Attended: (In person) Jennifer Goldman, Mike Allen, Miles Friedman, Sarah Frye, Margy Thomas, Joe Martin, Renee Younes, Chris Coutts. (Conference Call) Hunter Heyns, Renee Honaker, Dwayne (with Orange Schools), Christine Kriz, Phil Geer

- Distributed with the agenda was the Falcon Entrepreneurship Forum flyer and the outline of the FHS pilot program
- To update the group we went over the pilot, highlighting the events and activities we planned and what the value of those are to the students including the Forum, a review of who we plan to ask to participate in the panel, the 3 business tour, taking the students to the Chamber's Micro Enterprise Symposium (thanks to the generous offer by the Chamber to waive the ticket price for the students and teacher), the elevator pitch day and the access to capital day
- Miles suggested Michelle Coe of Blue Sky Phoenix be included in the panel, Jennifer recommended Natalie Ramos's daughter be added since she started Naughty Girl Donuts as a teen, Renee Younes mentioned Brett Wortman who is a coworking tenant of hers and has a product-based company, Jennifer also mentioned Ken Laconis who has gained notoriety locally as a quickly growing business owner
- Chris asked how we are measuring success in the pilots. Miles, Jennifer and Mike responded with things like growing sign ups for next year's class, students who leave the program and begin a business, taking an after-pilot survey of the students to ask what they learned, gained and try to gauge the level of interest they have in starting a business (which is hopefully higher after the program than it was before)
- Sarah recommended that we also try to tailor the program toward the curriculum's "Competencies" (a list of which we can find on the Internet by searching for CTE Resource Center/Verso/Entrepreneurship), which will be tested and evaluated after the class to see how the students level of competencies in certain areas are and compare this year's results to last year's
- Hunter asked if we were still trying to come up with an incentive for the students, i.e. a certificate, credits, etc. The incentives were being considered more of an importance to the PATH program since that one requires students to register independently for an after-school program, but the group decided at the very least a Certificate of Completion for "Work Based Learning Experience" would be appropriate regardless of the program
- When asked if any of the pilot components for FHS were attractive to Orange County Schools, Renee responded that they also only teach Entrepreneurship in the fall, but that our pilot could take place with students in various other classes like business or marketing in the spring. The Accessing Capital Day and the Fauquier Entrepreneurship Forum were especially attractive to her and that they would want to include more of their teachers who are also entrepreneurs in the pilot and forum and would rely on Dwayne to help line up outside entrepreneurs since his position is to tie the school more intimately with their community
- Renee also mentioned that the state recognizes/offers students an Entrepreneurship and Management Certification that she will look into and see if our program could qualify for obtaining that certificate for program participants and will report back next month
- Joe asked if the Chamber could have a more active role in the pilots and/or the PATH program and would like to introduce the Entrepreneurship and Business students to some of our local civic associations like Rotary. Since the PATH program is geared more toward practical business applications like permitting, government, etc. we thought it would be more appropriate for that and a perfect tie-in.
- The 9/24 PATH program Think Tank meeting turned out to be attendee-less and we found out afterwards that it was also College Night at LFCC. Mr. Strano of FHS came, however, and he, Mike and Jennifer brainstormed more ideas regarding the FHS pilot, including putting the students in a more active role for the forum by selecting a panel of them to emcee the event and facilitate the panel discussion.

- Jennifer asked the group to please review all ideas, emails, documents, marketing materials to ensure that she hasn't made errors; 10 heads are MUCH better than one!
- Mike requested that the Advisory Committee each look at their own organizational calendar and let us know what events/activities we should be aware of, what blackout dates they have that we shouldn't plan other activities at the same time, etc.
- The group calling in had a difficult time hearing and entering the discussion in the room, and the in-person attendees also had a difficult time hearing them. We agreed to try a video/audio conference next month to see if that alleviates the issue. If that doesn't work well either the center will invest in high quality conference call equipment

Next meeting: Thursday, October 24, 2019 at 3:30pm at the Orange County Administration Offices: Gordon Building, 2nd Floor Conference Room at 112 West Main Street, Orange, VA



FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

THURSDAY OCTOBER 24, 2019 3:30-5:00PM
GORDON BUILDING 2ND FLOOR CONFERENCE ROOM #112, ORANGE, VA
OR 540-672-6161 CODE: 1234

AGENDA

- 3:30PM WELCOME (Phil Geer)
- 3:35PM QUICK INTRODUCTIONS
- 3:40PM SUMMARY OF FAUQUIER YOUNG ENTREPRENEURS PROGRAM RESOURCE: PURPOSE, GOALS, DESIGN OVERVIEW (Miles Friedman)
- 3:50PM DISCUSSION ABOUT MONTHLY/QUARTERLY REPORTS - IN-KIND TIME FORMS (Jennifer Goldman/Shannon Holland)
- 4:05PM UPDATE OF PROGRESS RE: GO VA GRANT PROGRAM AND PILOT PROGRAM AT FAUQUIER HIGH SCHOOL. PROPOSED UPDATE REGARDING PATH GRANT PROGRAM. (Jennifer Goldman)
- 4:20PM INPUT FROM PILOT PROGRAM PARTNERS: WHICH ELEMENTS WOULD YOU LIKE TO ADOPT INTO YOUR PILOT? WHAT ALTERNATIVE IDEAS/ACTIVITIES/TRIPS DO YOU HAVE IN MIND?
- 4:40PM OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS (All)
- 4:55PM CLOSING AND ANNOUNCEMENT OF NEXT MEETING DATE/TIME/LOCATION (Jennifer Goldman)
- 5:00PM MEETING ADJOURNED

Next meeting: Wednesday, November 20, 2019 9am - 10:30am
Culpeper Economic Development, Conference Room
803 South Main Street, Culpeper, VA 22701

MINUTES

Attended: (In person) Jennifer Goldman, Margy Thomas, Joe Martin, Renee Younes, Phil Geer, Rose Deal, Renee Honaker, Dwayne Satterfield, Cecil Snead, Phil Sheridan, Shannon Holland. (Conference Call) Mike Allen, Lynn Bell, Chris Coutts.

- Phil Geer welcomed everyone to Orange and introduced the group to Stand Up Coffee - the shop where our meeting refreshments came from!
- Jennifer summarized the program and grant for the sake of those who are new to the committee: purpose and goals of the program are many:
 - economic development through small businesses in our counties,
 - growth of business started by our younger generations,
 - establish a larger base of our younger generations who will either return to the area and create businesses/jobs or stay in the area and have a more confident path to success through business creation,
 - to create a resource guide of best practices that other communities and/or organizations can utilize to create their own young entrepreneurs programs.
- The summary led to a discussion about measures of success. Measures the program has already noted or will now consider include:
 - core competency test scores,
 - future program attendance,
 - exit surveys to gauge (from the student's standpoint) what was learned/gained, interviews with school staff and volunteers about their experience working with the program and their observations of what was successful, what challenges were identified, if they would repeat the experience, etc.,
 - student engagement levels with each activity, and
 - eventually businesses established and jobs created,
 - new partners and programs established using our model.
- We reviewed the In-Kind Time Form with the help of Shannon Holland to clarify how each partner should complete it:
 - hourly rates that include benefits are needed - an admin/HR/finance person with your organization may be needed to calculate it,
 - pay periods can be changed for time period/date, a description of what you did is needed and can include travel time,
 - payroll reports can be used instead of the form, but it's not necessary to provide both...just the form is fine.
 - Jennifer asked that everyone get their forms in asap for the period of 7/1 - 9/30/19 and from thereafter to submit the form monthly by the 5th of the following month.

October time forms are due by November 5th, please.
- Jennifer updated the group about the activities happening with the Fauquier High School pilot - this initial pilot program is being integrated into the school's entrepreneurship class to enhance the activities/curriculum that the teacher began implementing last year.
 - The Falcon Entrepreneurial Forum will take place Friday, November 1 from 10am-12pm in the FHS auditorium and will be fully conducted/emceed/facilitated by the students, who have also designed an event program. Anyone wanting to attend should email me a note so that I can have the school add them to the list of expected school guests that day.
 - The group will also be taking a tour of three local businesses the following Friday; touring Smith-Midland in Catlett, DeJaVu Consignments in Warrenton and Great Harvest in Warrenton
 - "Accessing Capital Day" later in the semester where experts in different funding fields will come talk with the students and explain the differences in obtaining loans, equity investors, angel investors, venture capital, government program grants/loans, etc.

- Joe also noted that the class attended the Micro Enterprise Symposium that the Chamber hosted last week (October 18th).
- Shannon updated the group on the goals of the program as seen by the grant-makers. She explained that this is an enhanced capacity/capacity building grant and that, for the state, the goal is to try something new and see how well it works with the hope that it will become something solid that can then be further funded for growth. They are looking at this as a project to establish and build new concepts in entrepreneurship and for the outcome to be the resource guide.
- Jennifer explained the new direction the county is considering taking the PATH Foundation program in (pending approvals by PATH and the schools). The after-school program that was being established was not drawing the attention/registration we had initially hoped for and after close examination we determined that it would bring better results if we took the program to the students instead of vice versa. We have proposed to the PATH Foundation that we take the program goals and activities that we initially presented to them (that were to take place over two semesters) and revise it into a one-semester program pilot. We are hoping that not only will the change bring greater success to the program, but that the new structure will align it more closely with the GO VA program so that it can be used for matching dollars as well as having more valuable information that we can add to the resource guide. Jennifer is in the process of amending the program description the budget and the outcomes matrix for PATH as well as for buy-in from the Fauquier Public Schools.
- Margy added that we are still crystalizing the details so she's unsure what the PATH Foundation's expectations of outcomes are at this point, but that it will be up to Jennifer/Fauquier County to define them in our revised Outcomes Matrix.
- Input from pilot partners came from Dr. Snead, Renee Honaker and Dwayne Satterfield regarding the resources available in Orange and their thoughts on what will work best in their school system. They are implementing more vocationally-focused courses in the high school, such as agriculture and cyber security and ultimately see learning the best practices from the pilot, which will be imbedded in their Business/Marketing classes (approx. 40 students in total) in the spring, and adapting them into vocational classes so that students not only learn a trade/skill but also how to run a business within that trade/industry. Dwayne's new position is to position the school in a more engaging way with the local community and they are hoping to have more business partners soon. They would like their pilot to be focused more on learning for students who are not headed to college but more for trades and other locally-prevalent industries. Things they've been involved in already or are implementing include students competing with their business plan (and winning!) at last year's TomTom Festival in Charlottesville, job shadowing and internships, work-based learning program in partnership with their local Quality Inn.
- Please note that our next meeting is not at our regular day/time due to its proximity to Thanksgiving:

Next meeting: Wednesday, November 20, 2019 9am - 10:30am

Culpeper Economic Development, Conference Room, 803 South Main Street, Culpeper, VA 22701



YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

WEDNESDAY, NOVEMBER 20, 2019 9-10:30AM
CULPEPER ECONOMIC DEVELOPMENT, CONFERENCE ROOM
803 SOUTH MAIN STREET, CULPEPER, VA 22701
OR CALL-IN 712-775-7031, ACCESS CODE: 692312

AGENDA

- 9:00AM WELCOME (Phil Sheridan)
 - 9:05AM QUICK INTRODUCTIONS
 - 9:15AM SUMMARY UPDATE OF FAUQUIER HIGH SCHOOL PILOT (Jennifer Goldman)
 - 9:30AM HIGHLIGHTS OF WAKEFIELD SCHOOL AND ORANGE COUNTY HIGH SCHOOL PILOT TENTATIVE PLANS (Miles Friedman, Ashley Harper and Renee Honaker)
 - 10:00AM DISCUSSION AROUND EXIT SURVEY - WHAT SHOULD WE ASK THE STUDENTS AND TEACHER? (Mike Allen, All)
 - 10:10AM OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS (All)
 - 10:25AM CLOSING AND ANNOUNCEMENT OF NEXT MEETING DATE/TIME/LOCATION (Jennifer Goldman)
 - 10:30AM MEETING ADJOURNED
- Coffee and refreshments at today's meeting are from Moving Meadows Farm & Bakery and Orange County Roasters!*

Next meeting: Thursday, January 23, 2020 3:30-5PM
Mason Enterprise Center - Fauquier, Conference Room
70 Main Street, Warrenton, VA 20186

MINUTES

In attendance: Renee Younes, Mike Allen, Shannon Holland, Jennifer Goldman, Phil Sheridan, Renee Honaker, Margy Thomas, Ashley Harper, Dwayne Satterfield and Lynne Bell

- Welcome comments from Culpeper Economic Development Director Phil Sheridan who told us the history of the Ec Dev building as a former bank and gave us some background on the Culpeper photos that were around the room. He offered coffee from Orange County Roasters along with cookies and muffins which all came from Culpeper's Moving Meadows Farm and Bakery.
- Phil Geer was noticeably absent after RSVP'ing with a Yes...I'll be there unless I'm on paternity leave by then. So, congratulations Phil and family!
- We made quick re-introductions. No one was new to the group, but Lynne Bell was able to join us in person for the first time - welcome to the room, Lynne!
- Summary of Fauquier High School (FCPS) Pilot
 - Entrepreneurship students and teacher, Frank Strano, attended the Fauquier Chamber's Micro Enterprise Symposium in October and sat in to listen to all of the Track 1: Thinking about starting a business or new business breakout speakers, as well as the keynote speaker. Each student received an attendee goody bag which included promotional items from sponsors and participants as well as a Fauquier County Business Resource Guide.
 - The students coordinated and managed the Falcon Entrepreneurship Forum on November 1. Jennifer coordinated the panel of local entrepreneurs from various fields who were all enthusiastic and engaging and the students did the rest through classroom activities: creating, designing and printing the program, developing the panel questions, creating a script and assigning an event emcee, assigning certain students to serve on the FHS panel, asking the questions, moderating and generating questions from the audience, handling the lighting and sound equipment in the auditorium. Some even approached entrepreneurs at the end of the event to inquire about opportunities they picked up on from some of the content the entrepreneurs shared. There were nearly 100 people there - a mix of business students, faculty, Fauquier County/Schools staff and community members.
 - We took the students on a tour of three local businesses and heard from the entrepreneurs in charge at each: Matthew Smith at Smith Midland in Catlett, Sandra Packwood at Deja Vu in Old Town Warrenton and Pablo Teodoro at Great Harvest Warrenton. They also had the opportunity to randomly meet the Mayor of Warrenton, Carter Nevill and did a little window shopping. On the way back to school one of the students asked if we could also tour his father's business: Builders Fire Solutions just outside of Old Town. Scott Ballentyne graciously agreed and gave us a tour and history of his business.
 - We are planning one more activity, pending Mr. Strano's availability of classroom time: Accessing Capital Day, where experts with experience with various strains of business capital can come talk to the students about the difference between things like commercial loans, angel investors, government incentives and grants, venture capitalists, etc.
 - We are also planning post-pilot surveys and other forms for gathering feedback from the students, teachers and school administrators, FCPS admins, panel participants, tour participants, etc. (further discussion later at the meeting)
- Highlights from the Wakefield School and Orange County Public Schools Pilots
 - Ashley Harper, Head of School for Wakefield, detailed some of the more prevalent ideas we floated around at the meeting that took place at Wakefield 11/7 between Ms. Harper, Robyn Banner, Lisa Winick, Mike Allen, Jennifer Goldman and Miles Friedman:
 - The pilot will take place during the student's Community Time, however the school believes that it will be of particular interest to the marketing students, of which there are currently nine. They did, however, ascertain that an additional 22 students expressed an interest when they heard about the pilot

- Priorities for Wakefield are: product research, real world applications, assisting downtown Marshall with marketing needs, having a forum/panel like the FHS pilot, making a greater impact on the local community, being more active in spring internship opportunities
 - Potentially in the near future the school will be moving from a trimester system to a semester system and allow for a few weeks at the end of the school year for students to explore internships and apprenticeships and job shadowing. In support of that they may soon allow students to go off-campus daily by 1:15pm
- Renee Honaker, Director of Secondary Instruction for Orange County Public Schools detailed the ideas that are most likely to be included in the Orange pilot this coming spring:
 - The pilot will take place within the marketing class, which includes 20-25 students
 - Dwayne Satterfield, who serves as the school systems business/community liaison will compose a Business Council of local entrepreneurs who can serve as pilot participants and mentors for the students to help them create a real working business
 - The purpose of the pilot is to eventually turn into coursework/programs that are specific to the vocational classes they offer i.e. agriculture, cyber security, manufacturing
 - They have access to UVA and Germanna CC college career coaches who are on-site at the local high school and plan to get them involved
 - OCPS would also like to host an entrepreneurs panel/forum like the one at FHS
 - They are planning two simulation projects, most likely creating business plans for a Shark Tank-style competition (school-wide - DECA competition - Tom Tom Festival), and bring in an entrepreneur with a specific challenge that the class can work on together to brainstorm, research, collaborate on creating solutions and a presentation to take to the entrepreneur
 - > Mike brought up that the owner of the recently-closed restaurant/pub Grafton Street has expressed an interest in speaking about his experiences
 - They like the idea of the Reverse Interview Day, where instead of preparing students for job interviews, they prepare for hiring/conducting the interviews
- FHS exit survey discussion
 - Mike Allen started the discussion with asking for group input:
 - What exactly should we be asking and to whom?
 - We want to know if the students are now considering things they hadn't before participating in the pilot
 - We need the administration to say if this made their program stronger. Was what we did different and useful? How does this year's Entrepreneurship class compare to last year's? What changes, tweaks or additions should be made going forward?
 - Shannon Holland suggestions:
 - Ask "Before this class I was interested in being an entrepreneur: Yes No I don't know", then ask "After this class I am interested in being an entrepreneur: Yes No I don't know"
 - "If you see yourself starting a business, would it be: after high school after college later in life?" If you see yourself starting a business, would it be in the county where you live now or somewhere else?
 - Lynne Bell suggestion:
 - Ask an open-ended question: "After this class, my vision of my career path is _____"
 - Based on these suggestions, the group realized how much more helpful it would be to have given some of these questions to the students prior to the pilot. The discussion then became equally about creating a pre-pilot survey that we can give to the Wakefield and OCPS pilot students, and a post-pilot survey that re-asks some of the same questions so that we can track the change in student input to gauge the impact we may have made on them by the end of the pilots. The survey for FHS pilot students, however, needs to be more comprehensive since we don't have any pre-pilot information from them to compare.

- Mike suggested everyone think more about it and email he or Jennifer additional question suggestions
- Open Discussion
 - Margy noted that another great topic (in addition to Accessing Capital Day) might be discussing leveraging other types of capital besides currency: relationships, marketing, human/employees, etc.
 - Shannon announced that Region 9 has just approved a planning grant for Rural Entrepreneurship, which is a research project being conducted by Camoin Associates. She noted that she can see our project being of great importance to the study and potentially some overlap/collaboration in our respective grant projects going forward.

Next meeting: Thursday, January 23, 2020 3:30-5PM
Mason Enterprise Center - Fauquier, Conference Room
70 Main Street, Warrenton, VA 20186



YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

THURSDAY, JANUARY 23, 2020 3:30 - 5PM
MASON ENTERPRISE CENTER, SUITE 23 CONFERENCE ROOM
70 MAIN STREET, 2ND FLOOR, WARRENTON, VA 20186
OR CALL-IN 540.216.3862

AGENDA

- | | |
|--------|---|
| 3:30PM | WELCOME (Renee Younes) |
| 3:35PM | SET UP PHONE CONFERENCE & QUICK INTRODUCTIONS |
| 3:45PM | SUMMARY UPDATE/OUTCOMES OF FAUQUIER HIGH SCHOOL PILOT (FCPS Rep/Jennifer Goldman) |
| 4:00PM | UPDATE OF WAKEFIELD SCHOOL AND ORANGE COUNTY HIGH SCHOOL PILOTS (Miles Friedman, Robyn Banning and Renee Honaker) |
| 4:30PM | DISCUSSION ON BUDGET, EXPENSES AND IN-KIND TIME, NEW GRANT APPLICATION AND PARTNERS (Jennifer Goldman) |
| 4:40PM | OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS (All) |
| 4:55PM | CLOSING AND ANNOUNCEMENT OF NEXT MEETING DATE/TIME/LOCATION (Jennifer Goldman) |
| 5:00PM | MEETING ADJOURNED |

Next meeting: Thursday, February 27, 2020 3:30-5PM
Wakefield School, 4439 Old Tavern Road, The Plains

MINUTES

In attendance: Phil Sheridan, Renee Younes, Robyn Banning, Margy Thomas and PATH Intern Stephanie, Mike Allen, Jennifer Goldman, Miles Friedman. By phone: Christine Kriz

Distributed with the agenda: GO VA grant budget/categories and Funds spreadsheet

- Welcome comments were made by our host, Renee Younes, Manager/Program Director for the Mason Enterprise Center-Fauquier. Renee shared with us the current locations of the MECs, programs and offerings that the center has, as well as the success story of one of her graduated tenants.
- Quick introductions were made by each member, including new attendees Robyn Banning, who attended on behalf of Wakefield School and Stephanie, an intern with the PATH Foundation.
- Summary update/outcomes of Fauquier High School Pilot: Jennifer communicated the results of the post-pilot survey taken by 10 of the 15 pilot students, all of whom seemed to enjoy the pilot, saw the benefits to their skills, had a great time touring businesses in the county and creating the Falcon Entrepreneurship Forum. A couple of the students mentioned that they'd like to see more of the Entrepreneurship class - perhaps a second level/semester taught at the school. In reviewing the goals of the pilot as set forth by Superintendent Dr. Jeck and his staff and the goals set by GO VA, we see this as a very successful pilot in that it gave the students real world experiences and the survey showed an overall increase in the students' desire to start a business.
- Update of new pilots at Wakefield and Orange County: Miles began the discussion by summarizing the experiences the students had with the pilot at FHS and that we are hoping to enhance those experiences by setting up a Policy Council at the school, through our PATH grant and that we're also offering and encouraging more councils at other local high schools. The councils will be a completely different approach to giving high school students real world experiences in entrepreneurship; by looking at the Fauquier County policy and regulatory side of business, as well as discussing current issues that affect business and how it relates to our local area.

Robyn discussed that the Wakefield pilot would be operated as a club during the students' Community Time once a week and that one of the key projects/focus of the club would be to write a business plan to operate a business on-site - either revamping an existing business or creating something new. One of the things she and other administrators at Wakefield have noticed is that the students are skilled at writing, but lack the knowledge for business writing, which is very different and they would like to see the students be able to be more adept at things like resumes, proposals, cover letters, business plans.

- Discussion on budget, expenses, in-kind time and new grant application: Jennifer walked the group through the handouts that accompanied the agenda, for transparency as well as to ask the Advisory Committee for suggestions on possible amendments: due to the incredible amount of time and services being donated, the expected expenses have decreased. Suggestions are welcome for ways in which we can utilize the funds still available to enhance the program and current pilots - keeping within the categories of the original budget, if possible. Part of the budget, as well, relies on recorded in-kind time - without which the county cannot ask for reimbursement of the money its spending for this program.

Additionally, the county would like to be able to continue the program beyond the original grant end date. In order for a continuation to occur without a gap in the program we will need to apply for a new grant this spring - a GO VA Implementation Grant which will allow the county to continue working with partnering schools/systems to solidify the pilots into permanent programs and identify new partners and assist them with adopting Young Entrepreneurs Programs.

Next meeting: Thursday, February 27, 2020 3:30-5PM

Wakefield School: Archwood House Conference Room, 4439 Old Tavern Road, The Plains



YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

THURSDAY, FEBRUARY 27, 2020 3:30 - 5PM
WAKEFIELD SCHOOL, ARCHWOOD HOUSE BOARD ROOM
4439 OLD TAVERN ROAD, THE PLAINS, VA
OR CALL-IN 540-253-7520 Code: 68891 #

AGENDA

- 3:30PM WELCOME (Robyn Banning)
- 3:35PM SET UP PHONE CONFERENCE & QUICK INTRODUCTIONS
- 3:45PM UPDATE OF WAKEFIELD UPPER SCHOOL PILOT (Robyn Banning and Jennifer Goldman)
- 4:00PM UPDATE OF ORANGE COUNTY HIGH SCHOOL PILOT (Miles Friedman and Dwayne Satterfield)
- 4:15PM REQUEST FOR COMMITTEE PARTICIPATION IN PILOT ACTIVITIES (Miles Friedman and Jennifer Goldman)
- 4:30PM DISCUSSION ON IN-KIND TIME AND DONATIONS, NEW GRANT APPLICATION AND PARTNERS (Jennifer Goldman)
- 4:40PM OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS (All)
- 4:55PM CLOSING AND ANNOUNCEMENT OF NEXT MEETING DATE/TIME/LOCATION (Jennifer Goldman)
- 5:00PM MEETING ADJOURNED

Next meeting: Thursday, March 26, 2020 3:30-5PM
Fauquier Enterprise Center-Vint Hill
4263 Aiken Drive, VA 20187

MINUTES

In attendance: Jennifer Goldman, Miles Friedman, Renee Younes, Margy Thomas, Robyn Banning, Joe Martin, Lynne Bell and Dwayne Satterfield. Call-Ins: Chris Coutts, Christine Kriz, and Phil Sheridan

UPDATE OF WAKEFIELD UPPER SCHOOL PILOT

- Pilot students will be forming a real on-site business - a coffee shop they've named the Wake Up Cafe. Throughout this semester they will be creating their business plan, defining each student's role/job title/job description and succession plan.
- Next semester (fall 2020) the pilot will become an Entrepreneurial Studies class and the class will move forward with launching the coffee shop.
- Wakefield is a liberal arts school with no business courses. Robyn Banning started a Marketing class this school year and will be adding Entrepreneurial Studies, Personal Finance and Economics next school year (2020-2021).
- Other pilot activities this semester include a field trip to several businesses (and PATH), learning soft skills and creating an entrepreneurial forum activity similar to the Falcon Entrepreneurs Forum that the FHS students did in the fall 2019.
- Robyn Banning will be meeting with Frank Strano (from FHS) to discuss and collaborate teaching entrepreneurship as a semester-long, every day class.

UPDATE OF ORANGE COUNTY HIGH SCHOOL PILOT

- Students are currently working on their presentations for the DECCA competitions and focusing mainly on those activities
- March 12 the entrepreneurship students will be participating in an Etiquette Dinner, being hosted at the Silk Mill Grille in Orange. A maximum of 40 students will be attending the dinner. The purpose of the dinner is to simulate a business meal and teach students how to make polite conversation, how to behave at the table, and other skills to help ensure they are confident at business social events.
- March 17-18 the students will be participating in the Job Cafe, where professionals come to interview students as if they were being considered for a job, and will give feedback to help students improve their interview skills.
- On March 27 the students will be taken on a business field trip in Fauquier County to learn more about how entrepreneurs are inspired, how they design and utilize their business model and how to overcome challenges

REQUEST FOR COMMITTEE PARTICIPATION IN PILOT ACTIVITIES

- In order to enhance the student experience, as well as to increase in-kind time to match commitment levels, we encourage all Advisory Committee members to become more engaged with the activities in the pilots. Additional ideas for engagement are:
 - assistance with in-kind time card tracking
 - assistance with reports for the resource guide
 - assistance with organizing the resource guide
 - creating surveys for participants
 - hosting an Advisory Committee meeting

DISCUSSION ON IN-KIND TIME AND DONATIONS, NEW GRANT APPLICATION AND PARTNERS

- Miles and Jennifer met with Shannon Holland, the GO VA Region 9 rep to discuss the next grant application, which will need to be submitted by the May deadline in order for funding to come through by September and the start of the next school year.
- The next grant will be an Implementation Grant which will likely encompass:
 - assisting all pilot school systems with transitioning the program into a permanent part of the school system
 - adding additional partners: counties, schools, etc.
 - expanding the horizons of the project possibly into farther GO VA regions and/or other types of groups, such as the military, or retirees.

OPEN FLOOR: IDEAS, SUGGESTIONS, QUESTIONS

- Suggestion to include more entrepreneurs who have “failure” stories - businesses that have folded or other challenges that business owners have faced and survived (or even thrived) after getting through it. Possibly people like Carlos Castro, Bob Grouge, Walter Story.
- Suggestion that going forward all entrepreneurship programs require the group to begin a real business.
- March 4 is a Fauquier luncheon at Fauquier Springs that will feature the Fauquier Excellency in Education Foundation (Ex. Dir. Stacy Griffin) - suggestion to attend and network.
- Recommendation to research/Google state incentives for Internship and Mentorship programs and templates for Work-Based Learning activities
- Recommendation to put policies in place that ensure the safety, security and positive experiences for all involved in these programs - i.e. background checks on all participating businesses in any internship or job shadowing activities, checklist of things to be aware of when working with teens, appropriate tasks to give an intern.

CLOSING AND ANNOUNCEMENT OF NEXT MEETING DATE/TIME/LOCATION

Next meeting: Thursday, March 26, 2020 3:30-5PM
Fauquier Enterprise Center-Vint Hill
4263 Aiken Drive, VA 20187



YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE

THURSDAY, MARCH 26, 2020 : NO MEETING

AGENDA

Dear YEP Advisory Committee,

Due to recent circumstances, we are unable to meet this Thursday, however I wanted to update you on the status of our pilot programming and grant and ask for your assistance and guidance.

Because of these same circumstances, schools have been shut down through the end of the semester, which has a great impact on the progress of our pilot programs at both Wakefield School in The Plains and Orange County High School. As the schools work to determine the best way to continue the education of their students for the next two to three months, we are, similarly, working to determine the best way to continue providing/enhancing entrepreneurship education through those schools to the students who are in our pilots.

Additionally, I have been working toward governing our grant more closely: in terms of pilot activities, money spent or expected to be spent, time/in-kind commitments made v. time/in-kind investments made to date.

In lieu of meeting this Thursday, I am asking that each of you please do the following:

- Complete and submit in-kind time donation spreadsheets for any months you haven't yet: January, February and March (due 4/5). I will email each partner individually with the current total of donated time compared with their organization's original commitment to the program (as stated in our approved GO VA Application).
- With the current state of all of our operations, this is a great time to evaluate how the program is functioning, the progress we have made in our individual activities, and identify and solve the problems we now face with the cancellations of schools, self-isolating, and reaching the goals we have established in the grant program. I encourage each committee member to provide feedback on those topics as well as ideas on how to move forward effectively with the pilots for the remainder of the semester, what else can be done to improve our program between now and August, and what ideas you have for furthering our mission through the implementation grant (application in progress now).
 - Please send me your feedback via email, including program solutions and enhancements that you can administer or assist with and the approximate number of hours/time commitment you estimate that would add to your organization's donated time
- Schools are moving to virtual classes as a way to continue student education - some are conducting classes via conference call/video while others are simply adding assignments/homework to an online group/folder - or a combination of both. We would like to be able to offer the same, in a way that the schools we're working with can easily access and distribute the information.

- Wakefield is using Google
- We have access to Zoom, Google, 1800ConferenceCall and others (Skype, YouTube, etc.)
- Please send feedback on what the most versatile platform is, if you have experience with this: I would prefer a platform that has no (or very high) user/caller limits as well as some tracking data that can be captured
- I recommend we offer pre-recorded videos as well as some live webinars that schools can share with their students (even students who aren't in the pilot). I understand teachers are eager to have more activities and content to share with students.
 - If possible, please record some videos with topics related to entrepreneurship, business ownership, internship opportunities, local policies regarding business ownership, etc.
 - Please respond by sharing topics/ideas you feel are relevant and would make good video content.
- Please be sure to add all the time it took to read through this and work on any of these requests to your in-kind time log!

Thank you all so much in advance. I truly appreciate all the time you've given to date and whatever you can give for the remainder of our grant period. Please take care of yourselves and be well.

Sincerely,

Jenn

Next meeting: Thursday, April 23, 2020 3:30-5PM
Fauquier Enterprise Center-Vint Hill
4263 Aiken Drive, VA 20187



YOUNG ENTREPRENEURS PROGRAM RESOURCE ADVISORY COMMITTEE MEETING

THURSDAY, JUNE 4, 2020 4 - 4:30PM
ZOOM LINK: <https://us02web.zoom.us/j/83061279483>

AGENDA

- | | |
|--------|---|
| 4:00PM | WELCOME AND WE MISS YOU! |
| 4:05PM | IN-KIND TIME |
| 4:10PM | PILOT UPDATES |
| 4:20PM | PROGRAM UPDATES & PHASE II/PARTNERSHIPS |

Next meeting: Thursday, June 25, 2020 4 - 4:30PM

MINUTES

In attendance: Jennifer Goldman, Renee Younes, Mike Allen, Phil Sheridan, Margy Thomas, Shannon Holland, Robyn Banning

WELCOME AND WE MISS YOU!

It's been more than a month since our last meeting. Hoping everyone is well - staying safe and sane. It was good to see those of you who were able to join the Zoom meeting and hoping to see the rest next time.

IN-KIND TIME

Reminder that In-Kind Timesheets are due by the 5th of each month. Please continue to keep a log of any time you spend that benefits our program and turn them in (it's how we're able to get reimbursed by the state for the spending we do on this program). If you haven't already, please send me your timesheet(s) for April and May.

Going forward, if you would like suggestions for additional time you can spend to help the program, please let me (Jennifer). Some ideas are: sharing our social media posts with your audience - we're on Facebook, Instagram and Twitter (FauquierYEP), creating entrepreneurship/business owner videos of your own and posting, sharing or sending to us, reaching out to small businesses you know to ask if they are hiring or offering internships to teens this summer (and forwarding me their contact info if they say yes).

PILOT UPDATES

The Orange County High School Pilot was fully designed/developed and set to be implemented with the school's marketing class (next year it will be integrated into their fall Entrepreneurship class) - unfortunately when the school system shutdowns occurred, the pilot stalled as OCSS worked to load all class curriculum work onto ChromeBooks to send home with students as the majority of the county is without reliable internet services in residences. In order to help supplement activities for the pilot students, Fauquier YEP gathered a collection of videos, templates and resources and loaded them onto a master flash drive for OCSS to use/distribute.

The Wakefield School in The Plains pilot was put on hold for a few weeks after the shutdowns, but managed to continue, through Zoom, so that students would still meet weekly to work on their business plan for the Wake Up Cafe, and organize their first ever Wakefield Entrepreneurship Forum. The forum was a great success - and fully organized, coordinated, managed, and run by the students. The students (due to COVID complications) weren't able to complete the business plan for the Wake Up Cafe, but plan to complete that work in the fall.

Overall, the three pilots were very unique and the program itself benefited a great deal from all of them. I believe we will have a very robust "best practices" resource guide to present to GO VA at the end of the summer.

PROGRAM UPDATES & PHASE II/PARTNERSHIPS

I will be creating a Google Drive file of all completed Resource Guide documents (some will go in immediately - others need to be formatted or created before adding). I will share that with the full committee. Please let me know if you have any documents that should be included, anything you feel should be added, or any time you'd like to volunteer in my office to help organize the guide.

We will be working on the Implementation Grant application very soon and upon its acceptance will begin working with organizations to create unique Young Entrepreneurs Programs for them. We believe we will be working with Fauquier County, Orange County and Wakefield to solidify their pilots into permanent programs, and also with Germanna Community College to create a new program for them. If your organization would like to be part of our Phase II of the YEP grant, please let us know as soon as possible so that we can include your information and the cost of assisting you in our application. If you know of other organizations that are interested in our assistance, please send them our

Young Entrepreneurs Program Resource 2019-2020

SECTION 6: *The Budget & Spending*





VIRGINIA INITIATIVE FOR
GROWTH & OPPORTUNITY
IN EACH REGION

GO VIRGINIA FUNDS				
Budget Categories (FROM CAMS)	GOVA Budget (\$)		Available Funds (\$)	
Meetings and Facilitation	\$	12,500.00	\$	11,604.68
Contract Services	\$	50,000.00	\$	13,333.37
Supplies	\$	15,000.00	\$	8,693.85
Travel	\$	1,000.00	\$	887.79
	\$	78,500.00	\$	34,519.69
Total Award		Total Requested		Total Available

MATCHING FUNDS				
Budget Categories (FROM CAMS)	Other Funding: Committed Match (\$)	Other Funding: Previous Match (\$)	Other Funding: Current Match (\$)	Other Funding: Total Match (\$)
In-Kind Time	\$ 83,500.00	\$ 34,612.10	\$ 13,844.21	\$ 48,456.31
In-Kind Services		\$ 840.00	\$ -	\$ 840.00
	\$ 83,500.00	\$ 35,452.10	\$ 13,844.21	\$ 49,296.31
		Total Previous Match	Total Current Match	Total Match After Remittance

Column Guide By Color	
	DHCD Requests & Other Funding Amounts (should be identical to what is entered into CAMS)
	Previously Paid DHCD Funds and Accrued Match
	Auto-calculating or pre-entered amounts
	Auto-calculating Totals
RED FONTS	The template has built in confirmations to ensure that the remittance is not 1) requesting more funds than are budgeted for a single category or 2) requesting funds in excess of the demonstrated \$1:1 match.



Region	9
Support Organization	Central Virginia Partnership
Support Org Point of Contact	Shannon Holland

CAMS Budget Category:	GO Virginia (\$)	Match (\$)	Transaction Type	Documentation Submitted	Date of Expense	Description of Expense
Contract Services	\$333.18		Cash	Invoice and Check Register	7/29/19	Program management
Contract Services	\$3,000.15		Cash	Invoice and Check Register	7/29/19	Program management
Contract Services	\$3,333.33		Cash	Invoice and Check Register	8/15/19	Program management
Contract Services	\$3,333.33		Cash	Invoice and Check Register	9/9/19	Program management
Contract Services	\$3,333.33		Cash	Invoice and Check Register	10/15/19	Program management
Contract Services	\$3,333.33		Cash	Invoice and Check Register	11/15/19	Program management
Contract Services	\$2,186.23		Cash	Invoice 232 and Check Register	12/15/19	**Program management (partial reimbursement requested)
Contract Services	\$1,147.10		Cash	Invoice and Check Register	12/15/19	**Program management (partial reimbursement requested)
Contract Services	\$3,333.33		Cash	Invoice 239 and Check Register	2/5/20	Program Management
Contract Services	\$3,333.33		Cash	Invoice 244 and Check Register	2/19/20	Program Management
Contract Services	\$3,333.33		Cash	Invoice and Check Register	3/18/20	Program Management
Contract Services	\$3,333.33		Cash	Resonance Inv. 259 and Fauquier County check register	4/15/20	Program Management
Contract Services	\$3,333.33		Cash	Resonance Inv. 266 and Fauquier County check register	5/15/20	Program Management
Subtotal	\$36,666.63					
Meetings and Facilitation	\$197.69		Cash	Invoice and Check Register	8/15/19	Meeting
Meetings and Facilitation	\$72.65		Cash	Invoice and Check Register	10/31/19	Advisory Committee Refreshments
Meetings and Facilitation	\$162.56		Cash	Invoice and Check Register	11/8/19	FHS Pilot field trip lunch
Meetings and Facilitation	\$50.00		Cash	Fauquier Chamber Invoices, Fauquier County PO	3/2/20	Attend Chamber luncheon w/pilot teacher for educational nonprofit introductions
Meetings and Facilitation	\$412.42		Cash	Resonance Inv. 261, Zoom Receipt, and Fauquier County check register	4/15/20	Zoom subscription for Pilot meetings and class recordings/webinars
Subtotal	\$895.32					
Pilot Supplies	\$2,595.00		Cash	Knowledge Matters Invoice and Fauquier County PO	3/19/20	Entrepreneurship software for pilot classroom
Pilot Supplies	\$214.54		Cash	Resonance Inv. 255, Amazon receipt and Fauquier County check register	4/8/20	Business supplies for pilot students
Subtotal	\$2,809.54					
In-Kind Services		\$840.00	Contribution	Invoices	4/20/20	In-Kind Services
Salaries	\$0.00	\$3,197.84	Contribution	In-Kind Time Forms	9/20/19	In-Kind Time
Salaries	\$0.00	\$15,048.81	Contribution	In-Kind Time Forms	12/20/19	In-Kind Time
Salaries	\$0.00	\$15,521.11	Contribution	In-Kind Time Forms	4/20/20	In-Kind Time
Salaries	\$0.00	\$13,844.21	Contribution	In-Kind Time Forms	7/20/20	In-Kind Time Apr-Jun 2020
Subtotal		\$48,451.97				
Supplies	\$83.66		Cash	Invoice 241, Receipts, and Check Register	2/5/20	Pilot Completion Certificates, Framing, and Items
Supplies	\$650.00		Cash	Receipt, Invoice 247 and Check Register	02/26/2020	Software subscription
Supplies	\$2,595.00		Cash	Purchase Order, Journal Entry/Receipt	3/13/20	Software subscription for FHS pilot
Supplies	\$167.95		Cash	Resonance Inv. 272, Walmart/USPS receipts and Fauquier County check register	05/27/2020	Flash Drives for Pilot activities due to COVID school closings and postage to send them to Orange Co.
Subtotal	\$3,496.61					
Travel	\$34.70		Cash	Receipt and Check Register	2/12/20	Lunch in Orange County
Travel	\$77.51		Cash	Itinerary, maps, and check register	2/12/20	Travel to Wakefield School, Orange and Culpeper (Mileage)
Subtotal	\$112.21					
	\$43,980.31	\$48,451.97				

Total Spent

Total In-Kind

TOTAL INVESTMENT

\$92,432.28

Young Entrepreneurs Program Resource 2019-2020

SECTION 7: *Best Practices & Conclusions*



STEP-BY-STEP NARRATIVE OF OUR EXPERIENCE

I. Seeing the Need / Initiating Conversations

See Section 1: Inspiration and The Need

II. Gathering Partners

Once the need was established and conversations were initiated, we were able to find a long list of regional professionals who wanted to be involved in our Young Entrepreneurs Program. We were pleased at the variation of industries represented in these new partners, as well as the different levels of involvement they expressed a desire to fulfill. Our program partners included departments of economic development, public school systems superintendents, private school heads, local entrepreneurs, local business centers/incubators, the local Small Business Development Center, our local community college, our local chamber of commerce and various professionals from other youth programs. You can see a full list in our Advisory Committee; many of these partners served solely on the Advisory Committee, while others - specifically those in school systems and departments of economic development - had a heavier role, assisting with putting pilot curriculums, goals and activities together.

Some of our partners attached themselves to our program to help teach us, while others gathered to learn how it could be done, and still others wanted to be involved at the earliest stages so that they could become more involved partners down the road.

What we never heard while gathering partners was 'No'. We are very fortunate to be in a region where enthusiasm for new programs, collaboration and engagement are so high.

III. Finding Funding / Developing the Program Specifics

Fortunately funding was not difficult to find, in 2017 the Commonwealth of Virginia was divided into regions for the purpose of GO Virginia - a bipartisan initiative to stimulate growth and opportunity throughout the state. After conversations with our Region 9 director we were encouraged to begin planning our program specifics and formulate the narrative in a way that would make it fit into a GO VA Enhanced Capacity grant application. With tremendous and valuable feedback from our regional director we were able to massage the program narratives, descriptions and budget into an application that was approved.

We cannot stress enough how collaborative the application process was. Without the cooperation from our program partners and the dedication from our pilot program partners, program managers and regional director in time, effort, feedback and more this program would not exist. While the program required collaboration all the way through in order to make it as successful as it was, having such a high level of quality collaboration from the very beginning set the stage for a successful grant application and process, tremendous buy-in and engagement from program and pilot partners, and opened the doors for great communication between the partners, the participants, the managers and the state.

While concepts of the program's operation were drawn up prior to finding the funding, the specifics were much more clearly defined by going through the grant application process and by determining and evaluating the goals of each partner and the state.

IV. Editing the Program based on partner input, feedback, state/funding requirements, scheduling needs, etc.

One of the concepts that was adapted early on was to clearly define the program goals and methodology, but to allow the individual pilot details to be flexible. Initially, we planned to run identical pilots in different places (public schools, private schools, different counties) simultaneously. What became obvious to us, fairly early on, was that each school system or private school had a very different set of goals and ideas regarding the pilot program and it became imperative that each pilot be adapted to each school system or school. What was also apparent to us during this early planning phase is that each school had a different idea or requirement for when and how that pilot was implemented, based mostly on their class offerings and schedules. There would

be no “rubber stamping”, no “cookie cutter” pilot, which turned out to give us much more information, input, feedback and experiences to evaluate at the end of the program. It’s what has enabled us to make this resource guide much more robust. It’s the difference between selecting your favorite: chocolate, vanilla or strawberry and going to Baskin Robbins where there are 31 flavors and you can mix and match the ones that fit your tastes best.

After much partner feedback and seeing the grant application process; the program, which was originally set to begin in the fall with a six month planning period and three identical pilots taking place during the spring semester, became a program that burst out of the gates with a pilot beginning as the funding came through in the fall and two other varied pilots scheduled for the following spring.

Also creating a learning curve were the grant requirements, which we weren’t aware of previously. Having matching funds through in-kind time meant that we were required to acquire that in-kind time in dollar amounts that were equal to or in excess of the money we spent and wished to be reimbursed for. Therefore, ensuring all partners were not only spending time on the program, but also keeping a record of it and submitting it regularly was essential. Tracking our expenses - money going out - and the in-kind time coming in and staying on top of state grant requirements as well as county requirements (since Fauquier County was the main applicant for the program) meant dedicating a certain amount of time each month that we hadn’t planned for initially.

V. Inventory of Similar Programs in the Region

To become familiar with what was already being done in our region with youth in regards to entrepreneurship, we studied as many youth entrepreneurship programs as we could find. Our goals were to find out what others were doing; what was working for them and not working for them; where were the gaps in their programs; what or who were they leaving out. We wanted to find a good starting point of best practices to adopt as well as to ensure our programs filled gaps, was unique and had a differentiated value to the community.

You can see the programs we examined in Section 2 of this guide, which includes details from each program, a comparison chart to exhibit each programs offerings as well as ours, and a comparison report in which we evaluated the best of what we found, the gaps we identified, and the differentiated value we felt we were offering.

VI. Determining timing needs for school systems, what class the pilot will take over (business class, elective, etc.); appealing to students to create awareness and interest in our pilot.

As mentioned before, each of our pilot partners had different ideas of how a pilot would fit into their school calendar and class offerings, and one even used the pilot as a test/trial run for one semester to be implemented differently the following semester.

Our pilot with the Fauquier County Public Schools (at Fauquier High School) was implemented immediately on the heels of our grant award so that they were able to use it as an enhancement to their entrepreneurship class, which is only offered in the fall semester. The entrepreneurship teacher was excited and fully engaged and was able to use our pilot to augment the activities and lessons already in his planned curriculum. In this case, there was no time- or need - to market the idea to students. The pilot had a built-in enrollment of 15 students who had already registered for the school’s entrepreneurship class.

Our pilot with Wakefield School (a private school in Fauquier County) was conducted in the spring semester as a club that any upper school student could elect to join during their free hour during the school day. The school did not previously offer any business classes, so this pilot was a very new experience for the school and the students. This allowed us to appeal to and accept any interested student into the program, however did require us to market the pilot idea to the students and hope that the appeal would capture enough students to allow us to run the pilot. Fortunately, the administration and staff at the school were very enthusiastic and encouraging and arranged for us to address all upper school students at once with a school assembly presentation and Q&A session. The students were highly engaged, participated, asked questions and gave their full attention. We had six dedicated upper school students who registered for the club and attended our entrepreneurship pilot activities for the full spring semester.

Our pilot with Orange County Public Schools (at Orange High School) was planned very differently. They, too, had an entrepreneurship class that was offered only in the fall semester, but asked that we host our pilot in the spring with their business/marketing class so that they could get a feel for the curriculum, activities, and lessons, which they plan to apply into the entrepreneurship class next fall but also within their vocational classes. Their idea was to take what was offered and learned from all of the pilots and adapt them to focus on certain industries that their students were headed into through their Career and Technical Education (CTE) program. For example, the school teaches classes in agriculture, veterinary science, hospitality, and web technologies therefore what they gained from the pilot would be implemented into the entrepreneurship class, but also adapted into the CTE courses mentioned so that future veterinarians and restaurant managers would have insight into owning businesses in those specific industries and not just general business ownership education. Similar to our pilot at Fauquier High School, this pilot had a built-in enrollment of students who were already registered for the school's marketing class.

VII. Meeting with Advisory Committee and pilot partners to help shape expectations

Once the funding was in place, with a full understanding of what was required to manage the grant, the pilots were loosely defined and scheduled and the Advisory Committee had a regular meeting schedule, the collaborations began to solidify. Having everything defined on a regular weekly/monthly schedule was incredibly helpful. To further cement expectations, we met with all Advisory Committee members and pilot partners both en masse and individually so that we could communicate what was needed of them and what they could expect of us in return.

More specifically, we learned that because our pilots (and some of our Advisory Committee) were located in various locales, it was very appreciated to allow others to host the monthly meetings. This helped in a variety of ways: it kept some people from consistently having to drive 1-2 hours to our meetings, it helped keep attendance and engagement up, it gave each partner a better understanding of other localities within our region, it was also a morale and economic development boost for other counties represented on our committee - what economic developer doesn't want to host a group of 15+ people in their community?

Having the meetings on a regular schedule also helped keep attendance high.

By having the pilots scheduled we were able to also regularly get feedback from pilot partners and their staff. For example, knowing that the Wakefield School pilot participants would be meeting every week on Wednesdays from 1-2pm helped plan guest speakers, travel time and meant that the classes wouldn't overlap with our committee meetings, which were held on Thursdays.

While the grant required us to create a quarterly report, there were no requirements as to the timing for reimbursement requests. It was helpful to us to create a monthly and quarterly calendar for managing the grant according to both state (the funder) and county (the grantee) guidelines. Our advisory committee was asked to submit their in-kind time log to us on a monthly basis by the 5th of the month, which was essential for us because every third month, those time logs became part of our quarterly submittal for reimbursement, which we owed to the county by the 10th of the month, so that review and changes could take place in time to submit the final request along with our quarterly report to the state on the 20th.

For the person who has to manage all of the moving parts, it's essential to schedule them all out and evaluate which things need to take place and when so that not only will one task not hinder the progress of another but so that they create a natural progression that makes it all go smoothly.

VIII. Putting together list of potential Entrepreneur Partners who can share their experiences, make lively/engaging presentations, lead class/group exercises

This was definitely an enjoyable exercise for all involved: program and grant managers, Advisory Committee, pilot partners, teachers, etc. What we wanted was a list of very engaging entrepreneurs and other professionals who would be able to reach our students; grab their attention and keep it. Our community is full of really intelligent and capable business people, but we wanted more. As the list grew it became easier to name potential guest speakers and participants.

Here's a list of criteria that helped us determine who the most appropriate and engaging entrepreneurs and professionals for our program would be (they didn't have to have all of these, or even more than one necessarily):

- a. Has owned a business (for any length of time)
- b. Has a really interesting story about how they got started
- c. Has a great success story
- d. Has a tragic failure story
- e. Is very outgoing
- f. Has a natural presence
- g. Is great at public speaking
- h. Has a great sense of humor
- i. Likes talking about themselves
- j. Isn't afraid to admit their mistakes
- k. Has worked with teens (maybe even hires them)
- l. Owns a business that's really creative or cool to teens
- m. Has a great place to visit and tour
- n. Comes to presentations with food or swag

For in-classroom speakers we had people from industries such as food and beverage, business consultants, winery and agriculture, graphic design, construction, insurance, and video production. On field trips we visited places like a concrete product manufacturing plant, clothing boutique, bakery, website design firm, and interior design company.

IX. Build website, social media accounts, Internet presence and branding/messaging - begin engagement with public - get all partners to help

As with any type of business, program, project, etc. marketing (awareness, engagement, branding, messaging) is very important. Once we decided on the platforms we felt were necessary we sought domains, names and handles that we considered appropriate and consistent. For example, we agreed that FauquierYoungEntrepreneursProgramResource.com was a bit long for a domain, even though that's technically the name of our funded program. We agreed that [FauquierYEP](http://FauquierYEP.com) was much easier to remember, type and duplicate. We signed up for the domain name as well as created pages/accounts on Facebook, Twitter and Instagram with the same handle.

We decided that we preferred non-standard email addresses: first or last names might mean changing email addresses if people come and go; [info@](mailto:info@FauquierYEP.com) seemed too impersonal. We wanted something fun, engaging and that would click with teens. We adopted Future@FauquierYEP.com, which we hoped would instill the message of inspiration, pride, capability and confidence for those who typed it in seeking information about entrepreneurship.

We had outside help with the web site and found it refreshing and inspirational to have people closer to our target market's age creating the branding and messaging. One Gen Z Fauquier High School graduate who is certified as an Adobe Pro created the program logo and portions of the web site. Another Fauquier High School graduate, a millennial with video and virtual production skills, stepped in a bit later to freshen up the web site and make it more interactive.

Naturally the key is to get people to your website and social media accounts. For this purpose, we created segmented email lists for campaigns, encouraged all partners, committee members and participants to like and follow our pages, and share our content and invited personal friends to the pages who we felt would help us reach our intended audiences, or who were in our intended audiences.

We found that the social media pages helped in ways we hadn't anticipated: great way to communicate last-minute announcements as well as a way to engage our target audiences in a more consistent and timely manner after the COVID-19 pandemic created so many social restrictions and shut-downs. It was great for sharing videos, ideas and information while students were stuck at home for the remainder of the spring

semester. We couldn't have anticipated relying on social media as much as we did, but we were grateful that we had the foresight to set it all up and use it/grow it anyway.

X. Identify the key elements of pilots and primary goals of pilot partners, begin to build curriculums

Identifying the key elements and primary goals of each pilot was very simple - each superintendent/head of school had a very distinct idea already of what they wanted for their students. All we had to do was sit down and have a conversation with them. They were mostly the same with their primary goal: give students real world experiences. They differed however with some secondary goals.

As far as the key program elements and activities, it was simply a matter of including the teachers and other school administrators in those conversations. Since they are more familiar with the daily activities of the students in any given class, they had a better idea of what types of activities and lessons would be most engaging with their students as well as which would be the most appropriate fit for the curriculum already in place. In the case of our private school pilot, however, since the program took the form of a school club, we were free to plan at will - which gave us the freedom to also include the students in the conversation.

You can see more specifically the key elements, goals and activities of each pilot in Section 4: Our Program.

XI. Develop a schedule of activities for each pilot and amend as needed

*****In our case, two of the three pilots were interrupted by COVID-19 pandemic restrictions which caused schools to shut down and stay-at-home orders mandated by the governor of Virginia.**

You can see the schedule of activities for the pilots in Section 4: Our Program. What's important to realize, however, is that these are living documents - what was scheduled at the beginning of the semester is constantly shifting. We amended the schedule based on guest cancellations, forgotten exam dates, school closings due to weather, other school activities and projects that took priority and the most impactful changes came as a result of the COVID-19 pandemic, which shifted our schedule of activities and our method of delivering the activities.

The best thing you can be is flexible.

XII. Begin engaging students, conducting scheduled activities and pre-pilot surveys

With our first pilot, the semester had already begun when our funding was put into place and we were given the green light to engage with students. We hit the ground running so fast, we hadn't thought out a pre-pilot survey of questions to pose of the students. We definitely created and distributed a post-pilot survey though to try to ascertain what we could of what they'd learned, loved and appreciated - as well as what they didn't like, or what they had hoped for but didn't get (or get enough of).

Engaging the students was easy - we created a program and schedule of activities with the mindset that academia was for their other classes. The furthest thing from our intention was to "teach a class", give assignments and homework, and ask the students to study. Our intention was to have a more "recess for teens" type of approach. It wasn't all fun and games, but we did our best to create engaging, educational, enjoyable and memorable activities and experiences.

To be honest, it was as enjoyable and memorable for us as for the students. You're never working when you're doing what you love; what's enjoyable - so our goal was to engage the students with that same mindset. Speaking only for myself - each engagement with the students was the highlight of my week - I looked forward to how they would engage during each activity, what they would create, how they would collaborate and solve.

Some of the activities were planned purposely bearing in mind that educators and employers had the same feedback regarding young people: lack of attention span, lack of soft skills, etc. What we found couldn't be farther from the truth. The majority of the students in our pilots were fully engaged, able to look you right in the eye, collaborated well in small or large groups, had no fear of public speaking, able to make coherent presentations and more. It was clear that those types of activities were still valuable for the students to have

experiences with, but that skills building regarding soft skills were better planned on an individual basis to help certain students with things they struggle with.

In conducting the scheduled activities, especially with the Wakefield pilot, where students were building their own real business, we worked to create a plan to share with the teacher prior to each week's meeting. The idea was that the activities were known ahead of time, and our program leaders were well-versed in business plans and entrepreneurship, but it was essential for the school instructor to gain comfort in presenting such activities since she would be the one 'flying solo' the following school year.

Our other pilots took place in schools where business classes were already part of their course offerings and were integrated into an existing class where the teacher was already well-versed in teaching business. It was less essential for us to create a script and detailed class plan for those pilots.

XIII. Document activities, outcomes, feedback, etc. throughout the programs from all involved parties: students, school instructors and administrators, program volunteers and participants, and the advisory committee

In forming any new program, it's best to write down everything. It helps in ways you can't anticipate down the road. For example, the original pilot schedules made for each pilot changed three, four, six times in some instances, however we kept each version and now we have a record of some of the activities we had hoped to incorporate into our program but had to drop due to scheduling conflicts. They're still wonderful ideas and just because we weren't able to carry them out into the pilot doesn't mean they won't add more value when incorporated into the regular programming.

Equally important is writing down any feedback that comes from anyone involved in the program, as well as taking notes of your own observations during meetings, activities, lessons, etc. It's wonderful to know which activities the students enjoyed and remembered most at the end of the program, but it's just as important to know how engaged they were during the activities and what other (maybe less-remembered) activities brought value they weren't aware they were getting.

Having everything in writing at the end of the program provides a wealth of information by which to evaluate your program, which in turn, allows you to modify it with improvements for the following semester/year. Looking back, we have gathered much more information than we'll likely ever need, but consider it to be much more beneficial than to come to the close of the pilots and not have enough information.

XIV. Compare program goals to program activities and outcomes

Also important for evaluation purposes is comparing your stated program goals to the outcomes of your program. While it's valuable to have the feedback of the students, teachers, administrators and program managers, it's even more valuable to know if the results of the program are meeting your goals. It's great if everyone really enjoyed the pilot class, but if it's not meeting your goals then can you still call it a success?

In our program, the goals of each pilot were defined by the school system lead administrator, however we also had stated goals of the overall project and the state's goals. One thing we had to be cognizant of is ensuring we had a way to measure the progression of the pilots against the goals - or at least to know which questions to ask in our post-pilot surveys in order to get the feedback necessary to measure success.

One of the goals of the state was for us to create a pipeline to jobs. While it's difficult to know now if any of our entrepreneurship students will, in fact, create a new company and new jobs it was reasonable to ask: Are you more or less likely to start your own company now that you know more about entrepreneurship? By getting answers back from the students regarding their insights gave us the ability to say that, yes, we are accomplishing our goal because the majority of students said that yes, they are more likely to start a company of their own now that they know more about entrepreneurship.

Other pilot goals included things like giving students more "real world" experiences. This was much easier to track. Being able to list the activities and experiences that we involved the students in proved that we did meet that goal. Students did things like tour businesses, interview entrepreneurs, attend small business symposiums, coordinate and manage business events, and more. These were all experiences they previously weren't being

offered in their classes. You can see more specific information about our outcomes and metrics in Section 4: Our Program.

XVI. Create a list of Best Practices and revise the program for the next semester/year/class

Best practices consist of a combination of processes that help the program achieve its goals, increase program participation, registration, and attendance and engage and educate the students at the highest level.

This document, entitled “Step-by-Step Narrative of Our Experience” is, in essence, part of our Best Practices. It is, however, as much about creating a Youth Entrepreneurship Pilot Program than about creating the best, most valuable experience for teens.

What we found to be Best Practices in engaging and education the students includes:

- Allowing them to help define the list of activities
- Selecting activities that encourages students to practice some of their well-established and less-established skills
- Tailoring activities toward topics/industries that are of particular interest to the students
- Exposing students to businesses in fields they are interested in, as well as fields that are in demand in your region that they may be less familiar with
- Inviting highly energetic, engaging professionals into the classroom to teach about their industry/business
- Create an environment that is more playful than academic
- Focus the classes/activities on having the students do as much leading as possible - more monitoring, mentoring and guiding from adults than teaching/showing.
- One very valuable thing we noticed in working with students is that they are extremely fearful of failing, of being disappointing. We found it essential to expose students to stories of very successful people who have failed miserably in the past but persisted. We also found it important to redefine “failure” for students. We taught them that the only failure is in giving up. Making mistakes, suffering setbacks, facing challenges - these are things every entrepreneur will experience. In fact these are things every human being will experience in various aspects of life. The negatives are not to be feared, they are to be learned from.
- Examples of the most engaging student activities:
- Tours of businesses/interviews with entrepreneurs
- Creating videos: elevator pitches, business ads/commercials
- Working on business plans/market research
- Coordinating and managing entrepreneur Q&A panels and entire business events
- Business etiquette dinner
- Reverse job interviews (bring in entrepreneurs/employers and let the students interview them!)
- Attending local business/networking events
- Business idea competition
- Soft skills and business protocols workshop

Young Entrepreneurs Program Resource 2019-2020

SECTION 8: *Blank Forms & Templates*



WAKEFIELD “WAKE UP CAFE” BUSINESS PLAN

Participants		Identified skills, strengths, interests	
Topic/Section	Description	Owner(s)	Collaborator(s)
Executive Summary			
Company Description			
Products and Services			
Marketing Plan			
Operations Plan			
Organizational Chart			
Financial Plan			
Appendices			



[COMPANY NAME]

[ADDRESS]

[NAME] and [NAME], Partners

XXX-XXX-XXXX

[EMAIL]

2020 Business Plan

CONFIDENTIALITY AGREEMENT

The undersigned reader acknowledges that the information provided by [COMPANY NAME] in this business plan is confidential; therefore, reader agrees not to disclose it without the express written permission of [COMPANY NAME].

It is acknowledged by reader that information to be furnished in this business plan is in all respects confidential in nature, other than information which is in the public domain through other means and that any disclosure or use of same by reader may cause serious harm or damage to [COMPANY NAME].

Upon request, this document is to be immediately returned to [COMPANY NAME].

Signature

Name (typed or printed)

Date

This is a business plan. It does not imply an offering of securities.

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1.0 Executive Summary

Introduction

The purpose of this Business Plan is to:

1. Set a course for the Company management to successfully manage, operate, and administer the business.
2. Inform grant providers, lenders and/or investors of the capital requirements being requested by the Company as well as its history, its projected future, and how the requested funding would give the Company the ability to add value to the local economy, generate tax revenues for local and federal government, and help put people back to work.

Location and General Business Contact Information

[COMPANY NAME]

Owners: [NAME] and [NAME]

Address: Location yet to be determined, [CITY], [STATE]

Telephone: XXX-XXX-XXXX

Email: [EMAIL]

The Company

[COMPANY NAME] (herein also referred to as the "Company") is a start-up business that was founded by [NAME] and [NAME] who have structured the business as a partnership. The management of the Company possesses the skills, talent, education, and employment background required to effectively direct the Company.

The Company's vision is to provide the best possible combination of customer service quality, product quality, and price so that every customer feels they have received excellent value and is delighted to continue to purchase from the Company in the future, to be able to offer something for everyone, and to provide for the families of the Company owners.

Based on the financial projections contained within this Business Plan, the future of [COMPANY NAME] appears bright. With the diligent efforts of management, the Company is projected to experience sales growth, profitability, and positive cash flow over the three-year projection period.

Management has adopted a marketing strategy that is guided by the cost effectiveness of each advertising method and campaign. The Company's sales strategy is guided by statistical data which will be gathered on every sale and purchasing customer. A comprehensive financial plan that includes close monitoring of financial data, the use of professionals for legal, accounting and tax preparation needs, commitment in developing a strong banking relationship, and an exit strategy has also been adopted. By following this Business Plan, [COMPANY NAME] has the opportunity for continued growth and profitability for many years into the future.

Products and Services

The Company goal is to provide the finest service and quality relative to the price that the customer pays so that added value is realized each and every time. Its offerings include a gift shop, a coffee shop with baked goods, party rental items, fresh and silk flower arrangements, and candles.

The Market

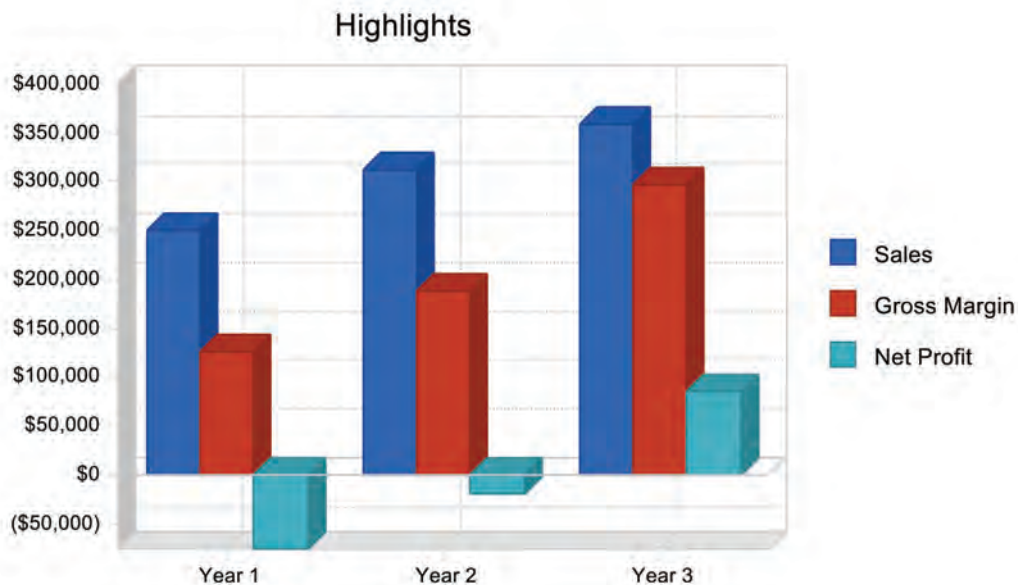
The Company will provide its offerings to the general public in [CITY], [STATE] and the surrounding residents of [COUNTY], [STATE].

Financial Considerations

In addition to diligently following this Business Plan to maintain the safeguards for successful business operations and achieving the financial projections herein, the current financial plan of [COMPANY NAME] includes obtaining a capital injection through a loan in the amount of \$450,000 sometime in the second quarter of 2019. The funding will be utilized for the following purposes and acquisitions:

- \$150,000 for inventory
- \$ 50,000 for shelving and displays
- \$ 50,000 for leasehold improvements
- \$ 50,000 for coffee shop equipment
- \$ 50,000 for customer seating, office furniture and equipment
- \$100,000 for start up expenses and working capital

Chart: Highlights



1.1 Objectives

The goals and objectives of [COMPANY NAME] are to:

- Create and manage a profitable business
- Obtain immediately needed capital through a grant, business loan, or private investor
- Provide an income for the owners of the Company
- Create a remarkable experience for the Company's customers by providing them with top notch products and service
- Develop a repeat customer base that continues to purchase time and time again

1.2 Mission

The mission of [COMPANY NAME] is to provide the best possible combination of customer service quality, product quality, and price so that every customer feels they have received excellent value and is delighted to continue to purchase from the Company in the future, to be able to offer something for everyone, and to provide for the families of the Company owners.

1.3 Keys to Success

Keys to the Company's success lie in management's ability to:

- Execute the business model as described in this Business Plan.
- Secure needed capital
- Reliably administer and manage the Company on a daily basis so that a successful and growth oriented business is developed and maintained.
- Attract new customers, retain existing customers, continue to grow sales, maintain or improve profit margins, control expenses, and meet or exceed the financial projections outlined within this Business Plan.
- Provide exceptional service to every customer so as to stimulate word-of-mouth referrals and repeat customers.
- The determination of the owners to make this Company successful and financially stable enough to support our families.

2.0 Company Summary

[COMPANY NAME] is a start-up operation that is located in [CITY], [STATE].

The business was very recently founded and will begin operations shortly after:

- This Business Plan is written and adopted by management
- A source for capital is located, approved and acquired
- Business space is acquired
- Pre-opening asset acquisitions are made
- Office and business equipment is set-up and operational
- Business space is operationally ready for business use

The Company provides residents of [CITY], [STATE] and the surrounding area with a quaint gift shop, coffee shop with baked goods, party rental items, candles, fresh flowers, and silk flower arrangements.

2.1 Company Ownership

After extensive research and working closely with professionals to determine which form of organization would be best for the Company's circumstances, the founders chose to legally structure and organize the business as a partnership. This legal structure was chosen because it offers a means to minimize personal liability issues for the owners.

Company owners and their individual percentage of ownership include [NAME] (50%) and [NAME] (50%).

2.2 Explain Start-up Summary

Within the Start-Up table below, the cost of required pre-opening expenses and asset acquisitions are considered. Pre-opening costs normally include legal and professional fees, licensing, supplies, office furniture, shelving and displays, inventory, equipment such as coffee equipment and a computer system with Microsoft Office and an accounting software package, a broadband high speed internet connection, and a printer.

The capital requirements for pre-opening expenses and asset acquisition will be funded from the sources listed in the Start-Up Funding table that appears later in this Business Plan. The primary source of funding will be from a loan that is currently being requested.

Table: Start-up Expenses

Start-up	
Requirements	
Start-up Expenses	
Legal and Professional	\$2,500
Licenses and Insurance	\$2,000
Training and Franchising Fees	\$0
Printed Materials	\$500
Rent and Utility Hookups and/or Deposits	\$6,000
Website	\$500
Other Miscellaneous Expenses	\$1,000
Total Start-up Expenses	\$12,500
Start-up Assets	
Cash Required	\$87,500
Other Current Assets	\$150,000
Long-term Assets	\$200,000
Total Assets	\$437,500
Total Requirements	\$450,000

2.2.1 Explain Start-up Funding

[COMPANY NAME] requires capital that will be used for pre-opening expenses, asset acquisitions, starting cash requirements, and working capital. The funding for the capital requirements will come primarily from a grant being requested in the amount indicated in the Start-Up Funding table (below). The grant amount is entered in the "Capital - Planned Investment" section of the table under the category of "Grants".

Table: Start-up Funding

Start-up Funding	
Start-up Expenses to Fund	\$12,500
Start-up Assets to Fund	\$437,500
Total Funding Required	\$450,000
Assets	
Non-cash Assets from Start-up	\$350,000
Cash Requirements from Start-up	\$87,500
Additional Cash Raised	\$0
Cash Balance on Starting Date	\$87,500
Total Assets	\$437,500
Liabilities and Capital	
Liabilities	
Current Borrowing	\$0
Long-term Liabilities	\$360,000
Accounts Payable (Outstanding Bills)	\$0
Other Current Liabilities (interest-free)	\$0
Total Liabilities	\$360,000
Capital	
Planned Investment	
Personal Assets or Borrowing of Owners	\$0
Silent Investors	\$90,000
	\$0
Additional Investment Requirement	\$0
Total Planned Investment	\$0
Loss at Start-up (Start-up Expenses)	(\$12,500)
Total Capital	\$77,500
Total Capital and Liabilities	\$90,000
Total Funding	\$450,000

3.0 Management Summary

[NAME] and [NAME] are the founders and primary decision makers for the Company. They will perform and/or administer the day-to-day business operations as well as maintain the financial records for the Company.

3.1 Explain Personnel Plan

During the start-up and intermediate business stages, Ms. [NAME] and Ms. [NAME] will perform most of the Company's functions. It is assumed two part-time (25 hours per week at \$10 per hour) employees will be required to provide adequate customer service. It is assumed that no other salaried or hourly employees or any 1099 subcontracted laborers will be required.

Table: Personnel

Personnel Plan			
	Year 1	Year 2	Year 3
[NAME]	\$36,000	\$37,080	\$38,192
[NAME]	\$36,000	\$37,080	\$38,192
Part-time Employees (2)	\$26,000	\$26,780	\$27,583
Total People	4	4	4
Total Payroll	\$98,000	\$100,940	\$103,968

4.0 Services

General Service Information -

The Company provides a wide variety of products. Currently, the products being offered are typical of the Company's competitors and include those that are the most popular and in demand. In the future, management will rely on accumulated sales data and customer feedback to introduce new products or eliminate stale and unsuccessful products.

Specific Service Information -

The goal is to always provide the Company's customers with quality products so that great value is realized by every customer. This will be instrumental in maintaining repeat customers and in gaining first-time customers.

Current products being offered are:

- Gifts
- Coffee shop with baked goods
- Fresh and silk flower arrangements
- Party rentals
- Candles

5.0 Market Analysis Summary

The broad target market for the Company includes [CITY], [STATE] and the surrounding communities in [COUNTY] County. Research indicates that the national economy is beginning to strengthen and that sales should increase annually from current levels as long as the products we offer are of high quality and the service we provide is performed with excellence.

Of particular interest to customers seeking the products provided by [COMPANY NAME] are:

- Easily accessible location
- Ample free parking
- Excellent product quality and a wide, varied selection
- Fair pricing so value is realized for the money spent
- Friendly, courteous, smiling staff

5.1 Market Segmentation

Several market groups (segments) have been identified as critical targets for the continued success of [COMPANY NAME]. The definition of each market group (segment) is:

Primary Market - This segment consists of the Company's repeat customers. The objective will be to find ways to further develop repeat customers into extremely loyal and long-time customers that purchase repeatedly.

Secondary Market - This segment consists of first-time customers. The objective will be to find ways to further develop first-time customers into repeat customers.

Tertiary Market - This segment consists of every person residing in [COUNTY], [STATE]. The objective will be to identify the most popular products, identify the people in this segment that are most likely to purchase our products, and follow Company sales strategies to attract new customers who make their first purchase.

5.2 Target Market Segment Strategy

Primary Market -

- Construct a sophisticated website that highlights the benefits of continuing to choose our Company over competitors, fully explains our offerings, and promotes sales.
- Collect as much sales and personal data as possible on repeat customers to assist management in creating both immediate and long-term marketing plans for this market segment.
- Formulate and adopt additions and/or revisions to the marketing and sales strategies within this Business Plan once sufficient sales and personal data has been gathered.
- Develop a marketing campaign to contact all repeat customers via text, email, telephone, or mailer to keep the Company name fresh and recognizable in their minds and to promote their continued patronage.
- Consider rewarding referrals from existing customers, strong repeat customers, or other customer groups that have earned a reason to save money on future purchases.

Secondary Market -

- Construct a sophisticated website that highlights the benefits of continuing to choose our Company over competitors, fully explains our offerings, and promotes sales.
- Collect as much sales and personal data as possible on first-time customers to assist management in creating both immediate and long-term marketing plans for this market segment.
- Formulate and adopt additions and/or revisions to the marketing and sales strategies within this Business Plan once sufficient sales and personal data has been gathered.
- Develop a marketing campaign to contact all first-time customers via text, email, telephone, or mailer to keep the Company name fresh and recognizable in their minds and promotes their continued patronage.
- Consider rewarding referrals from existing customers or other customer groups that have earned a reason to save money on future purchases.

Tertiary Market -

- Management must keep in mind that advertising to the masses is far more difficult and expensive than advertising to an existing customer base by making certain advertising dollars are wisely spent.
- Construct a sophisticated website that highlights the benefits of choosing our Company over competitors, fully explains our offerings, promotes sales, and builds business awareness and credibility.
- Collect as much demographic data as possible on potential area customers to assist management in creating both immediate and long-term marketing plans for this market segment.
- Formulate and adopt additions and/or revisions to the marketing and sales strategies within this Business Plan once sufficient sales and personal data has been gathered.
- Optimize search engines to drive potential customers to the Company's website.
- Use social media outlets such as Facebook, Twitter, and My Space to enhance search engine placement and inform the general public of the Company.
- If appropriate, create an internet social network based through the Company website.
- Explore and experiment with free advertising websites such as www.craigslist.org and similar sites.
- Flyer and/or postcard distribution to target customer groups
- Business card distribution to everyone with whom you come in contact.
- Yellow Pages advertising (both online and hard cover) - keep in mind if you are trying to attract customers in the under 55 age group, they search the Yellow Pages online (www.yellowpages.com) while older customers still prefer the old fashioned way of looking up information.
- Attend public social functions and networking groups.
- Offer to be a guest speaker at local volunteer and civic organizations that meet regularly such as Optimists Club, Exchange Club, Rotary, Lions, and similar organizations.
- Consider becoming part of the local Chamber of Commerce to promote awareness of the Company and to build credibility.
- Reach out to other neighborhood business owners to see if working as a team would be of benefit to both entities.
- Newspaper advertising, especially in small neighborhood or ethnic publications.

5.2.1 Strengths

- A comprehensive written Business Plan

- The skills and talents of the dedicated, hardworking, and trustworthy Company management team
- A solid marketing strategy, sales strategy, financial plan, and milestone review system that will ensure the longevity of the Company
- Financial projections that predict growing sales, profits, and net worth if capital funding can be obtained
- Location within a community that is historically loyal to local businesses
- Owners are hard working and dedicated with strong families and many ties to the community

5.2.1.1 Weaknesses

- Immediate capital requirements
- Start up business

5.2.1.1.1 Opportunities

- The ability to properly serve our target market like no others has done before.
- Company growth and prosperity for years to come if required capital is obtained.

5.2.1.1.1.1 Threats

- Severe local or national economic downturn
- Catastrophic uninsured loss from fire, wind, theft, vandalism, or embezzlement
- Overnight taste changes that render Company assets obsolete
- New, extremely well capitalized competitors with the business strategy of price gouging to destroy competition

5.2.1.1.1.2 SWOT Analysis

Potential future threats facing [COMPANY NAME] include devastating economic downturn, catastrophic uninsured loss, rapid technological change, buying pattern change, or extremely well capitalized competition willing to price gouge to destroy competition.

The future of the Company is positive if these unlikely threats do not materialize. There are several notable opportunities available and the Company's strengths far exceed its weaknesses. The management of [COMPANY NAME] is talented, skilled, hard working and knowledgeable in their decision to obtain and adopt this Business Plan. It gives Company management the groundwork to develop a thriving business.

The financial projections contained herein predict future success if the capital requirements of the Company can be remedied through grant funding. With the capital injection being requested, the only weakness left to conquer will be the Company's short time in business.

5.2.1.1.1.2.1 Competitive Edge

- Management's tenacious desire to succeed in providing customers with the highest quality products and service
- Management's decision to adopt a solid, written Business Plan, marketing strategy, sales strategy, financial plan, and milestone review system

5.3 Marketing Strategy

General Strategy -

Escalating public interest in the newest communication devices is well documented and has become an important part of everyday life for virtually every age group and ethnic background. Modern communication methods such as texting, emails, social websites, blogs, and a sophisticated Company website must be an integral part of the Company's marketing strategy for it to become successful and remain successful.

Every effort should be made to develop printed and publically available marketing pieces in an identical and consistent manner. Company "branding" means advertisements, flyers, business cards, letterhead, forms, marketing items, and the Company website will all have identical design, color, logo, and appearance features. By branding the Company at this early stage, the public will immediately identify and recognize a marketing piece as belonging to the Company once they have been sufficiently exposed.

Not more than 10% of annual gross sales will be allocated to the marketing budget. Regardless of what type of marketing campaign is developed, management must make a conscious effort to research and gather data supporting the campaign, test it, and analyze the direct expenses associated with the campaign against its potential profit to determine whether the campaign is cost justified.

Marketing research and data gathering should include the development of a customer contact information database that can be used for email, text, telephone or mail advertising campaigns.

Future consideration should be given to any discount idea that assists in referral business through word-of-mouth advertising, in converting first-time customers into repeat customers, or in developing repeat customers into extremely loyal and constantly purchasing repeat customers.

Website Strategy -

Research indicates that an easy-to-use website significantly increases sales. A sophisticated website is vital to our marketing strategy for attracting new customers and retaining existing customers. The website needs to have an appealing appearance, yet simple and clean. It must encourage sales. Offerings must be arranged in a way that ensures each potential customer entering the site can easily browse through them and find relevant information, illustrations and descriptions. The capability for online purchase and payment would be ideal.

The design of the Company's website will encourage sales if it is quick and easy to use. By ensuring that the website is intuitive (easy to navigate and simple to use), the Company will ensure that potential customers who enter the website will end up purchasing. Research indicates that too many websites that are not intuitive lose customers who migrate through the site, often putting items in their shopping cart, yet leave without purchasing anything. Therefore, an easy, intuitive website is of upmost importance.

All offerings listed on the website will be set up to be easily updated by management or staff so that products are always fresh and up-to-date. It must also be easy for potential customers to browse and search for items and information.

To ensure safety and security for purchasing customers, a purchase and payment capable website will be supported by PayPal financial transaction processing.

It is anticipated that it may take up to three months for the Company website to become fully operational since some or all of the site construction, text, illustrations, and testing will be completed by management rather than by hiring professionals. This is being done save the cost of professional assistance. However, if management determines the benefits of the most modern and sophisticated of websites is cost justified, professionals will be hired.

5.3.1 Service Business Analysis

In the Company's industry, competition is fierce. The industry has an assortment of competing businesses with many of them having more time in business, better name recognition, and a clearer, better defined reputation for the products they provide. The management of [STORE]'s must continue to develop and fine tune marketing and sales strategies to counteract stronger competitors while taking advantage of the weaknesses of less strong competitors. The best way to accomplish this is to obtain as much knowledge as possible about the Company's direct competitors.

5.3.1.1 Competition and Buying Patterns

Even though the Company and its offerings are unique in many regards, management must never lose sight of the fact that customers seeking the products offered by [COMPANY NAME] have many options. For that reason alone, management must be knowledgeable and actively aware of the Company's competition. They must be cognizant of their offerings, pricing, strengths, weaknesses, and marketing. And, they must be ready to react to competition as changes occur.

At the same time, management must be fully aware of customer buying patterns for the products the Company offers and must proactively take steps to alter sales and marketing strategies and advertising methods as customer buying patterns change as the result of advancing technology, new methods of accomplishing an old task, and ever changing individual tastes and styles.

5.4 Explain Sales Forecast

The table and charts below show forecasts for Sales and Direct Cost of Sales. Annual figures for the three-year projection are shown. Monthly projections for Year 1 are included in the appendix.

The important assumptions of the Sales Forecast include:

- Sales are expected to grow quickly during Year 1, followed by more gradual growth in Year 2 and Year 3. Sales growth for Year 2 over Year 1 is projected at 25.0% and for Year 3 over Year 2 the projection is 15.0%.
- Despite management's continued efforts to seek ways to reduce Direct Cost of Sales, the projection is for this category to remain constant at 50.0% throughout the entire three-year projection period.

Table: Sales Forecast

Sales Forecast	Year 1	Year 2	Year 3
Sales			
All Products	\$250,000	\$312,500	\$359,375
	\$0		
Total Sales	\$250,000	\$312,500	\$359,375
Direct Cost of Sales	Year 1	Year 2	Year 3
All Products	\$125,000	\$125,000	\$62,500
	\$0		
Subtotal Direct Cost of Sales	\$125,000	\$125,000	\$62,500

Chart: Sales Monthly

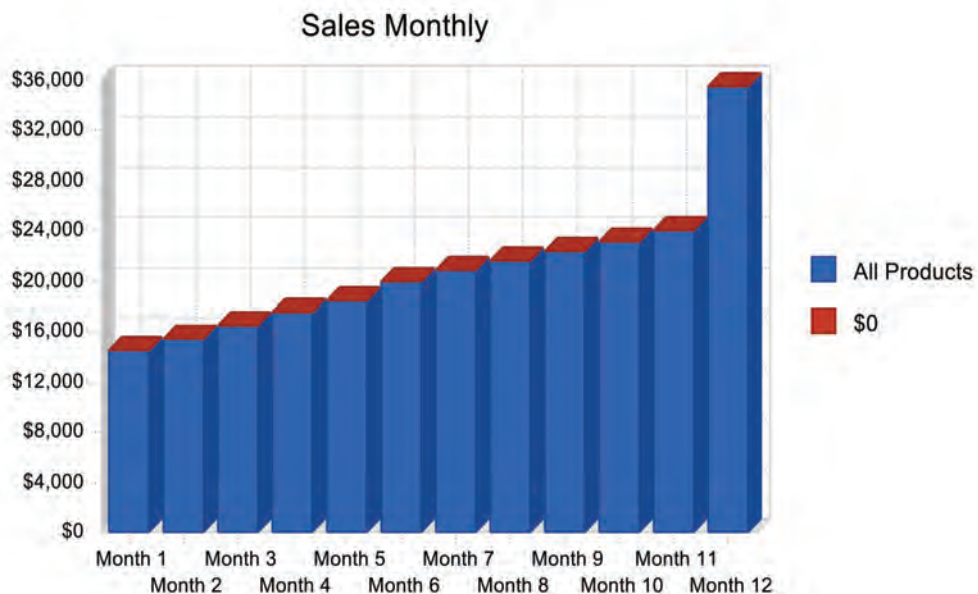
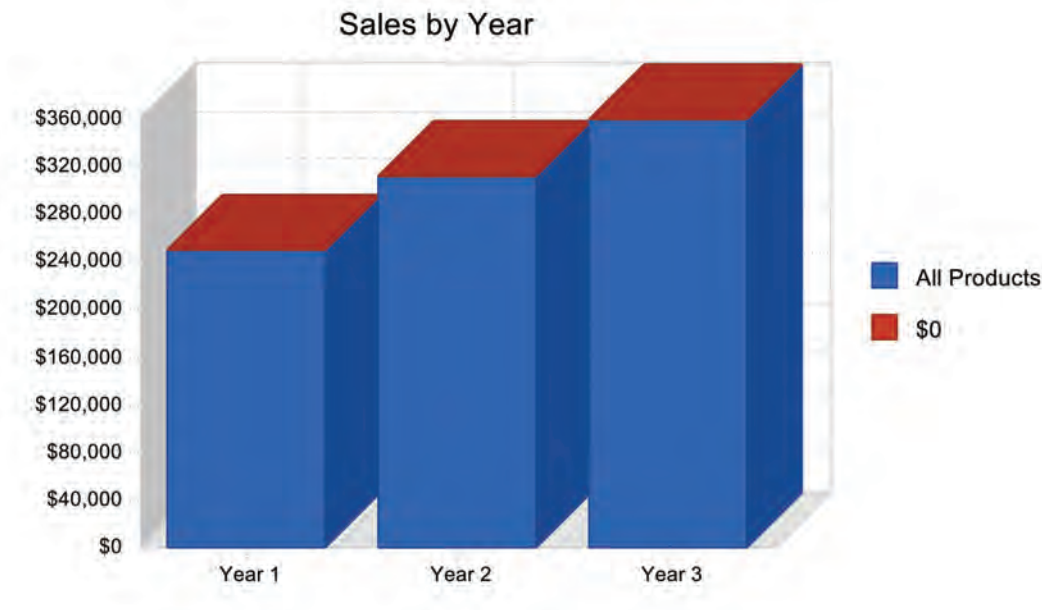


Chart: Sales by Year



5.5 Sales Strategy

The sales plan is to begin to actively promote the Company and its offerings as soon as possible. The Company exists to attract new customers and maintain existing customers for the purpose of making sales to them. If we adhere to this maxim, everything else will fall into place.

Our sales and marketing strategies must be developed in unison and must find ways to bring in new customers, followed by converting first-time customers into repeat customers, followed by maintaining repeat customers and giving them reason to purchase time and time again.

The Company's sales strategy is based on capturing only a very small percentage of the tertiary market segment (general public), converting over 50% of the secondary market segment (first-time customers) to the primary market segment (repeat customers), and maintaining near 100% of the primary market segment (repeat customers).

An important strategy to increase sales and new customers is to inject as much relevant, accurate, and original product description and illustration as possible, regardless of how the information is distributed to the customer. This is especially true of the Company website where it is important to give potential customers the information they need to make their purchasing decision online.

Other sales strategies that are important to note include:

- Selling our mission to constantly provide exceptional products and customer service to every customer
- Selling the benefits of choosing our Company over our competitors
- Selling through strong listening and communication skills
- Selling through logic, suggestion and customer education as opposed to selling through fast talk and hype

- Selling through the use of a sophisticated website, a solid customer database, and the use of modern technology and communication methods

5.5.1 Strategy and Implementation Summary

The management of [COMPANY NAME] has adopted this Business Plan together with its marketing strategy, sales strategy, exit strategy, and financial plan. Their intent is to implement all strategies immediately and diligently uphold them throughout the existence of the Company.

5.6 Milestones

In order to achieve the financial projections outlined in this Business Plan, the Company's management has strategically planned for a series of events (milestones) that must be carried out. The Milestone Table (below) is a listing of the most important events and/or projects that must be completed. For each milestone, a projected start date, end date, budget (if necessary), and leader responsible for the milestone's successful completion has been or will be assigned.

Management will review and update the Milestones Table often because of their critical importance to the Company's growth and operational efficiency. The review will include new milestones to be added, completed milestones to be deleted, and the revision of end dates and/or budgets.

Milestones already included are:

- Business plan written
- Financing application written and submitted
- Financing approved and funded
- Business space located and acquired
- Asset acquisitions complete
- Assets installed and operational
- Computer software installed and operational
- Customer contact information databases operational
- Detailed marketing and sales plans discussed, adopted and implemented
- Website constructed, tested, and operational
- Personnel hired and/or trained
- Business space operational and ready for first day of business

6.0 Financial Plan

This Business Plan is used by the management of [COMPANY NAME] as a road map to its success. It is an indispensable tool for the ongoing performance and improvement of the Company, and it will be referred to often as management plots its business course. Management commits to reviewing this Business Plan on a regular basis to make certain financial projections remain accurate and strategies remain pertinent as the economy, technology, communication methods, and customer demographics change.

These essential management principles will be emphatically followed in an effort to keep the Company strong and ongoing:

- Even though sales are expected to grow aggressively in Year 1, gross profit will likely be soft until management has sharpened its operational, sales, and marketing skills.
- After Year 1, sales growth will be controlled and more moderate. This will occur as management develops its database of demographic and contact information on first-time and

repeat customers. Once a sufficient database is compiled, management will be able to develop marketing and sales strategies that concentrate more on first-time and repeat customer marketing than it was able to prior to database compilation.

- The cash balance will always be positive to allow the Company to grow financially through cash flow rather than through new debt. In the case of nominal monthly cash flow shortages, the private resources of the owners will be used to finance them. Once the Company becomes more established and proves its creditworthiness, management may opt to request a line of credit from its financial institution to accommodate nominal cash flow and seasonal needs.
- The majority of residual profits will be invested back into the Company for capital retention, net worth enhancement, debt reduction and expansion.
- As the Company becomes more established and proves its creditworthiness, management may opt to request suppliers to sell to the Company on account. If granted, this will result in the ability to control and even out future cash flow.
- Dividend distributions can be taken by the owners whenever desired. However, dividend distributions should not be taken if sales, profit, and/or cash projections do not materialize at projected levels as this could place a burden on the Company's cash balance. As a general rule, no more than 50% of the current cash balance should be distributed at any one time as dividend distributions so as not to burden the Company's cash position and jeopardize its operational cash requirements.

Financial Statement Review -

Management will review and evaluate the financial condition of the Company on a monthly basis. It is imperative that the following financial items be reviewed to make certain key financial indicators are within an acceptable range of the projected amount. Key financial indicators to review, and compare to projections include:

- Sales
- Cost of Goods Sold
- Gross Profit Margin
- Inventory
- Expenses
- Cash Flow
- Industry Profile Ratios

Small variances (defined as less than 10.00% above or below) in the Company's financial indicators and ratios compared to either Business Plan projections or Industry Profile Ratios should be expected. However, variances of above or below 10.00% could indicate the Company is not operating efficiently, is not controlling expenses, or is not utilizing its assets and resources at maximum capacity.

If variances above or below 10.00% persist, management will investigate the cause for the variance, consider modifying the financial projections, and/or consider purchasing an Industry Benchmarking Report that will analyze, identify, and list multiple options for correcting the variance.

Accounting, Tax Preparation, and Legal –

Management will be seeking professionals to handle services beyond their scope of expertise. These functions are too critical to leave to amateurs. Losses are staggering when the combined results of late payment fees, missed supplier terms, late tax filing penalties, unused or incorrect tax deductions, and mishandled contracts and agreements are considered.

Banking Relationship –

It is management's intention to establish a banking relationship on behalf of the Company as soon as possible since it is unwise to inter-mingle personal funds with business funds. Therefore, the first order of banking business will be to open a business checking account from which to pay accounts payable and other expenses. However, before a deposit relationship is established with any financial institution, management will make certain the institution chosen also offers other business banking services that may be useful in the future. It is management's intention to establish the Company's deposit relationship with a bank that can also provide lines of credit for potential future cash flow and working capital needs, and loans for future long-term asset acquisition.

Exit Strategy -

The financial projections within this Business Plan indicate that the Company will have generated enough cash over the next three years to permit the exit of a small outside investor if they should desire to be reimbursed their investment. A small outside investor is defined as one who has invested an amount that is less than or equal to the Year 3 ending cash balance.

It is management's intention to continue with the Company's profitable operations until presented with a viable offer for acquisition.

If, in the future, the Company should falter without outstanding investors, loans, or accounts payable, management will simply liquidate the Company's assets and notify authorities of the discontinuation of the entity. On the other hand, if in the future, the Company should falter with outstanding investors, loans, or accounts payable, management will seek legal counsel and make decisions on behalf of the Company based on their professional recommendations.

6.1 Explain General Assumptions

The following assumptions in short-term and long-term borrowing rates and income tax rates were made in order to formulate this Business Plan:

- Short term borrowing interest rates will remain at a consistent level throughout Year 1, followed by an increase of 0.50% in Year 2, and an additional increase of 0.50% in Year 3.
- Long term borrowing interest rates will continuously maintain a 1.00% margin over short term borrowing interest rates throughout the three-year period.
- Federal income tax rates are assumed to be 0.00% on Company profits. This federal income tax rate is an estimate based on the legal structure of the Company with 0.00% being the federal income tax rate for partnerships since federal income taxes are paid personally by the entity owners.

Table: General Assumptions

General Assumptions			
	Year 1	Year 2	Year 3
Plan Month	1	2	3
Current Interest Rate	4.50%	5.00%	5.50%
Long-term Interest Rate	5.50%	6.00%	6.50%
Tax Rate	0.00%	0.00%	0.00%
Other	0	0	0

6.2 Explain Projected Profit and Loss

The following Projected Profit and Loss table and charts illustrate sales, operating expenses, and profitability for the next three years. A monthly projection for Year 1 is found in the appendix. The following assumptions were made when preparing the Projected Profit and Loss:

- Assumptions made previously in this Business Plan for start up expenses and asset acquisition, start up funding, sales, profit margins, and personnel are unchanged and are carried forward to the Profit and Loss table.
- Marketing and Advertising will increase from the Year 1 total by 3.0% in Year 2 and by an additional 3.0% in Year 3.
- Depreciation is calculated on long-term assets such as office furniture and equipment using a straight-line depreciation method and a five-year expected asset life.
- Depreciation is calculated on long-term assets such as real estate, renovations, and leasehold improvements using a straight-line depreciation method and a 28.5-year expected asset life.
- Insurance and Employee Benefits will increase from the Year 1 total by 10.0% in Year 2 and by an additional 10.0% in Year 3.
- All other expenses not mentioned above will increase from the Year 1 total by 3.0% in Year 2 and by an additional 3.0% in Year 3.
- It is expected that the Company will become marginally profitable during the three-year projection period. This will be primarily due to strict cost control and maintaining low overhead.

Table: Profit and Loss

Pro Forma Profit and Loss			
	Year 1	Year 2	Year 3
Sales	\$250,000	\$312,500	\$359,375
Direct Cost of Sales	\$125,000	\$125,000	\$62,500
Other Costs of Sales	\$0	\$0	\$0
Total Cost of Sales	\$125,000	\$125,000	\$62,500
Gross Margin	\$125,000	\$187,500	\$296,875
Gross Margin %	50.00%	60.00%	82.61%
Expenses	Year 1	Year 2	Year 3
Payroll	\$98,000	\$100,940	\$103,968
Marketing and Advertising	\$3,000	\$3,090	\$3,183
Depreciation	\$31,752	\$31,752	\$31,752
Rent	\$30,000	\$30,900	\$31,827
Utilities	\$7,200	\$7,416	\$7,638
Insurance	\$1,800	\$1,980	\$2,178
Legal, Professional, and Consulting	\$1,500	\$1,545	\$1,591
Payroll Taxes	\$14,700	\$15,141	\$15,595
Employee Benefits	\$0	\$0	\$0
Office & Misc. Supplies	\$1,200	\$1,236	\$1,273
Repairs, Maintenance, & Cleaning	\$600	\$618	\$637

[NAME]

Licenses, Permits & Fees	\$0	\$0	\$0
Telephone	\$2,400	\$2,472	\$2,546
Shipping & Postage	\$3,000	\$3,090	\$3,183
Contract Labor	\$0	\$0	\$0
Car or Truck Expense	\$0	\$0	\$0
All Other Expenses	\$6,000	\$6,180	\$6,365
Total Operating Expenses	\$201,152	\$206,360	\$211,737
Profit Before Interest and Taxes	(\$76,152)	(\$18,860)	\$85,138
EBITDA	(\$44,400)	\$12,892	\$116,890
Interest Expense	\$0	\$0	\$0
Taxes Incurred	\$0	\$0	\$0
Net Profit	(\$76,152)	(\$18,860)	\$85,138
Net Profit/Sales	-30.46%	-6.04%	23.69%

Chart: Profit Monthly

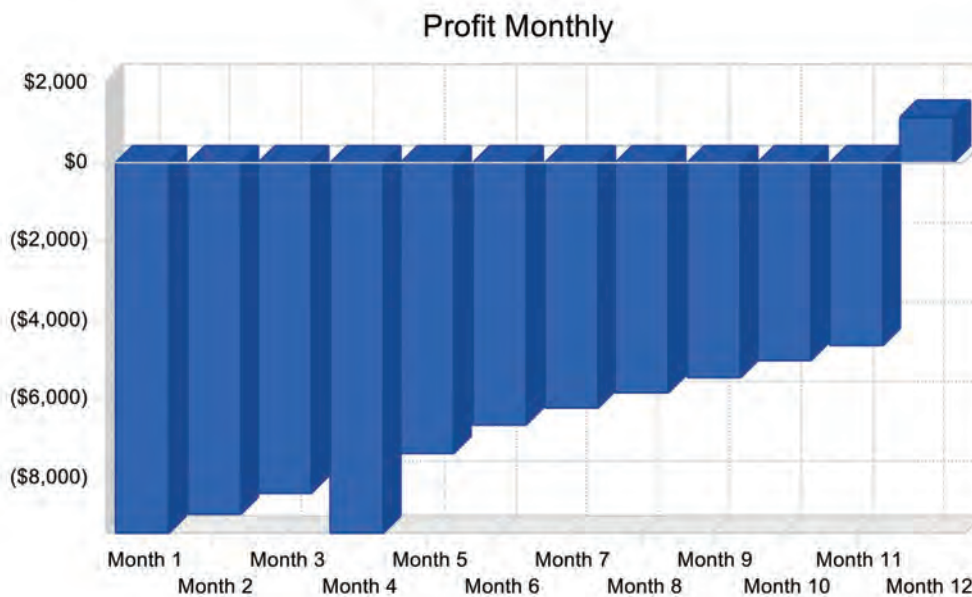


Chart: Profit Yearly

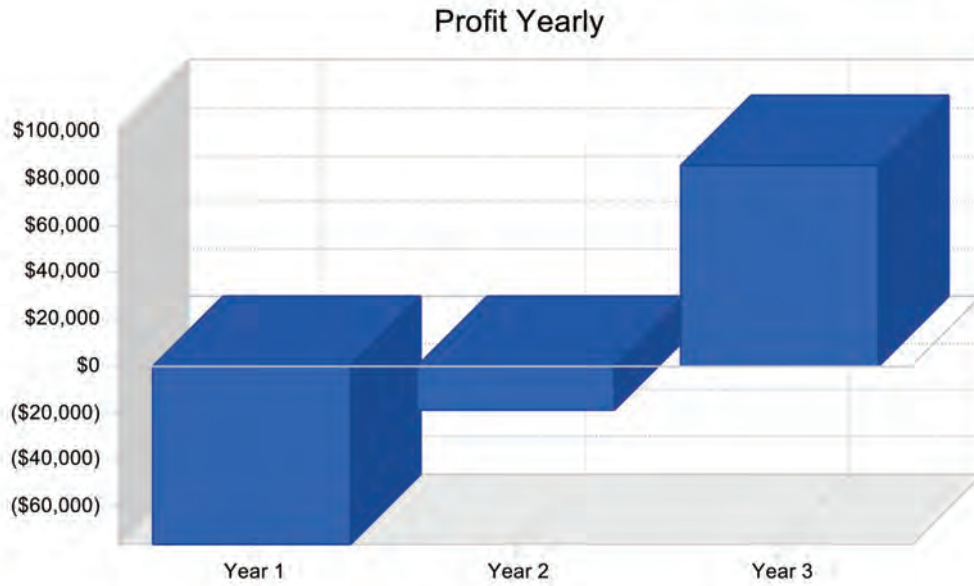


Chart: Gross Margin Monthly

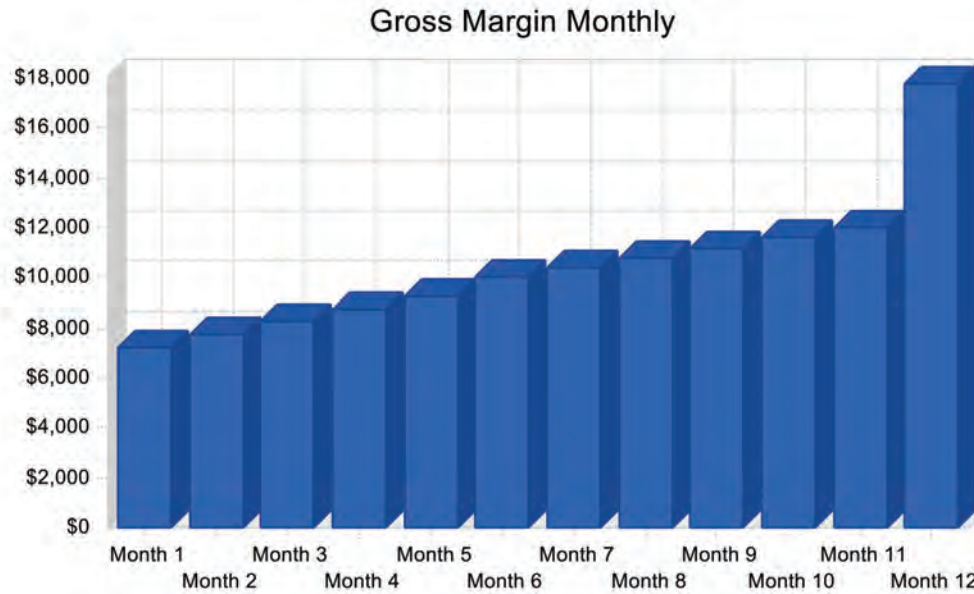
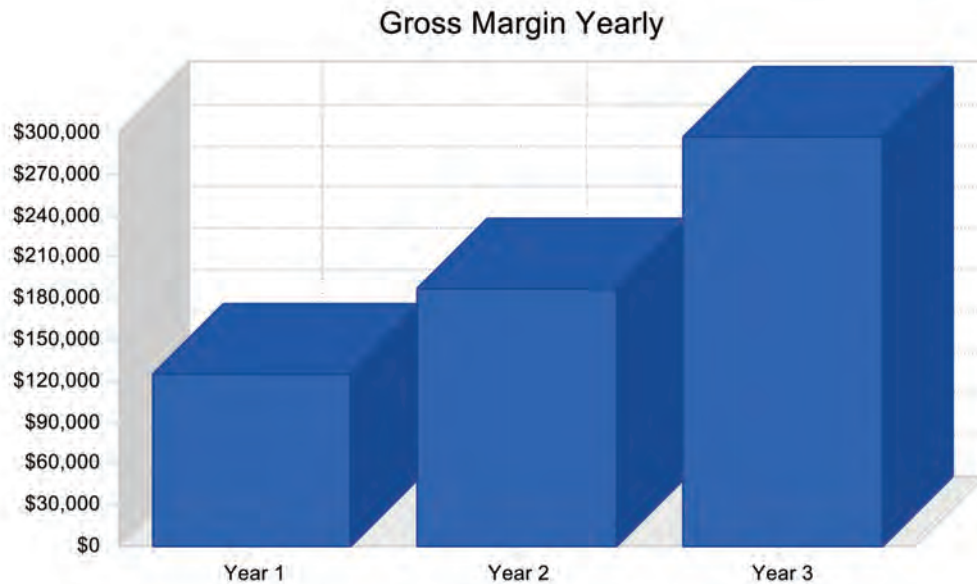


Chart: Gross Margin Yearly



6.3 Explain Break-even Analysis

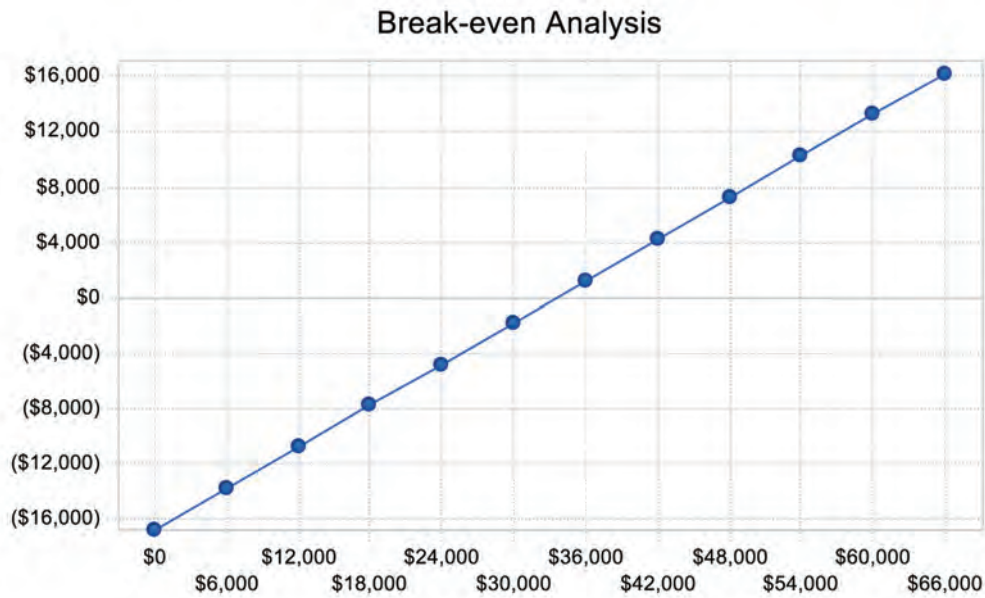
The monthly break-even point is shown in the table and chart below. It is based on the Company's conservatively forecasted monthly expenses, cost of sales, and gross margins.

Even though the plan is to reach this break-even goal and become profitable sometime during the first three years in business, management prefers to project conservatively to make certain cash balances are not strained.

Table: Break-even Analysis

<i>Break-even Analysis</i>	
Monthly Revenue Break-even	\$33,525
Assumptions:	
Average Percent Variable Cost	50%
Estimated Monthly Fixed Cost	\$16,763

Chart: Break-even Analysis



6.4 Explain Projected Cash Flow

The Projected Cash Flow is summarized in the table below. The projection for cash indicates that each year within the three-year projection will end with a positive accumulated cash flow total.

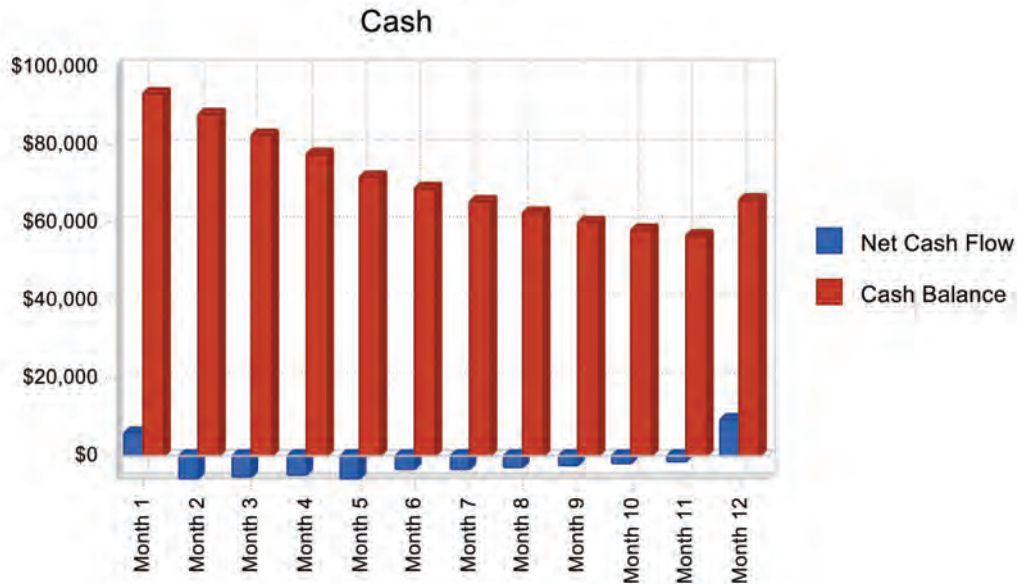
With continued sales growth, cost controls, and gross margin maintenance, the financial projections contained in this Business Plan should allow [COMPANY NAME] to maintain a positive cash flow and cash balance for years to come. This indicates the Company will have the ability to sustain its operational cash requirements and provide Company ownership with dividend distribution.

For clarification, dividend distribution in addition to their salaries can be taken by owners whenever desired. However, even though loan repayment (if applicable) has been accounted for in the Projected Cash Flow, dividend distribution has not been accounted for in the Projected Cash Flow. Therefore, the ending cash balance for Year 3 represents the total cash that would be available for dividend distribution if all financial projections are accurate.

Table: Cash Flow

Pro Forma Cash Flow			
	Year 1	Year 2	Year 3
Cash Received			
Cash from Operations			
Cash Sales	\$250,000	\$312,500	\$359,375
Subtotal Cash from Operations	\$250,000	\$312,500	\$359,375
Additional Cash Received			
Sales Tax, VAT, HST/GST Received	\$0	\$0	\$0
New Current Borrowing	\$0	\$0	\$0
New Other Liabilities (interest-free)	\$0	\$0	\$0
New Long-term Liabilities	\$0	\$0	\$0
Sales of Other Current Assets	\$0	\$0	\$0
Sales of Long-term Assets	\$0	\$0	\$0
New Investment Received	\$0	\$0	\$0
Subtotal Cash Received	\$250,000	\$312,500	\$359,375
Expenditures	Year 1	Year 2	Year 3
Expenditures from Operations			
Cash Spending	\$98,000	\$100,940	\$103,968
Bill Payments	\$173,611	\$205,128	\$143,461
Subtotal Spent on Operations	\$271,611	\$306,068	\$247,429
Additional Cash Spent			
Sales Tax, VAT, HST/GST Paid Out	\$0	\$0	\$0
Principal Repayment of Current Borrowing	\$0	\$0	\$0
Other Liabilities Principal Repayment	\$0	\$0	\$0
Long-term Liabilities Principal Repayment	\$0	\$0	\$0
Purchase Other Current Assets	\$0	\$0	\$0
Purchase Long-term Assets	\$0	\$0	\$0
Dividends	\$0	\$0	\$0
Subtotal Cash Spent	\$271,611	\$306,068	\$247,429
Net Cash Flow	(\$21,611)	\$6,432	\$111,946
Cash Balance	\$65,889	\$72,321	\$184,267

Chart: Cash Flow



6.5 Explain Projected Balance Sheet

The Balance Sheet table (below) shows the Pro-Forma Balance Sheet projections. As is illustrated, the asset base will grow through accumulated cash balances and retained earnings will grow through accumulated net profits.

Based on these financial projections, the management of [COMPANY NAME] expects to build a business with a solid balance sheet for years to come.

Table: Balance Sheet

Pro Forma Balance Sheet				
		Year 1	Year 2	Year 3
Assets				
Current Assets				
Cash		\$65,889	\$72,321	\$184,267
Other Current Assets		\$150,000	\$150,000	\$150,000
Total Current Assets		\$215,889	\$222,321	\$334,267
Long-term Assets				
Long-term Assets		\$200,000	\$200,000	\$200,000
Accumulated Depreciation		\$31,752	\$63,504	\$95,256
Total Long-term Assets		\$168,248	\$136,496	\$104,744
Total Assets		\$384,137	\$358,817	\$439,011

Liabilities and Capital	Year 1	Year 2	Year 3
Current Liabilities			
Accounts Payable	\$22,789	\$16,329	\$11,385
Current Borrowing	\$0	\$0	\$0
Other Current Liabilities	\$0	\$0	\$0
Subtotal Current Liabilities	\$22,789	\$16,329	\$11,385
Long-term Liabilities	\$0	\$0	\$0
Total Liabilities	\$22,789	\$16,329	\$11,385
Paid-in Capital	\$450,000	\$450,000	\$450,000
Retained Earnings	(\$12,500)	(\$88,652)	(\$107,512)
Earnings	(\$76,152)	(\$18,860)	\$85,138
Total Capital	\$361,348	\$342,488	\$427,626
Total Liabilities and Capital	\$384,137	\$358,817	\$439,011
Net Worth	\$361,348	\$342,488	\$427,626

6.6 Explain Business Ratios

The Ratios table (below) summarizes the Company's key business ratios. The ratios are calculated using the year-end projected totals for each of the next three years.

For comparison purposes, key Industry Profile ratios are also summarized. These ratios are calculated using the statistical data of all U.S. businesses in the same industry classification and of similar size to [COMPANY NAME].

Industry profile ratios are based on data supplied by the North American Industry Classification System (NAICS) code 453220 for the industrial classification of Gift, Novelty, and Souvenir Stores.

When comparing Company ratios to Industry Profile ratios, small variances (defined as more than or less than 10.00% in either direction) are to be expected. Management will take special note of Company ratios that vary from Industry Profile ratios by more or less than 10.00% to make certain cash and assets are being utilized efficiently and operations are making effective use of resources.

Table: Ratios

Ratio Analysis	Year 1	Year 2	Year 3	Industry Profile
Sales Growth	n.a.	25.00%	15.00%	-1.54%
Percent of Total Assets				
Other Current Assets	39.05%	41.80%	34.17%	42.11%
Total Current Assets	56.20%	61.96%	76.14%	83.22%
Long-term Assets	43.80%	38.04%	23.86%	16.78%
Total Assets	100.00%	100.00%	100.00%	100.00%

[NAME]

	Year 1	Year 2	Year 3	Industry Profile
Current Liabilities	5.93%	4.55%	2.59%	42.57%
Long-term Liabilities	0.00%	0.00%	0.00%	47.50%
Total Liabilities	5.93%	4.55%	2.59%	90.06%
Net Worth	94.07%	95.45%	97.41%	9.94%
Percent of Sales				
Sales	100.00%	100.00%	100.00%	100.00%
Gross Margin	50.00%	60.00%	82.61%	26.00%
Selling, General & Administrative Expenses	80.46%	66.04%	58.92%	9.57%
Advertising Expenses	1.20%	0.99%	0.89%	0.47%
Profit Before Interest and Taxes	-30.46%	-6.04%	23.69%	2.88%
Main Ratios				
Current	9.47	13.62	29.36	1.57
Quick	9.47	13.62	29.36	1.10
Total Debt to Total Assets	5.93%	4.55%	2.59%	90.06%
Pre-tax Return on Net Worth	-21.07%	-5.51%	19.91%	154.49%
Pre-tax Return on Assets	-19.82%	-5.26%	19.39%	15.35%
Additional Ratios	Year 1	Year 2	Year 3	
Net Profit Margin	-30.46%	-6.04%	23.69%	n.a
Return on Equity	-21.07%	-5.51%	19.91%	n.a
Activity Ratios				
Accounts Payable Turnover	8.62	12.17	12.17	n.a
Payment Days	27	36	37	n.a
Total Asset Turnover	0.65	0.87	0.82	n.a
Debt Ratios				
Debt to Net Worth	0.06	0.05	0.03	n.a
Current Liab. to Liab.	1.00	1.00	1.00	n.a
Liquidity Ratios				
Net Working Capital	\$193,100	\$205,992	\$322,882	n.a
Interest Coverage	0.00	0.00	0.00	n.a
Additional Ratios				
Assets to Sales	1.54	1.15	1.22	n.a
Current Debt/Total Assets	6%	5%	3%	n.a
Acid Test	9.47	13.62	29.36	n.a
Sales/Net Worth	0.69	0.91	0.84	n.a
Dividend Payout	0.00	0.00	0.00	n.a

Appendix

Table: Sales Forecast

Sales Forecast		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Sales													
All Products		\$14,500	\$15,500	\$16,500	\$17,500	\$18,500	\$20,000	\$20,800	\$21,600	\$22,400	\$23,200	\$24,000	\$35,500
Total Sales		\$14,500	\$15,500	\$16,500	\$17,500	\$18,500	\$20,000	\$20,800	\$21,600	\$22,400	\$23,200	\$24,000	\$35,500
Direct Cost of Sales													
All Products		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
		\$7,250	\$7,750	\$8,250	\$8,750	\$9,250	\$10,000	\$10,400	\$10,800	\$11,200	\$11,600	\$12,000	\$17,750
Subtotal Direct Cost of Sales		\$7,250	\$7,750	\$8,250	\$8,750	\$9,250	\$10,000	\$10,400	\$10,800	\$11,200	\$11,600	\$12,000	\$17,750

Appendix

Table: Profit and Loss

Pro Forma Profit and Loss	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Sales	\$14,500	\$15,500	\$16,500	\$17,500	\$18,500	\$20,000	\$20,800	\$21,600	\$22,400	\$23,200	\$24,000	\$35,500
Direct Cost of Sales	\$7,250	\$7,750	\$8,250	\$8,750	\$9,250	\$10,000	\$10,400	\$10,800	\$11,200	\$11,600	\$12,000	\$17,750
Other Costs of Sales	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Cost of Sales	\$7,250	\$7,750	\$8,250	\$8,750	\$9,250	\$10,000	\$10,400	\$10,800	\$11,200	\$11,600	\$12,000	\$17,750
Gross Margin	\$7,250	\$7,750	\$8,250	\$8,750	\$9,250	\$10,000	\$10,400	\$10,800	\$11,200	\$11,600	\$12,000	\$17,750
Gross Margin %	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%
Expenses												
Payroll	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,163
Marketing and Advertising	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Depreciation	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646	\$2,646
Rent	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Utilities	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600
Insurance	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150
Legal, Professional, and Consulting	\$0	\$0	\$0	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Payroll Taxes	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,225	\$1,224
Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office & Misc.	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100
Supplies	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50
Repairs, Maintenance, & Cleaning	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Licenses, Permits & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telephone	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
Shipping & Postage	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Contract Labor	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Car or Truck	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
All Other Expenses	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Total Operating Expenses	\$16,638	\$16,638	\$16,638	\$18,138	\$16,638	\$16,638	\$16,638	\$16,638	\$16,638	\$16,638	\$16,638	\$16,633
Profit Before Interest and Taxes	(\$9,388)	(\$8,888)	(\$8,388)	(\$9,388)	(\$7,388)	(\$6,638)	(\$6,238)	(\$5,838)	(\$5,438)	(\$5,038)	(\$4,638)	\$1,117
EBITDA	(\$6,742)	(\$6,242)	(\$5,742)	(\$6,742)	(\$4,742)	(\$3,992)	(\$3,592)	(\$3,192)	(\$2,792)	(\$2,392)	(\$1,992)	\$3,763
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Taxes Incurred	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Profit	(\$9,388)	(\$8,888)	(\$8,388)	(\$9,388)	(\$7,388)	(\$6,638)	(\$6,238)	(\$5,838)	(\$5,438)	(\$5,038)	(\$4,638)	\$1,117
Net Profit/Sales	-64.75%	-57.34%	-50.84%	-53.65%	-39.94%	-33.19%	-29.99%	-27.03%	-24.28%	-21.72%	-19.33%	3.15%

Appendix

Table: Cash Flow

Pro Forma Cash Flow	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Cash Received												
Cash from Operations												
Cash Sales	\$14,500	\$15,500	\$16,500	\$17,500	\$18,500	\$20,000	\$20,800	\$21,600	\$22,400	\$23,200	\$24,000	\$35,500
Subtotal Cash from Operations	\$14,500	\$15,500	\$16,500	\$17,500	\$18,500	\$20,000	\$20,800	\$21,600	\$22,400	\$23,200	\$24,000	\$35,500
Additional Cash Received												
Sales Tax, VAT, HST/GST Received	0.00%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Current Borrowing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Other Liabilities (interest-free)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Long-term Liabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sales of Other Current Assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sales of Long-term Assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Investment Received	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Cash Received	\$14,500	\$15,500	\$16,500	\$17,500	\$18,500	\$20,000	\$20,800	\$21,600	\$22,400	\$23,200	\$24,000	\$35,500
Expenditures												
Expenditures from Operations												
Cash Spending	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,167	\$8,163
Bill Payments	\$436	\$13,092	\$13,592	\$14,142	\$16,042	\$15,100	\$15,838	\$16,238	\$16,638	\$17,038	\$17,438	\$18,017
Subtotal Spent on Operations	\$8,603	\$21,259	\$21,759	\$22,309	\$24,209	\$23,267	\$24,005	\$24,405	\$24,805	\$25,205	\$25,605	\$26,180
Additional Cash Spent												
Sales Tax, VAT, HST/GST Paid Out	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Principal Repayment of Current Borrowing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Liabilities Principal Repayment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Long-term Liabilities Principal Repayment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Purchase Other Current Assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Purchase Long-term Assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dividends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Cash Spent	\$8,603	\$21,259	\$21,759	\$22,309	\$24,209	\$23,267	\$24,005	\$24,405	\$24,805	\$25,205	\$25,605	\$26,180
Net Cash Flow	\$5,897	(\$5,759)	(\$5,259)	(\$4,809)	(\$5,709)	(\$3,267)	(\$3,205)	(\$2,805)	(\$2,405)	(\$2,005)	(\$1,605)	\$9,320
Cash Balance	\$93,397	\$87,638	\$82,380	\$77,571	\$71,862	\$68,595	\$65,390	\$62,584	\$60,179	\$58,174	\$56,568	\$65,889

Appendix

Table: Balance Sheet

Pro Forma Balance Sheet	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Assets												
Starting Balances												
Current Assets												
Cash	\$87,500	\$93,397	\$87,638	\$82,380	\$77,571	\$71,862	\$68,595	\$65,390	\$62,584	\$58,174	\$56,568	\$65,889
Other Current Assets	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Total Current Assets	\$237,500	\$243,397	\$237,638	\$232,380	\$227,571	\$221,862	\$218,595	\$215,390	\$212,584	\$208,174	\$206,568	\$215,889
Long-term Assets												
Long-term Assets	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Accumulated Depreciation	\$0	\$2,646	\$5,292	\$7,938	\$10,584	\$13,230	\$15,876	\$18,522	\$21,168	\$26,460	\$29,106	\$31,752
Total Long-term Assets	\$200,000	\$197,354	\$194,708	\$192,062	\$189,416	\$186,770	\$184,124	\$181,478	\$178,832	\$173,540	\$170,894	\$168,248
Total Assets	\$437,500	\$440,751	\$432,346	\$424,442	\$416,987	\$408,632	\$402,719	\$396,868	\$391,416	\$381,714	\$377,462	\$384,137
Liabilities and Capital												
Current Liabilities												
Accounts Payable	\$0	\$12,639	\$13,123	\$13,606	\$15,539	\$14,573	\$15,298	\$15,684	\$16,071	\$16,844	\$17,231	\$22,789
Current Borrowing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Current Liabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Current Liabilities	\$0	\$12,639	\$13,123	\$13,606	\$15,539	\$14,573	\$15,298	\$15,684	\$16,071	\$16,844	\$17,231	\$22,789
Long-term Liabilities												
Long-term Liabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Liabilities	\$0	\$12,639	\$13,123	\$13,606	\$15,539	\$14,573	\$15,298	\$15,684	\$16,071	\$16,844	\$17,231	\$22,789



YOUNG ENTREPRENEURS PROGRAM

CERTIFICATE OF COMPLETION

This certificate is hereby bestowed upon

For the exceptional performance that has led to the successful completion of
the Young Entrepreneurs Pilot Program.

This certificate has been awarded by:

Jennifer E. Goldman
Program Director

Miles Friedman
Fauquier County Director
of Economic Development



VIRTUAL SMALL BUSINESS TOUR – ENTREPRENEUR INTERVIEW Q'S

- Please describe your business - what do you do/make/serve/offer?
- What inspired you to start this business?
- How old were you when you got the idea and how long have you been in business?
- How much did you know about the theme of the business v. how much did you know about launching and running a business?
- What was the biggest surprise, hurdle or learning experience for you?
- Did you start your business here in Fauquier County? If so, what was the process like for you?
- What changes have you made to your business since it began? Anything major, or little tweaks?
- What would you consider your biggest success in this business to be?
- What would you consider your biggest mistake to be?
- What are the pros and cons, as you've experienced, to having your business located in Fauquier County?
- Have any of the government departments, business associations/chambers, workforce agencies or other official Fauquier resources provided guidance or assistance for you? If so, please tell us about that.
- What do you see as the biggest challenge to business in Fauquier County?
- What do you see as the biggest benefit to having a business in Fauquier County?
- Do you attend Board of Supervisors meetings? If so, how often and what's the process like?
- What is your business goal?
- Has COVID-19 changed that at all? How has it affected your business?
- If you could give just one piece of advice to someone considering starting a business of their own, what would it be?



CORPORATE JOB DESCRIPTIONS

Director of Corporate Strategy

The Director Corporate Strategy is a core part of the strategy management executive leadership as well as the business development leadership.

Key Skills:

- Project management
- Ability to multitask
- Mathematical and statistical knowledge
- Quick decision making
- Excellent interpersonal and communication skills
- Knowledge of various financial structures
- Analytical skills
- Organizational Skills

Key Responsibilities:

- drives strategic planning processes
- leads the development and implementation of the business's strategic objectives
- facilitates team collaborations to develop business strategies
- solves high priority operational issues
- develops the business's multi-year strategies and goals, establishes measurement criteria to monitor performance
- resolves critical business issues
- identifies and evaluates new business opportunities

Director of Operations

A Director of Operations is responsible for keeping businesses profitable throughout its every function, from human resources to production. Responsible for the growth and profitability of a company or organization. This position requires an individual to be extremely organized, have a keen attention to detail and the flexibility to work with different aspects of a business.

Key Skills:

- Excellent written/verbal communication skills
- Analytical skills to evaluate data and make operational decisions
- Leadership
- Understanding of policy, planning, and strategy
- Ability to develop, implement, and review policies and procedures
- Ability to oversee budgeting, reporting, planning, and auditing
- Understanding of necessary legal and regulatory documents

Key Responsibilities:

- Oversees manufacturing, purchasing, and sales
- Identifies and targets areas in which a business can improve operation
- Monitors revenue margins
- Oversees employee productivity
- Researches and implements new directives for business growth and prosperity
- Develops and implements guidelines for employee evaluations, recruitment and promotion

Director of Finance

A director of finance is a reliable professional with broad knowledge to all accounting, financial, and business principles. They are strategic thinkers and effective leaders who can make the most profitable decisions. The goal is to guide the company towards profitability and long-term success.

Key Skills:

- In-depth knowledge of corporate finance and accounting principles, laws and best practices
- Solid knowledge of financial analysis and forecasting
- Proficient in the use of MS Office and financial management software (e.g. SAP)
- An analytical mind with a strategic ability
- Excellent organizational and leadership skills
- Outstanding communication and interpersonal abilities

Key Responsibilities:

- Drives the financial planning of the company by analyzing its performance and risks
- Retains constant awareness of the company's financial position and acts to prevent problems
- Sets targets for and supervises all accounting and finance functions
- Oversees all audit and internal control operations
- Develops the corporate fundraising strategy and manages relationships with partners and investors
- Prepares timely and detailed reports on financial performance on a quarterly and annual basis
- Conducts analysis to make forecasts and report to executives
- Ensures adherence to financial laws and guidelines

Director of Human Relations

An HR Director must be an experienced professional with deep knowledge of all matters concerning HR departments. He/she should be able to manage programs and lead staff while also possessing a strong strategic mindset. The goal is to ensure that all HR needs of the company are being met and are aligned with all business objectives.

Key Skills:

- Full understanding of the way an organization operates to meet its objectives
- Excellent knowledge of employment legislation and regulations
- Thorough knowledge of human resource management principles and best practices
- A business acumen partnered with attention to the human element
- Knowledge of data analysis and reporting
- Excellent organizational and leadership skills
- Outstanding communication and interpersonal skills
- Diligent and firm with high ethical standards

Key Responsibilities:

- Develops corporate plans for a variety of HR matters such as compensation, benefits, health and safety etc.
- Acts to support the human factor in the company by devising strategies for performance evaluation, staffing, training and development etc.
- Supervises the work of personnel and provides guidance
- Serves as the point of contact for employment relations and communicates with all internal and external stakeholders: staff, executives, school administration, customers/potential customers, partners, etc.
- Monitors adherence to internal policies and legal standards
- Deals with grievances and violations invoking disciplinary action when required
- Anticipates and resolves litigation risks
- Reports to senior management by analyzing data and using HR metrics

Director of Marketing/Design

Responsible for providing guidance to our marketing department by evaluating and developing marketing strategies, planning and coordinating marketing efforts, communicating the marketing plans to those involved, and building awareness and positioning for our company's brands. You will also be working closely with our sales department to develop a pricing strategy that will help us maximize profits and market share. Finally, you will be in charge of organizing company conferences, trade shows, and major events.

Marketing Director Requirements:

- Effective time management skills and the ability to multitask.
- Strong copywriting skills.
- Attention to detail.
- Proven ability to manage budgets.
- Professional and proactive work ethic.
- High competence in project and stakeholder management.
- Excellent interpersonal, written and oral communication skills.
- Experience with digital marketing forms such as social media marketing and content marketing.
- Competency in Microsoft applications including Word, Excel, and Outlook.

Marketing Director Responsibilities:

- Overseeing the marketing department.
- Evaluating and developing our marketing strategy and marketing plan.
- Planning, directing, and coordinating marketing efforts.
- Communicating the marketing plan.
- Researching demand for our products and services.
- Competitor research.
- Working with sales department to develop pricing strategies to maximize profits and market share while balancing customer satisfaction.
- Identifying potential customers.
- Developing promotions
- Developing and managing advertising campaigns.
- Building brand awareness and positioning.
- Supporting sales and lead generation efforts.
- Coordinating marketing projects from start to finish.
- Overseeing social media marketing strategy and content marketing.

Director of Technology

In charge of a team of IT managers and manage the company's technology operations and the implementation of new IT systems and policies. Solid technical background while able to manage and motivate people. Experienced in creating and implementing IT policies and systems that will meet objectives. The goal is to ensure IT systems and people are effective and functioning within the limits of budget, time and specifications of the company.

Requirements:

- Experience in analysis, implementation and evaluation of IT systems and their specifications
- Sound understanding of computer systems (hardware/software), networks etc.
- Experience in controlling information technology budget
- Excellent organizational and leadership skills
- Outstanding communication abilities

Responsibilities:

- Oversee all technology operations (e.g. network security) and evaluate them according to established goals
- Devise and establish IT policies and systems to support the implementation of strategies set by upper management
- Analyze the business requirements of all departments to determine their technology needs
- Purchase efficient and cost effective technological equipment and software
- Inspect the use of technological equipment and software to ensure functionality and efficiency
- Identify the need for upgrades, configurations or new systems and report to upper management
- Coordinate IT managers and supervise computer scientists, technicians and other professionals to provide guidance
- Control budget and report on expenditure
- Assist in building relationships with vendors and creating cost-efficient contracts

Director of Communications

Communications directors design and implement all manner of media strategies such as working to avert public relations disasters in a company, supervising and helping to create marketing campaigns, serving as a liaison with the media and directing the publication of promotional materials among other things.

Required Knowledge, Skills and Abilities:

- Has extensive knowledge of all areas of the company such as marketing, customer service, education and legal.
- Demonstrates strong written and verbal communication skills and the ability to perform compelling presentations.
- Possesses a working knowledge of how to create magazines, newsletters, television or radio advertisements and direct mail promos.
- Shows the ability to effectively engage in social media activities, including video sharing and blogging to promote the company.
- Has strong negotiation and persuasion abilities.
- Displays excellent leadership and management skills.
- Demonstrates exceptional interpersonal skills.
- Possesses strong organizational abilities and is highly detail oriented.
- Exhibits superior critical thinking and analytical skills.
- Has knowledge of budgeting and finance.

Essential Duties and Responsibilities of a Director of Communications:

- Serves as the front line contact for many types of businesses and organizations both in the for-profit and non-profit sectors.
- Strives to communicate a business or non-profit organization's mission and goals to the general public.
- Cultivates and maintains contacts in various media outlets.
- Writes and distributes press releases to introduce new products and services, new members of the management team, building expansions and other newsworthy developments.
- Helps create marketing campaigns to advertise new products and services.
- Provides internal information to employees regarding changes in the company or other helpful information.
- Supervises the work and activities of the communications staff.
- Helps with photo editing and document design.
- Analyzes market trends to assist with the company's product development and sales strategies.
- Assists in designing a company logo, a marketing brochure or other promotional materials.
- Contributes to the company website and helps maintain it.
- Writes annual reports, opinion/editorial pieces for news outlets and speeches for high-level managers and directors in the company.
- Designs a corporate framework for internal communications such as an intranet.
- Participates in market research projects to measure the success of a marketing campaign.
- Communicates strategies and results to shareholders during annual meetings.

POST PILOT INTERVIEW SURVEY (BUSINESS PARTICIPANTS)

* 1. What was your participation in the Young Entrepreneurs Pilot Program?

Participant in the Falcon Entrepreneurship Forum

Field Trip/Tour Stop participant

Other (please specify)

* 2. What did you enjoy most about participating in the pilot program?

* 3. Did you feel that the program, the activity, and your role were adequately communicated to you? Why or why not?

* 4. Did you feel that the students were engaged during the activity?

Yes

No

* 5. Did the students ask questions and/or answer questions during the activity?

Yes

No

* 6. Did any of the students attempt to discuss their own entrepreneurial aspirations with you 1-on-1 during or after the activity?

Yes

No

* 7. What did you learn about the pilot, the students, or entrepreneurship in general through participating in the pilot?

* 8. Did you find there was anything missing or needing to be enhanced in the pilot program and/or activity you participated in?

* 9. Is there anything else you'd like to share with us about the Young Entrepreneurs Pilot Program?

POST PILOT INTERVIEW SURVEY (SCHOOL ADMINS)

1. * What was your role in the Young Entrepreneurs Pilot Program?

Classroom Teacher
School Administrator

2. If you answered "Classroom Teacher" above, how engaged were your students in the activities specific to the pilot?

Very engaged	Somewhat engaged
Somewhat unengaged	Unengaged

3. Teachers: Please describe the difference in engagement levels and enthusiasm the students exhibited in the pilot activities compared to the planned curriculum lessons/activities?

- * 4. What do you feel was the most valuable pilot activity in the program in terms of benefits to the students?

Attending the Fauquier Chamber's Micro Enterprise Symposium
Creating and participating in the Falcon Entrepreneurship Forum
Touring local businesses: Smith Midland, DejaVu, Great Harvest, Builders Fire Solutions

- * 5. Please explain why you thought that activity was the most valuable/beneficial.

- * 6. Which skills did you feel were fostered by the pilot activities? (Select all that apply)

Collaboration	Public Speaking
Real World Experiences	Ability to identify multiple solutions to a challenge
Sharing ideas with others more easily	Creativity
Other (please specify)	

7. Do you feel that the students are more likely to start a business since completing the pilot program?

Yes, all	Yes, some of them
No difference	No idea

- * 8. Did you feel the pilot activities enhanced the goals of the school/class? Why or why not?

- * 9. In your opinion, what was the best aspect of the pilot program?

- * 10. In your opinion, what could we have done better?

POST PILOT INTERVIEW SURVEY (STUDENTS)

Date:

School:

1. Did you enjoy being part of the Young Entrepreneurs Pilot Program?
2. Which activity did you enjoy the most
 - a. Attending Micro Enterprise Symposium
 - b. Creating/participating in Falcon Entrepreneurship Forum
 - c. Field trip tour to Smith Midland, Déjà vu, Great Harvest, and BFS?
3. Which activity did you learn the most from:
 - a. Attending Micro Enterprise Symposium
 - b. Creating/participating in Falcon Entrepreneurship Forum
 - c. Field trip tour to Smith Midland, Déjà vu, Great Harvest, and BFS?
4. From #3, what was it you learned in that activity?
5. Describe your level of engagement (interested and involved) in your class after completing this pilot?
 - a. More
 - b. The same
 - c. Less
6. How confident do you feel about the following after completing this pilot?
 - a. Solving real world problems
 - b. Sharing ideas with others
 - c. Seeing more than one solution to a challenge
7. Which of the following skills did you use in this pilot program (check all that apply)?
 - a. Exchanging ideas with peers
 - b. Finding solutions to difficult issues
 - c. Team work
 - d. Contributing to your community
 - e. Evaluating and judging an issue
 - f. Research, including interviewing
 - g. Creativity (coming up with new ideas)
8. When you think about the work you did in this project/course/class, did your contribution matter?
9. Did this project/course/class help you in the following areas?
 - a. Learn about your capabilities
 - b. Show your strengths as an individual
 - c. Be more interactive in your class
 - d. Develop skills and knowledge you can use outside school
 - e. Learn skills and information you will remember for a long time
10. What was the most interesting new thing you experienced during this pilot? Please explain.

11. How likely are you to start a business of your own:
 - a. Very likely
 - b. Somewhat likely
 - c. Somewhat unlikely
 - d. Not at all
 - e. I don't know
12. Has participating in the pilot made you more or less likely to start a business?
 - a. More likely
 - b. Less likely
 - c. No difference
13. Is there anything you wish we had done in the pilot that we didn't? What would have made this an even better experience for you?



REGIONAL YOUTH ENTREPRENEURSHIP PROGRAM IDENTIFICATION/COMPARISON FORM

NAME OF PROGRAM:

MANAGING ORGANIZATION:

YEAR PROGRAM WAS ESTABLISHED:

LOCATION OF PROGRAM:

SERVICE AREA OF PROGRAM:

AGE RANGE OF STUDENTS:

FREQUENCY OF STUDENT ENGAGEMENT:

STATED MISSION OF PROGRAM:

STATED OUTCOMES OF PROGRAM:

COST OF PROGRAM TO STUDENTS:

OTHER ASSOCIATED COSTS:

ORIGINATION OF FUNDING FOR PROGRAM:

PROGRAM SIZE (MAX. # OF STUDENTS ALLOWED):

CURRICULUM STYLE:

PROGRAM WEB SITE:

PROGRAM MANAGER:

PROGRAM MANAGER CONTACT INFORMATION:

PROGRAM'S BENEFITS TO STUDENTS:

PROGRAM'S MOST UNIQUE QUALITIES:

PROGRAM'S BIGGEST SUCCESSES (ACCORDING TO MANAGER):

PROGRAM'S BIGGEST CHALLENGES (ACCORDING TO MANAGER):

AVERAGE # STUDENTS REGISTERED EACH YEAR/SEMESTER:

IF TRACKED: TOTAL # OF STUDENTS WHO COMPLETED THE PROGRAM:

IF TRACKED: TOTAL # OF STUDENTS WHO LAUNCHED A BUSINESS:

ADD ANY LINKS TO MORE INFORMATION DETAILS ABOUT THIS PROGRAM BELOW:

PRINT AND ATTACH ANY AND ALL INFORMATION GATHERED ABOUT THIS PROGRAM TO BE INCLUDED IN HARD COPY FILES/RESOURCE GUIDE.

Young Entrepreneurs Program Resource 2019-2020



Funded through a grant from



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