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Michelle R. Madl-Soehren
Business Development Specialist
Nicolet College
Entering the New Age of Accountability

Our nation continues to show promising signs that we have ascended from the depths of the latest economic recession. Job creation is on the rise. For the most part, unemployment figures continue to wane. And, talk of budget deficits and cuts is slowly becoming less frequent in our capitol buildings.

While economic improvement may tend to fill our respective state’s coffers again, community colleges should assume there won’t be a sudden reversal in a decades-long trend of waning public investment. In fact, many of us are readying for the new age of accountability in which most new state support will hinge more heavily upon performance benchmarks than generating additional FTE.

If public funding is to remain steady at best, and we don’t want to continue increasing the financial burden of our students, then our only option is to creatively develop alternative streams of revenue. This is not a novel concept; it’s only a more pressing matter.

FOSTERING FRUITFUL TIES

Twelve years ago, Mark Milliron, Gerardo de los Santos, and Boo Browning penned an article in New Directions for Community Colleges entitled: Feels Like the Third Wave: The Rise of Fundraising in the Community College. In it they argued the need for community colleges to foster more fruitful ties with community and business partners, giving the institution much needed financial support. The ‘Third Wave’ is essentially what we are facing today - the era in which we must embrace entrepreneurial partnerships to better serve our communities, and more importantly, generate revenue from them.

Some colleges are riding the third wave like an unbridled tsunami; others have barely left the tidal pool. But without question, it’s time we all got on the surfboard.

One of the best examples of entrepreneurial partnerships between colleges and private enterprise is at Walla Walla Community College in Washington. The college partnered with the local wine industry and private investors to the tune of $5 million to create the College Cellars program, a full-scale commercial winery teaching students the art of the trade. Not only has the thriving program helped create tremendous new industry in the region and helped the college secure additional public investments, it contributed to the selection of Walla Walla as a co-winner of the 2013 Aspen Prize for Community College Excellence.

LONG-TERM PARTNERSHIPS

At Indian River State College, we leveraged a long-time partnership with one of our area’s largest employers, Florida Power & Light, to create the Power Plant Technology Institute in 2006. The company has donated countless labor hours, expensive industry equipment, and other financial resources to help bring the program to fruition. In turn, IRSC has developed a much-needed nuclear technician talent pool to address the significant number of retiring employees. The program has been so successful that the National Science Foundation funded a Regional Center for Nuclear Education and Training (RC-NET) that the college now hosts in concert with our PPTI.

Opportunities are limitless, and they don’t necessarily have to conform to the traditional student program scope. For instance, Catawba Valley Community College is partnering with the Kaufman Foundation to pilot “Innovation Fund North Carolina,” an effort to boost local technology start-ups in areas of agriculture, advanced manufacturing, health care and IT. Long Beach City College in California has partnered with the Goldman Sachs 10,000 Small Business Endeavor to provide practical skills and professional support to nearly 500 local small business owners. This was part of the reason for recognizing LBCC with NACCE’s 2014 ’Heather Van Sickle Entrepreneurial College Award.’

Over the next few months, I challenge you, as members of NACCE, to explore the possibilities that are unique to your respective colleges, communities, and service districts. Our new president and CEO, Rebecca Corbin, is ready to take this association to the next level, so please lean upon her and the NACCE professionals if you would like any assistance toward this end. Their expertise can benefit any college, from the novice to the most entrepreneurially experienced.

The more community colleges enter this age of accountability riding the momentum of the Third Wave, the less dependent we will all be on the whims of elected officials and shifting public budget priorities.

Edwin Massey, Ph.D
Board Chair, National Association for Community College Entrepreneurship
President, Indian River State College
This issue of Community College Entrepreneurship probes fundraising, innovative partnerships and the ever-important business of taking risks and seizing opportunities. Seeing problems as opportunities is underscored heavily as our contributors explore student success, retention and tapping the entrepreneurial method to increase college math skills. Culinary students get a taste of entrepreneurship in Montana, a video production company morphs into a successful crowd funding venture in Kentucky, and an expert in Oregon divulges how to tap nearby resources for fundraising.

One of our featured articles by NACCE President and CEO Rebecca Corbin is punctuated by explorations of the intersections of entrepreneurship, workforce development, and philanthropy as forces in bringing new opportunities for community colleges that are facing flattening enrollments and diminished government support. All of this meshes into what I hope you will find a compelling issue that highlights entrepreneurial strivings at their most earnest. Learn more about what NACCE members are doing to kindle entrepreneurship on campus, and as you do, please consider sharing your entrepreneurial endeavors with our readers in a future issue.

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NACCE serves two audiences: college administrators and faculty members. In recognition of this, we feature icons for each audience that will help steer readers towards news articles that should be of special interest to them. Of course, some articles contain content that is of interest to both groups, so they will feature both icons.
# First-Year Student Success Course:
A Home for Entrepreneurial Mindset Education

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1) From left to right are members of the NACCE team at the March League for Innovations Conference in Boston: Karen-Michelle Mirko, Amy Bouvier, Rebecca Corbin, Guin Griswold, and Amy Schulz. 2) NACCE President & CEO Rebecca Corbin (left) and Vice President of Marketing, Sales and Meaningful Collisions Karen-Michelle Mirko are Pilots-in-the-Car at AACC’s Workforce Development Institute seminar in January. The “Strati” is the world’s first 3D printed car and was unveiled in September 2014. The pint-sized electric was produced using simplified manufacturing and design processes. 3) Matthew Wade, director of Fab Lab at Patrick Henry Community College, and NACCE’s Karen-Michelle Mirko, welcome attendees at the 2015 U.S. Fab Lab Network Symposium held March 23-25 in Sturtevant, Wisconsin.
The United States has fallen to 16th in the world in college credential completion, yet by 2018, two-thirds of the jobs in this country will require post-secondary education.1 Employers are increasingly demanding an entrepreneurial workforce, seeking individuals with critical thinking, effective problem solving, communication and other entrepreneurial skills.

Community colleges encompass half of the country’s undergraduates across the nation.2 The Center for Community College Student Engagement (CCSSE) reports that of full-time entering students who report that their goal is to earn an associate degree, only 45 percent will actually earn an associate degree within six years.3 The American Association of Community College’s leading priority is to facilitate the 21st Century Initiative. The first recommendation of the initiative is to increase completion rates by 50 percent by 2020.4 Notably, higher education funding models are also following the same pathway, moving from a focus on access to a focus on completion.

INCREASING STUDENT ENGAGEMENT

To increase student engagement and success - and favorably impact completion rates - students need to be equipped with the perseverance and determination of an entrepreneurial mindset. If community colleges equip students with an entrepreneurial mindset at the onset of their academic journey, students will be more engaged and take ownership of their own success, academically and beyond. Hence, the best home for an entrepreneurial mindset education is within a first-year student success course where there is significant evidence of a large-scale impact on student persistence, credential completion or transfer.

In CCSSE’s Promising Practices for Community College Student Success, CCSSE reports “students who complete these courses are more likely to complete other courses, earn better grades, and have higher overall GPAs, and obtain degrees.”5 In a sample survey of community colleges, 238 institutional respondents indicated that they have a student success course, and 15 percent indicated that all first-time students are required to take the student success course.6

After conducting a survey on whether student success courses actually help students succeed, the Community College Research Center reported that there is evidence that community colleges should consider requiring students to complete student success courses.7 In the report, CCRC concluded that students who enroll in student success courses have an increased chance of persistence, credential completion or transfer.8 In addition, students who take a student success course “combined with enrollment in remediation are associated with a higher probability of completion than enrollment in remedial courses alone.”9 CCSSE also reports that experiential learning beyond the classroom is another promising practice that “encourages students to make connections and forge relationships that can support them throughout college and beyond.”10 In surveying 438,716 community college students, 77 percent of students indicated that they never participated in a community-based project as part of a course.11

CASE STUDY: PPCC FIRST-YEAR STUDENT SUCCESS COURSE

In August 2014, Pikes Peak Community College (PPCC), the second largest community college in Colorado with 22,000 students, became the first community college in the nation to roll out the Ice House Entrepreneurship Program as a required first-year student success course with interdisciplinary students who were simultaneously enrolled in remedial courses. PPCC aligned student success course outcomes to Ice House outcomes, and students experienced a highly interactive, student-centered, real-world application curriculum with lessons focused on the power of choice, recognizing opportunity, solving problems, moving from ideas to action and building community. General education outcomes focused on building critical thinking, communication, team building, and problem solving as well as goal setting and attainment skills, which were met by delivering the Ice House curriculum through the student success course.

Students engaged in experiential learning learn by sharing and evolving ideas in the community, hearing from guest entrepreneurs who share their stories of persistence, and forming relationships and building networks that can support them through college and beyond. Students were encouraged to embrace an entrepreneurial mindset, applying it to their education and their lives. Consistent with CCR’s study, PPCC’s early data results show that students who completed the student success course with their remedial education are more successful than students who do not.
A SCALABLE SOLUTION

PPCC truly embraced the Ice House philosophy that entrepreneurship is a mindset; a framework for thinking and acting that can empower anyone to succeed regardless of their chosen path. Notably, Ice House offered a scalable solution to entrepreneurial mindset education by training 25 PPCC faculty members to be facilitators of the Ice House life lessons, rather than requiring faculty with expertise in entrepreneurship. In addition to PPCC’s rollout, the Ice House philosophy was simultaneously embraced community-wide with the curriculum being offered at the Small Business Development Center, Pikes Peak Workforce Center, and PPCC’s Workforce Development Division’s Community Education classes.

In a moment of serendipity, the Pikes Peak Library District also selected “Who Owns the Ice House? Eight Life Lessons From An Unlikely Entrepreneur” as its “All Pikes Peak Read,” reaching more than 100,000 community members. The evolution of Ice House throughout the Pikes Peak Region led to a common language in the community that has redefined entrepreneurship as a mindset that anyone can embrace. Significantly, the community’s enthusiastic endorsement of this philosophy created a bridge between the classroom and community as guest entrepreneurs appeared in classrooms or helped students progress their ideas.

In April 2015, PPCC brought the Ice House community to campus, celebrating Ice House entrepreneurs, faculty and students. “If you look at our numbers as community colleges and how we serve the students who come to us with their dreams, you cannot possibly defend the status quo as being good enough,” said PPCC President Lance Bolton. “We’ve got to make a bigger difference. So, if we’re going to make a bigger difference, knowing the things that we’ve already tried and have been a part of community college efforts around this issue for decades, we’ve got to break away from that and really look to bold, new solutions. I see this as a bold, new solution.”

ENTREPRENEURIAL MINDSET EDUCATION = STUDENT SUCCESS

Entrepreneurship reaches far beyond the concept of traditional enterprise creation and small business planning. Entrepreneurship is a mindset: a framework for thinking and acting that can empower anyone to succeed. An entrepreneurial mindset empowers students with the power of choice and the ability to recognize opportunity and take ideas to action while giving them problem solving, communication and critical thinking skills. It also emphasizes the importance of persistence as a critical element of success.

Student success courses that teach students how to write notes, take tests and manage their time improve student success. Promoting these skills within the context of an entrepreneurial mindset offers students a broader perspective of their overall life goals as well as their own untapped potential, thereby driving both the importance and urgency of their own education. It will put their education in the context of something that they value and want in order to improve their own lives. It will help build the perseverance they need as well as an incentive to complete and go on, whether successfully entering the workforce, transferring to a four-year university or beyond. In effect, it shifts the locus of control to the individual student, thus empowering individual agency and enabling them to make their own choices.

Foster entrepreneurial mindset education by training 25 PPCC faculty members to be facilitators of the Ice House life lessons, rather than requiring faculty with expertise in entrepreneurship.

How can community colleges engage students and improve student persistence to goal completion in a large-scale, impactful way?

Offer students an entrepreneurial mindset from the onset of their academic journey via a first-year student success course, preferably required, utilizing entrepreneurial mindset education. Not only will it empower students with the perseverance they need to succeed academically and in life, it will help them reach the potential they have inside themselves.

Contact: bree@elientrepreneur.com
Seizing Revenue Opportunities & Intentional Entrepreneurship

By Rebecca A. Corbin, President & CEO, NACCE

DEAR NACCE MEMBERS,

Joining NACCE has been a wonderful experience of intentional serendipity for me. As a former senior leader at a community college in New Jersey for many years, I became increasingly curious about the interactions of entrepreneurship, workforce development, and philanthropy as colliding forces in bringing forth new opportunities and models that offer a way forward for community colleges that are facing flattening enrollments and diminished government support. Changing the way that college presidents, administrators, faculty, and students think about opportunity and access through the lens of effectuation, also known as the entrepreneurial method, is nothing short of revolutionary – in the most positive sense of the word.

At the October 2015 NACCE conference in Houston, Texas, I’m looking forward to sharing with you the results of my mixed-methods dissertation study of community colleges in southern New Jersey. It seeks to identify effective revenue generating strategies and resource investments for colleges.

It’s been insightful to speak with many NACCE member leaders who strive to be entrepreneurial agents of change. I look forward to sharing those stories with you as well. For this issue, we invite you to meet some inspirational community college leaders who are finding success thinking and acting in an entrepreneurial way.

Warmest regards,

Rebecca Corbin
President & CEO, NACCE

Thomas Carlyle, a Scottish philosopher, once said “no pressure, no diamonds.” This is what community college leaders and educators are facing on all fronts - the completion agenda, students with developmental challenges, retention issues, decreased resources, and an uncertain future colliding with intense opportunity. With limited resources and increased challenges, applying entrepreneurial principles in the traditional sense of business creation along with a mindset shift focusing on opportunity, offers a solid path forward.

In 2005, while at the University of Texas in Austin, Dr. Barbara Jones conducted dissertation research on the topic of entrepreneurship in community colleges and added an important element to the process by focusing on the leader in an entrepreneurial college. She noted “building a culture of sustained innovation, requires a new look at leadership. The entrepreneurial leader is not limited to the world of for-profit businesses.”

Jones asserted that the role of an entrepreneurial leader is “building a culture of sustained innovation.” Interestingly, a decade after she wrote this, community colleges are at the forefront of a national conversation. NACCE is the voice that offers a map for those interested in learning and applying entrepreneurial methods. In fact, the theme for the 2015 NACCE Conference is “Igniting an Entrepreneurial Culture.”

CONNECTION POINTS

If you can imagine the ideal background for an entrepreneurial college leader to develop empathy for students, appreciation for faculty, and the tenacity to set and achieve ambitious goals, you need to look closely at Dr. Monte Sullivan, president of the Louisiana Community and Technical College System. He described two-year colleges as the “connection point” for what makes opportunity possible for people of all ages and stations in life.

In his own experience, community college set him on the path to receive a doctorate degree and to be an agent of positive change for community colleges. For his father, who did not have the opportunity to finish high school, a community college certification was the path to a financially successful career. Sullivan summed it up this way, “Everything good in my life happened because of a teacher.”

This connection to the core mission of community colleges and belief in the entrepreneurial spirit led him to serve as the chancellor of Delgado Community College and then in 2014 to become the president of the state system of community and technical colleges in Louisiana.

Embracing the opportunity of the ACT 360 bill that was passed in 2013, a public-private match was offered with the caveat that $34 million needed to be raised in 10 months. In reflecting on the challenge and how it was even possible to conceive of its success, Sullivan remarked, “People respect and understand that community colleges will deliver.” He described the top four lessons learned in this success story:

1. Institutions have to be comfortable and responsive to the market – he described it as “core to our mission and part of our DNA”
2. Value is measured in economic terms
3. Opportunities present themselves from industry
4. Messages must be well-articulated.
On February 19, 2015, The Advocate reported that construction would begin on River Parishes Community College’s $9.2 million Center for Advanced Technology—the first project funded through Legislative Act 360. This is the beginning of the 28 workforce and technology training projects across the state that will transform thousands of lives.

OVERCOMING BUDGET CHALLENGES

Dr. Cris Valdez, a current NACCE Board member and president of Central Wyoming College, served previously as campus provost at the Minnesota State Community and Technical College (MSCTC). In 2007, enrollments at MSCTC were sliding and failing to sustain needed revenue from tuition. He was concerned that the campus he was responsible for was facing closure.

With a mindset focused on assets, he began looking at new markets and opportunities to serve the community. He also collaborated with entrepreneurially minded colleagues and developed a plan that focused on serving students and the community. When first discussing this idea with his president, he asked about the budget. “On the other end of the line, all I heard was silence.” Yet, despite a lack of funding, they created robust entrepreneurship programs that served over 140 students and established four new business incubators that were nearly always occupied. In addition to overcoming funding challenges, Valdez acknowledged that the culture in many colleges is risk-averse. It takes intentional and tools to overcome this hurdle.

To make bold changes in Wyoming or anywhere, the entrepreneurial method focuses on building assets. This is where programs like the “Start Up Institute” at Central Wyoming College that was funded through a multi-year grant offer opportunity began. The Start Up Institute is an intensive entrepreneurship program that helps jump start aspiring entrepreneurs. The challenge for community colleges is to create new programs through grant funds and develop ways to make them sustainable once the grant funding expires.

A commitment to developing an entrepreneurial mindset to foster student success is part of the culture of the Valdez family. Valdez described with great pride his wife’s work in the K-12 system working for a student success program. Very much like the experiences of Monte Sullivan in Louisiana, the belief that community colleges can be effective business partners and serve community needs is deeply ingrained in many aspects of their lives.

MEANINGFUL COLLISIONS

Finally, Dr. Barbara Jones who serves as president of South Arkansas Community College (SACC), is an active NACCE member who signed the President’s for Entrepreneurship Pledge (PFEP) while spearheading many successful initiatives in her community.

In fact, I found this Barbara Jones while conducting a Google search for the other Barbara Jones who authored dissertation research on entrepreneurship a decade ago at the University of Texas in Austin. Interestingly, Barbara Jones of South Arkansas has been a leader in entrepreneurship in her rural community for the past six years. Her belief is that “every president needs to be entrepreneurial.”

A meaningful collision occurred for Jones during the recent recession when unemployment rates were over 10 percent and a local mayor introduced her to Winrock International, a non-profit organization focused on international business development. For U.S. programs, one area of focus is “promoting economic development by stimulating entrepreneurship,” especially in rural communities.

The resulting partnership created the Arkansas Women’s Business Center (AWBC). The AWBC provides technical assistance, training, and access to capital services and is funded in part through the U.S. Small Business Administration. The AWBC is housed in a small SACC office building on campus and serves as a match for the grant. The AWBC has partnered with SACC on various activities including training (Operation JumpStart), conferences and pitch competitions, and on a grant for development of a retail incubator. The college provides retail space for AWBC entrepreneurs who sell everything from hand-made jewelry to specialty dog shampoo.

Jones looks at her community with an eye for opportunity as she works with her team to complete a 10,000 square-foot manufacturing training center that will include a mini-plant hands-on training (HOT) unit, mechatronics trainers, rail cars and tanker trucks. “Our chemical industries and refineries need training, and we have been very entrepreneurial about partnering with industry to develop credit and non-credit courses to meet their workforce needs,” said Jones. “In fact, our industry partners have assisted with our architectural planning for the facility and pledged to donate safety equipment, three tankers, rail, rail cars and tanks for the project.”

Acknowledging the business-side of running a college, Jones like Sullivan and Valdez, sees traditional and non-traditional students in credit and non-credit programs as the main drivers for their work. As leaders, connection points such as budget challenges and meaningful collisions, help them to find entrepreneurial solutions to achieve success.

What about you? NACCE can help you create a culture of entrepreneurship on your campus. I’m a believer in intentional serendipity as you can see from the Barbara Jones meaningful collision. Please e-mail me and share your story about changing mindsets to become more entrepreneurial at your college.

Contact: corbin@nacce.com
Imagine the starting line of a major marathon - thousands of runners lined up waiting for the sound of the starter’s pistol. Every Monday at Rio Salado College, legions of students take their mark to start their online learning programs at the Tempe, Arizona college. Each year, 14,000 students enroll in the college’s business programs. Since 2013, HP Life e-Learning has significantly aided this learning process, especially for students pursuing entrepreneurship and small business management studies.

HP Life e-Learning is a cloud-based e-learning program featuring IT and business training for aspiring student entrepreneurs. HP’s collaboration with community colleges through NACCE showcases the power of e-learning in community colleges and how technology can be used to launch student startups and grow local small businesses.

Each of HP Life’s 27 self-paced modules features a realistic scenario demonstrating a common business challenge - such as how to set a fair price for your product. Students like that the courses are interactive and are packed with practical exercises.

INNOVATIVE ENTREPRENEURSHIP LEARNING

Otis White, faculty chair, Business & Management; Public Administration at Rio Salado, is a HP Life Faculty Ambassador, one of six representing rural and urban colleges throughout the country. The ambassadors are charged with applying their experience in technology-based methodologies to integrate HP Life into their classrooms and share their findings with the NACCE community.

Using HP Life was a natural choice for Rio Salado because the college is well known for its sizable and long-running online course offerings. The college added hand-coded online courses to its distance learning options in 1996. In 2004, the college introduced its first custom-built learning management system, RioLearn, and by 2006, the majority of the classes offered by the school had been converted to an online format. Over the past 15 years+ Rio Salado has provided online learning and services to more than 250,000 students.

ASSESSING e-LEARNING

Rio Salado business instructors teach from the same course shell. “We designed all our courses, supported by subject matter experts, embedding the learning skills and competencies we wanted to emphasize,” said White. “In the entrepreneurship program, all students take the same course, as we work from a one course, many sections model. Instructors bring their own unique perspectives and experiences to each class and use the HP Life module as an ‘authentic assessment.’ This helps students learn the basics, get their certificate for completing the module, and then move on to another one. Using it as an assessment tool assures us that they’re getting it.”

White likes the HP e-Learning program because it enables students to learn in “little bites.” “Our learners like to learn in small chunks,” he explained. “These bites mount up and before you know it, students receive a certificate that proves they’ve achieved mastery of the material. It’s a validation that’s based in curriculum competencies. The whole process helps students know how to do specific things, for example, determine a break-even point. After several weeks of coursework, they’ve mastered 12-16 new competencies.”

Almost all of the HP Life modules are offered through the college’s business course offerings. “As we design more courses in the business curriculum, we integrate HP Life e-Learning, except for accounting and a few other courses that need to be altered each year to keep pace with changing practices and tax regulations,” said White.

The e-learning model works well with nontraditional students, according to White. “Many of our students are single parents, working full-time and cannot take a day off to attend classes,” he said. “That’s the beauty of e-learning. It can be hard to get students to read. Students are used to videos, podcasts, games and other technology. HP Life e-Learning is like a podcast. They read about the lesson online and then do the module. It’s a lot like playing a game. The HP Life technology helps you engage people to be successful. It’s good for the young or the older student who maybe wasn’t a reader previously. They can now both arrive at the same place using these tools.”

“It makes a big difference in students’ lives, and with the entrepreneurial courses, you can see individuals and their communities get turned around. Our students are trying to change their lives, start a business, become a manager, change or improve their jobs, or learn a new technology. Community colleges serve a remarkable variety of students and technology is playing a key role in helping us meet their evolving needs.”

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Bird-in-Hand: Tapping Nearby Resources for Fundraising

By Susan Taylor, Director of Grants & Planned Giving, Umpqua Community College, Roseburg, Oregon

EDITOR’S NOTE: In our recent Member Need Survey, securing funding was a top priority for respondents. NACCE reached out to Susan Taylor, seasoned fundraiser, for her ideas on what readers need to know to increase their chances of success.

Part of being an entrepreneurial individual means having innovative ideas to improve student success at your college and economic development in your region. Unfortunately for most of us, shrinking general fund budgets do not have the capacity to support new efforts. Inability to fund new ideas forces us to look at external sources: fundraising and grants. I see lots of faculty and administrators stuck, unable to move forward with projects because they lack funding and an understanding of how to get it. What they do not know is that they already have resources within themselves and at their institution to succeed in fundraising.

DTERMINE WHAT YOUR COMMUNITY NEEDS

Entrepreneurs find ways to fill a market need, and it is no different for community colleges. What needs exist in your community and your institution, and how can you meet those needs? You might consider commissioning a regional workforce study or gap analysis to determine needs. The data-driven need is what sparks initiation of your project.

For instance, the Southern Oregon Wine Institute (SOWI) at Umpqua Community College started as an informal conversation with a local winemaker. He lamented a serious lack of trained workers locally, while the industry projected explosive growth. The college commissioned an economic modeling study that showed enormous potential for regional wine cluster expansion, thus beginning our project development.

CRAFT A CLEAR, BOLD VISION

Project design comes next. Do not be afraid to think BIG! A good project design includes realistic goals for funding, a timeline, and expected outcomes. Plan your project with a team, preferably a team of entrepreneurial-minded colleagues with some expertise in fundraising. Engage all the assistance you can from your president, foundation, and grant development staff.

The Southern Oregon Wine Institute launched as a small-scale viticulture and enology degree program, later to have its own facility housing event spaces, an on-campus vineyard, a wine bar, high-tech chemistry labs, incubator space with top-of-the-line winemaking equipment, and a proprietary testing laboratory to serve the regional industry. It was a bold project design to consider during the recession, but the boldness captured the enthusiasm of the community and gave hope for the future. Project design is integral to the success of fundraising. In fact, a large part of my job in fundraising and grants is to assist staff in developing ideas into fundable projects. Donors and grantors alike are buying into your project and want to see vision, high potential for success, and entrepreneurship-minded leaders at your institution.

REALY! PEOPLE WANT TO GIVE MONEY

Now the fundraising begins. If you are terrified of asking for money, you are not alone. The thought of fundraising invokes fear in many because they equate it with the discomfort of discussing money and even the possibility of rejection or failure. But I will let you in on a successful fundraising secret: People Want to Give You Money! Do you truly believe that your project will be successful in making a difference for students and your community? If not, go back to the drawing board. If so, you are giving donors a wonderful opportunity to invest in something they care about: their community college.

AN ENTREPRENEURIAL MINDSET IS THE MOST IMPORTANT FUNDRAISING TOOL AT YOUR COMMUNITY COLLEGE.

Steel yourself for rejection because it will arrive. We submitted 23 failed grant applications for the SOWI campaign and only 16 successful ones. When the dust settled, the failures were forgotten and the result was a beautiful, innovative program and facility. An entrepreneurial mindset is the most important fundraising tool at your community college. The success of the Southern Oregon Wine Institute fundraising campaign was attributable to having a visionary project design that gave the community hope for the future. It attracted a wide range of community and industry support and utilized resources at hand.

Contact: Susan.Taylor@umpqua.edu
The Two Faces of Effectuation in Community Colleges

By Christine Pigsley, Adjunct Professor of Applied Organizational Studies, Minnesota State University - Mankato and Sara Whiffen, Principal, Insights Ignited

EDITOR’S NOTE: Coleman ECIA Community of Practice Leaders Sara Whiffen and Christine Pigsley, reflect on the similarities and differences of implementing the entrepreneurial method with entrepreneurs at the corporate level and at community colleges. Here is what they had to say.

A Chinese proverb says “If you want one year of prosperity, grow grain. If you want ten years of prosperity, grow trees. If you want one hundred years of prosperity, grow people.” No truer words could describe the journey we take as community colleges in preparing and educating our citizenry for an ever-changing global economy. Entrepreneurship, as a mindset and as a methodology for innovation and prosperity has proven valuable in preparing our students for their professional futures. However, as community colleges work to infuse this new thinking into our curriculum we are similarly encumbered to practice what we teach and implement effectuation into the operations of our institutions in an increasingly neoliberal public policy environment.

EFFECTUATION PRINCIPLE

**CORPORATE**

Bird-in-Hand – viewing everything you have, what you know, and who you know as assets

Companies often do a good job of tracking and optimizing assets in the traditional sense. But there are two areas in which they frequently fall short. First, opportunities for existing assets to be converted into something even more valuable are often overlooked. For example, a company might own valuable office space that is not used to capacity and could be rented or deployed in other ways. Another oversight is areas of waste that could be converted into things that can be used or sold.

Affordable Loss – investing in a new idea only what you can afford to lose

“**You want to lose money on this venture?!”** Unfortunately, that’s often the initial reaction when managers hear the term “affordable loss.” No one wants to lose money, time, or face, but entrepreneurial success is bred through trial and error. And failures will happen as new things are tried. The key is to make sure that the failures don’t derail the overall innovation effort. The biggest aspect of affordable loss that companies overlook is that of the opportunity cost of not doing something. Avoiding failure at all cost is just as risky as putting all your eggs in one basket.

**ON CAMPUS**

This is a culture shock for state institutions where we put items in the warehouse because we can’t give them away without an act of Congress. To get the full value of “means” you have to look in places you haven’t dared to look and consider asking, “**Why can’t we let someone who doesn’t work for the college use this?**” Be prepared because often there is a staff member who can spend more time coming up with reasons why you can’t do something than figuring out how to change the rules so you can.

If only it were as simple as a line item budget that constrained us in higher education. Often the affordable loss has as much to do with one’s reputation on campus and the fear of change as it does with the ability to accept a modicum of risk in order to do something different.

Christine Pigsley

Sara Whiffen
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<th>EFFECTUATION PRINCIPLE</th>
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<td>Lemonade – when you encounter challenges – and you will – turn them into advantages</td>
<td>Corporate PR engines and marketing machines do a great job of hiding flaws from the outside world. But many times successful products and services have their roots in accidental discoveries, such as Velcro and Kellogg’s Corn Flakes. Look at failures as an opportunity for reinvention. Don’t shy away from them or sweep them under the rug. Expose failures, learn from them, and then actually use them to propel you forward into new territory.</td>
<td>We should embrace change as teachers and scholars, but let’s face it, change is difficult at best on most campuses and we cleave to our strategic plans and standard operating procedures. Opening up to the possibility that even when something goes wrong we have gained valuable knowledge and other unforeseen benefits, is freeing in an institutional environment. Just remember that it may take a few visible demonstrations of the principle before we believe that when you get lemons, the lemonade can really taste great and you aren’t the one getting squeezed.</td>
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<tr>
<td>Crazy Quilt – allow people to opt in to participate in co-creating the future with you</td>
<td>Companies don’t always play well with others. In previous decades, organic growth was something to be lauded. Today, the speed and complexity of the market requires partnerships to succeed. In response to this, companies began buying entrepreneurial businesses, only to see them whither once they were fully integrated. Nowadays, companies are trying new ways of engaging partners. Some are expanding their dialogue with partners to talk about sharing risk and co-creating. Others are looking at non-traditional channels and partners and piloting new forms of relationships. It’s taking these formidable institutions time to acknowledge that while their employees are smart and their processes polished, it’s not enough. They are just starting to recognize how to successfully work with others outside of their network while maintaining the culture and values they hold dear.</td>
<td>Co-creation requires the willingness to give up some power and go into an effort without knowing exactly what you will get on the other end. In the policy environment where actions are scrutinized from the federal government, the state, our communities, the unions, and our student body, it can feel like a walk through the mine fields of academia. However, co-creation, when done with authenticity and inclusiveness, has the power to solve issues at hand and enable new relationships that carry forward into new organizational cultures on campus.</td>
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<td>Pilot-in-the-Plane – Adopt a mindset that the future is created and shaped by you - not predicted</td>
<td>The traditional business mindset has been “Business is war.” This sets the stage for competition rather than collaboration. But expert entrepreneurs are secure in their competitive advantage and see the value of shaping the future rather than attempting to predict it. Companies struggle with this principle the most. Relinquishing some of the competitive mindset for co-creation might be their most competitively advantageous move yet.</td>
<td>This may be the single most difficult of the principles to implement in the institutional environment because we have so many different voices that tell us that our institution is not our own. For too long it has been acceptable to say, “That’s not up to me.” Today, colleges have to own their futures, make decisions that are good for the people and the communities they serve, and ask for forgiveness instead of permission. Leaders must have the guts to plow the pathway for their faculty and staff or we will be stewards not pilots.</td>
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Contact: christine.pigsley@gmail.com and sara.whiffen@insightsignited.com
The Lemonade Principle: JCTC Helps Evolving Entrepreneur

Bill Huston was selling local fresh foods through his online business when the 2008 financial crisis turned his entrepreneurial dream into a nightmare. Forced to quickly seek employment, he took a job working in a factory. A few months later, Huston decided to take some courses at Jefferson Community & Technical College (JCTC) in Louisville, Kentucky. The proverbial “One door closes and another one opens” is precisely what happened next.

In 2012, Huston took “Focused Entrepreneurship” which was led by NACCE Fellow Griffin Cottle. It was the first time the course had been offered at the college, and it propelled Huston into his next entrepreneurial venture – and out of his factory job.

IDENTIFYING A NICHE

In 2011, Huston launched H2Communications, a social media marketing and video marketing company. He took the company concept with him to the JCTC program but took a new direction when he became fascinated with crowdfunding. Huston's interest in crowdfunding propelled him to delve deeply into the burgeoning industry and ultimately decide he wanted to be part of it.

His new enterprise, My Crowd Rocks, specializes in helping “build the crowd” of donors for tech companies and other fledgling businesses that are pre-selling products. Rapidly growing as an industry, crowdfunding enables small businesses, startups and entrepreneurs to raise capital to start or expand a new product or service by putting a call for financial support to the public through the Internet. Different crowdfunding platforms, such as Kickstarter, Indiegogo, RocketHub, and Small Knot, focus on specific types of projects.

My Crowd Rocks provides strategic planning, branding, video production and social media marketing and management. It customizes its services to whatever clients need and nets about five percent of funds raised, which is a typical fee based on industry standards. “It takes three-to-six months to shape a social media campaign, build a digital promotion platform, and solidify the strategy,” observed Huston. “You have to make your message clear and get it to the right audience. In 2011, many people, including myself, thought all you needed was a cool video to raise money. That’s just not the case. It’s much more than slick graphics.”

ENTREPRENEUR-MENTORED

Huston’s company provides services to a growing number of clients, including customers in France, Russia and throughout the United States. Huston credits his new entrepreneurial success with his decision to participate in the JCTC program. “The JCTC course motivated me to learn about finance, accounting and new management skills,” said Huston. “One of the things about the program is that entrepreneurs teach it. They apply real-life lessons to what you learn. These are active business people in the local community, and I was able to pick up contacts that I would never have been able to otherwise.”

Huston not only acquired new entrepreneurial skills through the JCTC course, he also gained a mentor. The program matches students with successful business owners for 18 months. Although his business mentor Karl Gretz and he are well beyond the initial mentoring timeline, they still meet regularly to discuss Huston’s newest enterprise. “The entrepreneurship program at JCTC is heavily supported by our business community here, and having this mentor has been a huge help in many ways,” Huston said. “I wouldn’t trade my experiences at JCTC for anything in the world.”

“Bill’s a great example of what mentorship can do for someone who’s just starting out,” said Griffin Cottle, director of the Small Business & Entrepreneurship Center at JCTC. “He had a great idea and all the personal skills you could want, but having someone there who had actually run an international consulting company before and could help guide him on getting clients overseas and deciding how much to charge them, made all the difference.”

Huston says he was attracted to crowdfunding because it establishes a level playing field for new business creators. “Crowdfunding gives companies with no or little opportunity to raise venture capital to get the cash they need to deliver proof of concept,” he stated. “They can demonstrate they have traction, sales and

Continued on page 21
Culinary Students Taste Test Entrepreneurship at Flathead Valley Community College

By Jill Seigmund, Entrepreneurship Coordinator, Flathead Valley Community College, Kalispell, Montana

Students of The Culinary Institute of Montana at Flathead Valley Community College (FVCC) got the opportunity to sharpen their pencils as well as their knives last fall in a new capstone program designed to teach the fundamentals of starting a business.

Conceptualized by FVCC Executive Chef Howard Karp, the final course in the Professional Culinary Arts Series provided a practical approach to planning, organizing and managing a restaurant. Students spent the first five weeks of the 12-credit course practicing the entrepreneurial art of opportunity identification and honing in on the unmet need their businesses would fulfill. Next, they developed business plans and presented them to a panel of community mentors for feedback. At week six of the program, the students opened their restaurants to the public, taking responsibility for all aspects of management and operations.

CREATING RESTAURANT CONCEPTS

The 10 students enrolled in the course began the semester with different visions of the type of restaurant they wanted to open. They conducted market research, speaking with potential customers and gathering information on competitors. After sharing their findings with each other, the students collectively decided on two distinct restaurant concepts.

Both restaurants were open for lunch three days a week and operated out of the college’s instructional kitchen. The first restaurant, “The Experience,” offered gourmet comfort food, featuring specialties such as grilled cheese sandwiches with tomato soup shooters. While “The Experience” was in operation, half of the students undertook menu creation, purchasing and cooking, while the other half took responsibility for finances, marketing and customer service. After three weeks, the first restaurant closed and the second restaurant, Mediterranean-inspired “Ambrosia,” opened. The students switched positions, allowing everyone the opportunity to experience different aspects of restaurant ownership and management.

In their business plans, the students identified their customer segments as fellow students, college faculty and staff – people who were already on campus for a purpose other than dining. They based their financial pro formas on the assumption that sales would average 75 percent of their restaurant’s peak capacity.

ATTRACTING CUSTOMERS TO THE RESTAURANTS

The students worked with the FVCC marketing and communications department to promote the restaurants to the college and the local communities. As word spread, it became apparent that the value proposition offered by a kitchen full of second-year culinary students was too great to resist. The restaurant was filled with people who travelled to campus to dine on offerings they couldn’t find anywhere else in the Flathead Valley. On several days, the restaurants reached peak capacity with diners waiting in the hall for the next table to turn. Many of the customers were retirees, and checks averaged close to $14 per diner.

BLENDING ENTREPRENEURIAL & CULINARY SKILLS

While it’s difficult to simulate a “real-world” entrepreneurial experience when students have the resources of an educational institution at their disposal (i.e. a state-of-the-art kitchen, equipment, a budget to purchase supplies, and the free services of a professional marketing and communications department), the capstone course appears to be a successful approach to providing entrepreneurial skills to students engaged in career and technical fields.

Culinary arts student Jonathon Hartig called the learning experience invaluable. “The ability to conceptualize, then execute the opening of a restaurant was a very special opportunity,” he said. “It will guide me throughout my professional career.”

Once the restaurants had closed their doors after six weeks in operation, students evaluated their performances, reworked their plans to incorporate any necessary changes and presented their revised plans to the mentor panel for feedback.

Steve Clawson, retired district president for Wells Fargo, served as a course mentor, reviewing and critiquing the
Success \(\text{sək'ses}\) noun:
The Accomplishment of a Goal or Purpose

By Thom Ruhe, CEO, The Entrepreneurial Learning Initiative, Mentor, Ohio

I went to college in the mid 1980s. I was an unremarkable college student earning average grades in pursuit of a degree in management information systems. To be honest, I did not have some great passion for technology and I doubted if the effort was worth it.

But I did have the good fortune to be the son of immigrants who understood the value of a college education. Going to college would not be optional for me. Fortunately, in the 1980s, tuition at a decent state school was still affordable for the son of a factory worker.

To make the point that college graduates would likely have better career options, I held a variety of summer jobs during my college years ranging from construction (primarily mixing concrete and stacking cinder block), to patching and sealing asphalt. To this day my arm bears the scars left from boiling tar. It is a reminder that a day's pay is reward for a day's work, I would probably not want to be where as a day's work for a man operating a small entrepreneurial endeavor in a nondescript industrial parkway. With a salary of one thousand dollars a month (plus commission), I started earning six figures for the first time in my life.

For one thing, we are graduating students ill prepared for the jobs of the 21st century. As my colleague Bree Langemo has noted in her article for this issue of Community College Entrepreneurship, employers are increasingly demanding an entrepreneurial workforce, seeking individuals with critical thinking, effective problem solving, communication and other interpersonal skills.

Having built companies that employed many people over the years, I can attest to this skills deficit first hand. And I wish I could say that my enlightenment was a product of my collegiate experience, but it wasn’t. My real education started the day I went to work for an entrepreneur who, by his own admission, barely graduated from high school.

Within 12 months of graduation and working in the real world as a programmer, I realized I was not cut out for such a career. Miserable in my role, I resigned and went to work for a man operating a small entrepreneurial endeavor in a nondescript industrial parkway. With a salary of one thousand dollars a month (plus commission), I started learning the value of an entrepreneurial mindset. Twenty-four months later, I was earning six figures for the first time in my life.

Those were different times.

UNINTENDED CONSEQUENCES

I recognize the economic reality driving a slavish commitment to retention and completion as the measure of student success. But these overbearing constraints, combined with a host of other insidious externalities, are creating a perfect storm of unintended consequences.

For one thing, we are graduating students ill prepared for the jobs of the 21st century. As my colleague Bree Langemo has noted in her article for this issue of Community College Entrepreneurship, employers are increasingly demanding an entrepreneurial workforce, seeking individuals with critical thinking, effective problem solving, communication and other interpersonal skills.

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SEEING PROBLEMS AS OPPORTUNITIES

The owner of the company demonstrated certain behaviors and a framework for critical thinking and problem solving. What he did remarkably well was apply critical thinking (challenging assumptions) and demonstrated to those of us paying attention that problems were opportunities, and opportunities could be lucrative.

Another critical value he lived by was a tenacious focus on execution. Once a way forward was agreed upon, it was all hands on deck, unwavering effort through completion. Today, we attribute these aspirations with words like persistence and perseverance. Call it what you will, it was about getting the job done.

That dusty warehouse and cramped office space created wealth for the founder and great paying jobs for a dozen people. A couple of us even went on to repeat that cycle creating new firms and jobs for even more engaged citizens contributing to the vibrancy of their communities and the economy.

By pretty much any measure, if we could help students progress similarly, whether as founders or entrepreneurially minded employees, we would have succeeded at something. To be certain, you do not need to start a new venture to benefit from an entrepreneurial mindset. It is a life skill that everyone needs to survive and thrive.
Are you making the most of your NACCE Membership?

NACCE provides a wide variety of strategic resources, professional development opportunities, and access to grant funds.

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• **NETWORK OF ENTREPRENEURS** - NACCE membership provides a national network of practicing entrepreneurs and community college practitioners who are available to assist with growing your entrepreneurship program. Connect with key contacts using our searchable member database.

Need help logging in? Call NACCE headquarters! 413-306-3131
Why K-12 Entrepreneurship Education?

By Gene Coulson, Ed.D, executive director, Consortium for Entrepreneurship Education

EDITOR’S NOTE: NACCE is a member of the Consortium for Entrepreneurship Education (EntreEd), an advocate for entrepreneurship education as a lifelong learning process. Many NACCE member colleges are forging the way in early entrepreneurship education. North Iowa Area Community College offers the E4D (Entrepreneur for a Day) program, which teaches fifth grade students the fundamentals of entrepreneurship and how to start a business. Springfield Technical & Community College offers the YES! Program (Young Entrepreneurial Scholars), enabling high school students throughout the region to develop a business plan and obtain skills needed to start a business.

Today, young people may get their first opportunity to realize their entrepreneurial dreams by taking courses at a community college. However, waiting until community college to start this exploration is much later than it needs to be. Young people should come to community college with a good familiarity of the entrepreneurial process. At the Consortium for Entrepreneurship Education (EntreEd), we believe that the best time to begin teaching youth about entrepreneurship is at the earliest stages of their school career.

The current age of public school accountability is based on standards and assessments that rely on only-one-right answer and success measured by test scores. We need to keep young minds open to alternative ways of thinking and allow innovative ideas to spark and grow to create an entrepreneurial culture that will grow great people and great communities. We need entrepreneurship education for every student, every year.

Why is elementary school the best time to start entrepreneurship education? Here are a few answers:

- Preserves creative thinking and problem solving - The consideration of entrepreneurial opportunities throughout the K-12 experience preserves the innovative and creative thinking skills that exist in the very early grades, but disappear as students move toward high school graduation. There are pathways to entrepreneurial success and they are accomplished by analysis and creative thinking, not by rote memorization.

- Supports academic learning - Using entrepreneurship education as a background for the teaching of academic subjects gives those studies grounding in the real world. Entrepreneurship can be the answer to the question, “Why do I have to study this?” Math, science, writing and communication, history, geography, and even the arts can be connected to today’s world through a connection to entrepreneurship. How will a scientist turn a discovery into income? How will an artist turn that talent into a family-supporting career? Every career and technical student with a skill to sell in the marketplace should consider the difference between finding a job and making their own job. Every student should have the opportunity to make an informed decision about entrepreneurship as a career path.

- Addresses “brain drain” - Rural communities suffer from brain drain; sharp, young people who are forced to leave the area to make a career. Those same communities have needs unmet by businesses in their area. Young people who are creative, entrepreneurial thinkers can turn those unmet needs into business opportunities and stay in their communities, generating employment and enlarging the local tax base.

- Every student should have the opportunity to make an informed decision about entrepreneurship as a career path.

- Provides career choices - Middle school is when most students begin to think about career choices. Entrepreneurship should be part of that consideration. It usually isn’t a career consideration now because unless students have a family role model, they probably have no knowledge of the entrepreneurial pathway.

- Makes communities healthier - Communities with an entrepreneurial culture are more stable, financially sound and more dynamic. Small towns and larger cities with an entrepreneurial culture demonstrate the vibrancy that locally owned businesses can generate. How better to start building a more entrepreneurial culture than with the young people who are already in the community, ready for community college and anticipating the role model, they probably have no knowledge of the entrepreneurial pathway.

Let’s start entrepreneurship education at a young age, nurture it through post-secondary study and watch the healthy economic growth of students and their communities.

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NACCE MEMBERS: DON’T FORGET TO VISIT NACCE’S WEBSITE!

NACCE.COM is loaded with information about how to lead a community college with an entrepreneurial mindset and has curriculum and guides to help faculty increase their role in supporting job creation and entrepreneurship in their local ecosystems. Be sure to log in (upper right-hand side of home page*) to access “Member Only” content!

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Review case studies, curriculum guides, and how to’s.

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- Peruse the latest blogs & blog search engine
- Read Member Spotlights and the latest Member News
- Get information about Lifetime Achievement and other awards
- Review the online quarterly journal plus archived editions
- Learn about funding opportunities
- Sign up for E-news

Keep your calendar up-to-date with news about NACCE’s Annual Conference, regional summits, webinars and competitions - and the many other resources available to members on NACCE’s website.

Find the latest articles, research, and news available for furthering entrepreneurship at your college.
Go to www.nacce.com to learn more.

*Can’t recall your log in information? Call the NACCE headquarters at 413-306-3131 or email Guin Griswold at griswold@nacce.com for assistance.
In the beginning of 2015, NACCE conducted a national survey to benchmark what NACCE members are doing to kindle entrepreneurship on their campuses and to learn more about the challenges they face as they work to build and strengthen their entrepreneurship initiatives. The survey, “The State of Entrepreneurship on NACCE Community College Campuses,” was published in February of this year. Ninety-two member colleges responded. Highlights from the survey findings are summarized here. To read the full survey results, go to bit.ly/1vZDMRW.

“It’s critical to benchmark entrepreneurship at our colleges,” said Rebecca Corbin, NACCE president and CEO. “As NACCE membership grows and the focus on entrepreneurship increases at these institutions, having data that can help convince lawmakers and funding sources of the role community colleges can play in the growth of the entrepreneurial ecosystems is vitally important.”

CHALLENGES COLLEGES ARE FACING

Ninety-one percent of the respondents have entrepreneurial programs on campus. When presented with a list of challenges facing members, an overwhelming 72 percent of respondents cited “creating an entrepreneurial culture” as the biggest challenge they face. This was followed by “making entrepreneurship a general education requirement” (69 percent), and “engaging high schools to develop a pipeline for future entrepreneurs” (57 percent). Fifty-five percent of respondents cited “engaging established small businesses” as their biggest challenge followed by “bringing entrepreneurship to CTE courses” and “seeking communities to brainstorm new programs.”

“One of the major benefits of the survey is finding out more about the challenges colleges are facing,” said Corbin. “We will address these challenges by offering programs on the topics raised at the annual conference.”

When asked via an open-ended survey question to name the biggest challenges they face in their work, 31 percent said “seeking and securing funding” is their top challenge. This was followed by “creating an entrepreneurial culture” (21 percent), “spreading an entrepreneurial mindset across campus” (12 percent), and “increasing enrollment” (10 percent).

MOST DESIRED ENTREPRENEURIAL ELEMENTS

Eighty-six percent reported that their colleges offer for-credit entrepreneurship courses. When asked to list the entrepreneurial programs they have on campus: 70 percent have an entrepreneurship certificate; 45 percent offer non-credit entrepreneurship courses; and 40 percent have entrepreneurial centers. Thirty-eight percent have small business development centers, and 22 percent have incubators.

Finally, respondents were asked to list the programs they would like to start. Almost half (49 percent) indicated “entrepreneurial mindset as a core requirement” is most critical. Forty-four percent cited “entrepreneurship centers” as most desirable, and 38 percent cited “makerspace.” “Entrepreneurship coursework for CTE classes” and “incubators” were the top choices among 34 percent of respondents.
2015 Regional Partnerships and Events

At NACCE, we know that our members are our greatest assets. They are on the cutting edge of best practices that can be applied in communities across the country. As innovators in their local communities, they are using the entrepreneurial method to solve community college challenges linked to the completion agenda and regional economic development.

Through the generosity of the Coleman Foundation, HP LIFE, and the Appalachian Regional Commission (ARC), NACCE is partnering with national and regional organizations and member colleges that are organizing conferences focused on promoting entrepreneurship on community college campuses and in their surrounding ecosystems. NACCE supplements these regional efforts by adding content on national trends, promoting the events, and reporting on emerging thought leadership.

For example, on March 23-25, NACCE’s Karen-Michelle Mirko, VP of Marketing, Sales and Meaningful Collisions, presented at the Annual Symposium of the U.S. Fab Lab Network hosted by Gateway Technical College at its S.C. Johnson iMET Center in Sturtevant, WI. The theme of the conference was financial sustainability and growth of Fab Labs.

On May 4-6, Rebecca Corbin, president and CEO of NACCE, participated in the “Power of Possibilities Summit 2” at Garrett College in McHenry, MD (www.4ruralsuccess.com). This was a regional summit for entrepreneurs, small business owners, and those in regional business ecosystems who work and support small businesses and their owners or employees.

For a 60 percent failure rate within the first year. With more exposure to real-life entrepreneurial experiences, the next generation of restaurant owners could possibly change that rate considerably.

Contact: jseigmund@fvcc.edu

The capstone course provided students with a taste of what it’s like to own and operate a business without requiring them to go into debt. At the conclusion of the course, several of the students determined that restaurant ownership was not for them. Conversely, those students who didn’t rule out the possibility of going into business for themselves now feel better prepared to make informed business decisions. This will improve their chances of success in an industry known for a 60 percent failure rate within the first year. With more exposure to real-life entrepreneurial experiences, the next generation of restaurant owners could possibly change that rate considerably.

Contact: jseigmund@fvcc.edu

Lemonade Principle

distribution. Anyone with a good idea and the ability to get that idea out and promote it to other people can raise funds.”

Huston’s advice to aspiring entrepreneurs is straightforward and easy to follow: “Stay around entrepreneurs. They’re out there doing it. They understand it. You need them. They know your struggles and triumphs. It takes a special person to be an entrepreneur. Entrepreneurs work 80 hours so they don’t have to work 40 for someone else.”

Contact: bill@mycrowd rocks.com

Culinary Students

students’ business plans before their restaurants opened. Clawson was impressed with the high quality of work the students produced in a short time.

“I’ve looked at a lot of business plans throughout my career, and these students did a great job,” said Clawson. “I was able to provide some value to their financial plans and in the area of merchant services, and I found that the group was very engaged and interested in learning. I think this is a really exciting program for these students.”

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The capstone course provided students with a taste of what it’s like to own and operate a business without requiring them to go into debt. At the conclusion of the course, several of the students determined that restaurant ownership was not for them. Conversely, those students who didn’t rule out the possibility of going into business for themselves now feel better prepared to make informed business decisions. This will improve their chances of success in an industry known for a 60 percent failure rate within the first year. With more exposure to real-life entrepreneurial experiences, the next generation of restaurant owners could possibly change that rate considerably.

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Northeast State’s SAILS Preps Students for College Math

By Robert Carpenter, director of Community Relations, Cindy Christian, executive assistant to the president, and Dr. Janice Gilliam, president, Northeast State Community College, Blountville, Tennessee and Heather Van Sickle, former president and CEO, NACCE

In 2012, Northeast State Community College in Blountville, Tennessee, faced a familiar problem for community colleges: almost 70 percent of incoming high school students needed remedial math to make them college-ready. Statistically, these students were much less likely to graduate. The lack of persistence is often blamed on the amount of time and tuition incoming college students must spend to bring themselves up to speed for college work. Remedial or developmental courses usually take two semesters of time and tuition, delaying a student’s ability to move through his or her program of study.

*Complete College America* notes that only 9.5 percent of remedial/developmental students receive a two-year degree in three years. The situation was even more critical in Tennessee. Statistics compiled by the Tennessee Higher Education Commission showed that only five percent of remedial students earned an associate degree or certificate within three years.

Northeast State’s risk ([Affordable Loss](#)) hinged on a newly redesigned program and a reliance on technology that could possibly have little or no impact on student success. However, since remedial and developmental students were struggling, there was a huge upside possible with a reduction of tuition costs and time.

**POOLING RESOURCES**

Northeast State had knowledge ([Bird-in-Hand](#)) of a high school program known as Bridge Math. Students who take the ACT in their junior year and score less than a 19 in math are required to take the Bridge Math course their senior year to receive a math credit. The college pooled resources ([Crazy Quilt](#)) with three other Tennessee community colleges and the state of Tennessee.

The colleges were able to secure a $117,000 grant from the state. Chattanooga State provided a template for a pilot program it had used at a local high school, and Northeast State, Jackson State, and Volunteer State provided support, computer training, and roving field coordinators to help with class scheduling and teaching methods.

As a result of this effort, the schools were able to embed the existing Tennessee Board of Regents (TBR) Learning Support Math program ([Bird-in-Hand](#)) within Bridge Math. The TBR Learning Support Math is a competency-based, mastery-based, and lab-based program that allows students to complete five math competencies. As envisioned, high school students mastering the competencies could immediately enroll in college-level math as freshmen.

The TBR Learning Support Math combined with the Bridge Math became a new program titled “Seamless Alignment and Integrated Learning Support” ([SAILS](#)). This program was designed for high school students and gives them the opportunity to complete five math competencies during the senior year; thus shortening the time needed or eliminating entirely the need for remedial math once they are in college ([Pilot-in-the-Plane](#)). The colleges piloted the program in 2012, administering it to 500 students. Eighty-two percent of the students completed all remedial competencies.

The competencies earned through SAILS are recognized by all two-year and four-year institutions in the Tennessee Board of Regents higher education system. Students completing the SAILS program are now able to enroll in classes needed for their majors instead of having to take Learning Support courses.

**THE LACK OF PERSISTENCE IS OFTEN BLAMED ON THE AMOUNT OF TIME AND TUITION INCOMING COLLEGE STUDENTS MUST SPEND TO BRING THEMSELVES UP TO SPEED FOR COLLEGE WORK.**

**EXPANDED STATEWIDE PROGRAM**

These promising results prompted a $1.1 million grant through the Tennessee Higher Education Commission (THEC) as part of Governor Haslam’s Online Innovation Budget. Twelve colleges in the Tennessee Community College System partnered with more than 120 high schools ([Crazy Quilt stakeholders](#)) to offer the SAILS Math in 2013. In 2013-2014, the program was expanded statewide to more than 8,000 students. According to THEC, 70 percent of these students completed all competencies and were ready for college-level math upon high school graduation. In addition, 81 percent completed the equivalent of one semester of Learning Support Math.
At Northeast State, SAILS Math courses were started at 14 high schools (*Crazy Quilt stakeholders*) in the college’s five-county service area during the 2013 fall semester. Of those 500 SAILS participants, 29 percent completed all five math competencies and 78 percent completed at least three competencies during the fall semester. Completing three competencies saves one semester of college coursework and tuition.

In addition, Northeast State SAILS students had their course materials paid with funding from the Northeast State Foundation, the College’s College Access program, the Niswonger Foundation, and the state of Tennessee (*Crazy Quilt stakeholders*).

**HIGHER EDUCATION SUCCESS**

At Northeast State, SAILS Math courses for fall 2014 enrolled 629 students. Ninety percent have completed enough work to save one semester. In addition, 450 students have completed all Learning Support Math requirements. Statewide, THEC recorded 3,794 SAILS completers for fall 2014. This translates to a tuition savings of $5.8 million and 10,583 semesters saved toward college readiness in math.

Northeast State and its sister community colleges (*Crazy Quilt*) pooled resources (*Bird-in-Hand*) and designed a program (*Pilot-in-the-Plane*) that has had a huge upside of higher education success for high school students compared to the risk of designing a new way of instruction with little to no effect (*Affordable Loss*). Along the way, the colleges marshalled supporters (*Crazy Quilt*) from the state of Tennessee, high schools, and funding institutions that removed obstacles and allowed high school students to pursue realistic goals and achievements for college success.

*Complete College America is a higher education initiative whose goal is to increase the number of college degrees and certificates among college students.*

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When Maria wanted to launch her food truck business several years ago she was very frustrated. One business consultant told her to write a business plan and he would meet with her. The next person told her that she should enroll in an entrepreneurship course. Another person told her that her idea was not viable. Maria took her frustration and her ideas to her family who pooled their financial resources and launched her truck food business without any assistance from the entities that were supposed to help her.

Maria’s story is part of the fast growing ethnic population of immigrants and minorities in the United States who want to start a business in this country, yet find it frustrating to navigate the complex and sometimes competing maze of entities that have been established to help the new entrepreneur develop and launch a business. A recent Gallup Research survey found that half of the potential entrepreneurs do not know where to start. And, in a compelling finding by Ernst and Young in their annual survey of entrepreneurs, 63 percent of potential entrepreneurs say they are considering launching a business that were supposed to help her.

The 2007 Survey of Business Owners provides the best and latest estimate of the economic assets represented in our immigrant and minority firms. There are nearly 6 million of these firms with sales of over $1 trillion, employing almost 6 million people with an annual payroll of $164 billion in the U.S. In a comparative perspective, collectively these firms had revenue that would make them the 16th largest GDP in the world and almost the size of the GDP of Mexico. These businesses offer an immense potential of economic growth in the United States. They are important engines of economic prosperity in low-income urban neighborhoods, rural towns and high-tech corridors.

CALL TO ACTION
Community colleges have the opportunity to provide critical infrastructure needed to nurture and grow immigrant and minority businesses. Following is a framework to help grow these important assets to the local community.

▪ Provide an institutional platform to elevate the important role immigrant and minority entrepreneurs are playing in the local economy. This could be done through research on their economic contributions as well as needs. More importantly, celebrating these economic assets will help shift public and policy perceptions from these communities as deficits to one of important assets with a tremendous potential to create jobs and economic wealth in the local community. For an example, please see, www.ethniccapital.com.

▪ Provide an economic infrastructure to nurture and grow these businesses. The three major determinants of entrepreneurial success in these communities as documented by researchers like Robert Fairlie are: education, start-up capital, and mentoring relationships. A good example is the pioneering work of Mihalo Temali and the Neighborhood Development Center in Minnesota, a culturally intelligent business incubator. Minnesota is also experimenting with culture as an economic development tool in concepts such as Little Africa, Little Mekong and Rondo Historic District.

▪ Be a Place of Choice for minority and immigrant entrepreneurs to get a formal business education, develop technical expertise, establish business partnerships and test new products. Community colleges tend to offer a low barrier and accessible environment because of their location, culture and access. Leverage these assets to become the place of choice for these entrepreneurs to grow, innovate and prosper.

▪ Build Trust with the ethnic communities by establishing long-term relationships. Many immigrants and minorities do not trust mainstream institutions, but once trust is established they become long-term friends.

By facilitating the growth of these important community assets, community colleges will find their own institutions being strengthened as new ideas and relationships spur innovation, growth and wealth creation for all. Maybe next time Maria will know where to go when she needs help.

Editor’s Note: Ron Thomas is the retired president of Dakota County Technical College and former NACCE board chair. Bruce Corrie is an economist and Associate Vice President at Concordia University. Both have worked together for many years developing strategies to grow and nurture immigrant and minority entrepreneurship in Minnesota.
Shared Vision Colleges Take Diverse Roads to Meet Market Needs

By R. Gary Muller, Dean, School of Business, Industry, and Technology, Catawba Valley Community College and NACCE Fellow, Catawba Valley Community College, Hickory, North Carolina

EDITOR’S NOTE: The 2014-15 Sam’s Club Shared Vision Project was a big success for the communities served by the seven colleges that participated in the program. In the last two issues of Community College Entrepreneurship, we reviewed the activities of Long Beach City College, Southern West Virginia Community and Technical College, Southeast Kentucky Community and Technical College and Fox Valley Technical College. In this issue, we will highlight the activities of the remaining three colleges involved in the program: Northeast State Community College, Salt Lake Community College and Delgado Community College.

The common threads leading to the colleges’ success in the Sam’s Club Shared Vision project was that they listened to their customers and designed programs to meet the specific needs of their markets. It is critical to match your offerings to the needs of your customers and not assume you know the market needs better than your customers. The key goals of the 2014 program were to increase the colleges’ entrepreneurship engagement with microbusiness owners and build communities of learning.

NORTHEAST STATE COMMUNITY COLLEGE

Northeast State Community College used a creative way to identify the specific needs of its service market, which could be an excellent model for other colleges to use in the future. A DACUM (Design A Curriculum) was conducted with entrepreneurs from various parts of their five-county market. The DACUM team focused on the training and services required by companies in business for a short period of time.

The DACUM approach was an effective way to determine the needs of the overall target market and develop a plan to address those needs. A “Grow Your Business” series was created as a result of the DACUM process and the plans were put in place to offer the series to their service market.

The challenge faced by Northeast State was identifying the best way to offer the series to maximize the number of participants in their five-county market. The college found out that each county wanted different topics in addition to the basic concepts to be offered in the workshops. The college also learned that there was not one preferred way to deliver the material.

As a result, Northeast State made an excellent decision to modify its original plan to meet its customers’ requirements. The additions to the original plan included a Lean Start Up Workshop and a Microbusiness Fair, which will have a significant impact on the success of the project.

SALT LAKE COMMUNITY COLLEGE

Salt Lake Community College’s (SLCC) original project was focused on implementing a Lean Start Coaching program because Lean Start concepts focus on going to the market to validate the product or service before a business plan is developed. The belief is that after the product/service has been validated, more effective business plans can be developed. This approach has been successful for many entrepreneurs throughout the country.

Since the initial project called NISI (Nail It Scale It) was not received well, SLCC re-evaluated the project based on feedback from the community and the college’s partners. The result was a strategic pivot to rebrand and re-market the program.

The program was renamed AIM (Align your Idea to a Market). Marketing efforts were focused on offering a free introductory class to explain the lean start concept and identify the benefits. The new approach was a major marketing success, increasing the involvement in the community.

Participants responded positively to the workshops, and the college will expand the Lean Start program in 2015. In addition to the college’s plans, the Small Business Development Center plans to expand the program across the state.

DELGADO COMMUNITY COLLEGE

Delgado Community College’s (DCC) project was to expand the college’s support for the entrepreneurial community and its college students. Over the years, the college has been very involved with the 10KSB program; however the 10KSB program is a growth program and not for startup businesses. The college students need help starting their businesses, and the grant enabled the college to create an entrepreneurship center that will effectively service the student target market as well as the community.

Sam’s Club also assisted the college in building a partnership with Accion Micro-lenders, which has benefited the college in many ways. It has provided a platform for
the college to market its entrepreneurship center through the college’s involvement with Accion’s sponsored boot camps. These camps have been very successful and have illustrated DCC’s commitment to the New Orleans’ entrepreneurship community. In addition to the boot camps, DCC has had several start up workshops throughout the year, which have been well attended due to effective marketing of the programs. The college has also created a very successful student business marketplace, which emphasizes the college’s focus on student businesses. This marketplace encourages students to test their business idea in a friendly atmosphere of a college campus. DCC’s success is another example of a college modifying its original plan to maximize the impact of their Sam’s Club project. The benefits to Delgado Community College will be felt well into the future.

SPECIAL THANKS

This is the last article in our series highlighting the outstanding achievements of our Sam’s Club Shared Vision Colleges and I would like to give special thanks to each of the colleges for their dedication in successfully implementing their programs. I would also like to express my appreciation for the leadership of Heather Van Sickle and the hard work of Tim Putnam and Richard Bliss (NACCE Fellows) in assisting the colleges over the past two years. My involvement with this very important project will be something I will remember for the rest of my life.

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Stumped with a campus challenge? Have a quick question on a textbook you are contemplating using for a class? NACCE has a robust community of experienced educators and administrators who have likely faced similar challenges and will generously share their practices and ideas for possible solutions.

Recently, Melissa Meidinger, entrepreneurship instructor at Lake Area Technical Institute, was asked to design and staff a booth for a technical high school career fair. She sent out a weekend ListServ e-mail asking for ideas, and suggestions poured in from around the country! At the career fair the following week, she hosted a photo booth with students answering the question, “If you didn’t have to worry about money, what would you do?” Student engagement was very high and the booth was considered a huge success.

“NACCE’S LISTSERV HAS BEEN A LIFESAVER FOR ME! NACCE MEMBERS HAVE BEEN SO GRACIOUS WITH THEIR KNOWLEDGE AND BEST PRACTICES. I AM AN ENTREPRENEUR BY TRADE SO I AM NOT FORMALLY TRAINED AS AN EDUCATOR. NACCE LISTSERV HAS BEEN A VITAL PART OF THE DEVELOPMENT OF MY PROGRAM!”

– MELISSA MEIDINGER, LAKE AREA TECHNICAL INSTITUTE.

Signing up for the Listserv gives you access to this deep base of generous community college thought leaders. You can sign up at bit.ly/Listserv. Once you are subscribed, you can post a message by sending an e-mail to nacce@listserv.com. Sign up today and see how NACCE members can help you!
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The League for Innovation is pleased to announce its Call for Proposals for the 2015 STEM tech conference. We are excited to announce that the University of Maryland University College’s Analytics Summit and the League’s STEM tech conference are joining forces to bring you the best of STEM, analytics, big data, advanced technology, and learning management architecture.

This collaboration has led to the redesign of conference programming, so check out the new tracks at www.league.org/2015stemtech.

This innovative direction is attracting additional community college and university participants and corporate partners while providing enhanced networking opportunities.

The conference will be held at the Arizona Grand, an all-suite hotel nestled in a private desert oasis on the doorstep of the South Mountain Preserve. See you in the nation’s sunniest metropolis and Arizona’s urban heart for STEMtech 2015!

For exhibition and sponsorship opportunities, please contact Chris Hennessey at hennessey@league.org.

www.league.org/2015stemtech
NACCE Member News

**BREE LANGEMO**, former dean of Business, Public Service & Social Sciences at PIKES PEAK COMMUNITY COLLEGE, has been named vice president of Strategic Partnerships for the Entrepreneurial Learning Initiative (www.elmindset.com), a global advocate for expanding human potential through entrepreneurship mindset education programs. Langemo will lead ELI’s national strategy for partnership development. With more than a decade of experience in higher education, her work has focused on improving student persistence to goal completion, strengthening instructional training and support, and building community partnerships to better align curriculum to meet current and future workforce needs.

**MONTGOMERY COUNTY COMMUNITY COLLEGE** has been awarded $2 million from the Montgomery County Economic Development Corporation (MCEDC). It is the largest private gift ever given to the college. The award will establish an endowment within the college’s foundation, and annual interest from the endowment will fund workforce development program scholarships for students pursuing high-demand industries that support the county’s continued prosperity. The award will also provide seed money for new programs and student scholarships in critical health sciences and entrepreneurship.

John and Mary Pappajohn gave a $50,000 gift to NORTH IOWA AREA COMMUNITY COLLEGE in honor of NIACC’s JAMIE ZANIOS upon his retirement last year as vice president of Institutional Advancement and the Pappajohn Entrepreneurial Center. The endowment will be used to form the Jamie T. Zanios Entrepreneurship Scholarship and will assist students studying entrepreneurship or business. Starting this fall, two scholarships will be made available for students who are interested in owning their own businesses through a career program or those who are pursuing a two-year associate’s degree.

**AMY SCHULZ** has been named NACCE’S new vice president of Membership. One of NACCE’S original Member Ambassadors since 2013, she was most recently the director of Career Technical Education & Economic Workforce Development at FEATHER RIVER COMMUNITY COLLEGE. She also oversaw the “New World of Work Initiative” and an eight-college regional consortium that facilitated leadership to serve the career technical education needs of the region. In her new role, she will focus on membership renewal and recruitment, an expanded NACCE presence on the West Coast, expanded NACCE special events within regional conferences, and customized training offerings. Contact her at schulz@nacce.com.

We love to hear from our members! Do you have updates to share? A new program, event or award? To submit your news, contact editor@nacce.com.

Success

Continued from page 16

**REDEFINING SUCCESS**

For that reason, the Entrepreneurial Learning Initiative, in collaboration with NACCE, academic institutions, philanthropic organizations, and policy thought leaders, is launching an ambitious effort to empower one million students with an entrepreneurial mindset - a way of thinking that can empower ordinary people to accomplish extraordinary things.

The 1Million Mindsets initiative uses innovative curriculum that leverages problem-based experiential learning and community engagement. Through the movement, students are exposed to the underlying attitudes that cultivate entrepreneurial behavior - be it as an employee, entrepreneur, or an otherwise engaged member of society.

Students will learn from the firsthand experience of others, benefit from peer-to-peer learning and engage with a community that will eventually support them as promising entrepreneurs or welcome them as wonderfully qualified employees strengthening the companies eager to hire them.

For more information on how you can help redefine student success and participate in the movement, please go to www.1millionmindsets.com.

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MEMBER SPOTLIGHT

Lorinda Forrest

RESIDENCE
Hollister, California

ORGANIZATION
San Joaquin Delta College, Stockton, CA

OCCUPATION
Small Business Deputy Sector Navigator

FIRST JOB
Runway Fashion Model

PHILOSOPHY
It’s always about relationships!

FAVORITE MUSIC
I’m a country music fan but also love easy listening and ambient music.

FAVORITE MOVIE
“The Notebook” reminds me that love conquers these insidious diseases.

FAVORITE BOOK
The Power of Intention by Dr. Wayne Dyer has been a long time favorite. Also, Just Listen by Mark Goulston

WHAT GOT ME INTERESTED IN MY WORK
I grew up in an entrepreneurial family, so it might be in my genes. When I was little I thought playing with Barbie dolls was dumb. Instead, I tried to recruit my friends and siblings to play store, beauty salon, doctor’s office and restaurant. In college, I made money selling jewelry, Tupperware and more. In the early days of working, I worked for businesses that were starting up or expanding. Over the years I’ve started five businesses – some, such as restaurant and a holistic health/massage practice – I’d been practicing as a child. Then my passion shifted from starting my own business to helping others do the same and I entered the world of consulting and business coaching, which I found very gratifying. I love following the successes of my former clients. Two years ago I was recruited for my current role in the California Community College system. It is thrilling to think my background and passion can help grow an entrepreneurial ecosystem in the Central Valley and Mother Lode region, which I serve.

GREATEST ACCOMPLISHMENT
While earning a pilot’s license is pretty high on my list, I have to say that founding a beekeeper’s association in the foothills of Central California means a lot to me. My father was a beekeeper and loved it. When I moved to a rural community, I started keeping bees myself and realized that there wasn’t any association in the area where I could find support and resources for my beekeeping hobby. I started the Sierra Foothill Beekeepers Association in 2010.

It serves beekeepers, newbees and wannabees in four counties across the Sierra Foothills in Central California and has grown to about 350 members. We teach and promote chemical-free, sustainable beekeeping practices and our experienced members mentor new beekeepers. I’m proud of this accomplishment because we have developed a wonderful community.

SUCCESS IS...
Helping others realize their passion while following yours.

FAVORITE QUOTE
“Laughter is to life what shock absorbers are to automobiles. It won’t take the potholes out of the road, but it sure makes the ride smoother.” - Barbara Johnson

CURRENT PROJECT(S)
As a grantee of the “Doing What Matters for Jobs and the Economy” framework, my role is to serve the 13 community colleges in the Central Valley/Mother Lode region by growing business and entrepreneurship programs. I’ve partnered with the Lyles Center for Entrepreneurship at California State University-Fresno to deliver Community College Entrepreneur Pathway training for college faculty. Students will receive expedited articulation to the entrepreneur degree program at Fresno State. I’ve also put together a team to develop an entrepreneur curriculum-sharing website that is user-friendly and provides a mechanism for faculty to develop an entrepreneurial community of best-practice sharing. That website, which was to be a regional pilot program, will now launch statewide. I am hosting a regional business pitch competition, which has divisions for high school and community college students. I am hosting an “Educators Cultivating Entrepreneurship” summit in my region for high school and community college faculty and administrators. This two-day summit will focus on best practice sharing of successful entrepreneurial programs, contextualizing or embedding entrepreneurship into CTE programs and developing hacker-maker labs. Through my grant funding I’ve offered NACCE memberships to the 13 community colleges in my region and have provided scholarships for faculty to NACCE’s Entrepreneurship Specialist Certificate Online training.

HOW HAS NACCE IMPACTED YOUR WORK?
When I attended my first NACCE conference I was impressed with the quality of the presentations, the enthusiasm of the participants and the amazing work being accomplished at community colleges. I was encouraged to see community colleges in small or rural areas with strong entrepreneurship programs and powerful business and community partnerships. NACCE has become a valuable partner in helping me attain my goals as Small Business Deputy Sector Navigator.
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