

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Youth Entrepreneurial Initiatives and Workforce Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
601	Economics of Agricultural Production and Farm Management		15%		
604	Marketing and Distribution Practices		10%		
801	Individual and Family Resource Management		25%		
806	Youth Development		50%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	3.0	0.0	0.0
Actual Paid Professional	0.0	4.6	0.0	0.0
Actual Volunteer	0.0	31.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	400596	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	243805	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Tuskegee University selected eight youth from four counties of the Alabama's Black Belt region to participate in a week-long youth leadership program at the national 4-H Conference Center in Chevy Chase, Maryland, and Washington, DC. Youth were taken through a series of workshop sessions, participated and served on various committees which prepared them to write action plans. They learned about how bills are enacted, and performed a mock parliamentary session during which two bills were passed.

Entrepreneurial and Financial Education trainings models have been identified and used as the core curriculums for Tuskegee University Cooperative Extension Programs' workforce development initiative. Insight and High School Financial planning program for students are the curriculums used to increase student's knowledge and skills and, provide opportunities for students' to demonstrate their skills learned. Ten educational classes were taught in financial planning, saving, decision making and business finance with a total of 180 students attending. The primary focus of the classes involved multiplication and calculation of basic inventory, profit and loss analysis, basic budgeting, and savings and decision making.

The 4-H science GIS curriculum also introduced elementary and high school students to learning about science as inquiry; earth and space science; life science; science and technology. Through a series of video presentations and hands on activities, students were guided to master the skills and competencies to determine the bearings of points/locations using the compass. They calculated distances between two locations using the scale of the map. Students also performed exercises that enabled them to distinguish between magnetic and true north, angle of declination, latitudes and longitudes and how to interpret contour lines and features they represented on topographic maps.

2. Brief description of the target audience

The targeted audiences are the rural and some urban youths, collegiate students, and young adults in the general population of the Alabama Black Belt.

3. How was eXtension used?

eXtension was used to acquire materials and resources on entrepreneurship program models and curriculums through interactions with participants from the communities of practice.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	400	1600	1800	5400

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2012
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Schools, community centers, faith-based organizations, summer camps, extension personnel and youth service agencies.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth and adults will explore entrepreneurship, economics, law, government and business ethics; and expand participant's jobs skills, as well as knowledge of math, public speaking, marketing, decision-making and business leadership.

Outcome #1

1. Outcome Measures

Youth and adults will explore entrepreneurship, economics, law, government and business ethics; and expand participant's jobs skills, as well as knowledge of math, public speaking, marketing, decision-making and business leadership.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

One of the issues being addressed in the Alabama Black Belt region is the need for students to increase their Mathematics, Finance and, Business skills as essential elements required for their success. The deficiencies identified are therefore being addressed through the youth entrepreneurial and workforce development programs.

What has been done

Several entrepreneurship and leadership development camps as well as science and technology education camps were conducted to reach more than 300 youth in the 12 county service areas.

Results

Overall, youth participants have gained increased knowledge and awareness in the areas of business and personal finance management, and about 88% have improved their basic math skills while another 50% have improved their saving and spending habits. Others have also gained new knowledge and skills in science and technology applications and GIS software operations, and leadership, self-esteem, team work and civic involvement.

4. Associated Knowledge Areas

KA Code	Knowledge Area
601	Economics of Agricultural Production and Farm Management
604	Marketing and Distribution Practices
801	Individual and Family Resource Management
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges

Brief Explanation

Program outcomes were affected by economic conditions in the region and competing programmatic challenges particularly where participants were required to pay a registration/enrollment fees.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Post program evaluations showed that of the 90 students who participated in the financial management classes, 78 students learned how to calculate simple budgets, 87 students had improved their Math skills, and 62 acquired an understanding of business finance. Of the 36 students who attended classes on Mathematic of Inventory that were evaluated, all 36 learned how to calculate profits and losses and acquired knowledge of profit margins. Also, 30 learned the difference between wholesalers and retailers and 22 learned how to calculate percentages for reinvestment. Another group of 54 students participated in the savings and decision making classes and from this group, 45 planned to open savings account, 54 planned to improve their spending habits, and 18 planned to develop long term saving plans with parents. Overall, follow-up evaluations of the entire group of 180 based on random subjects indicated that 51 students practiced budgeting, 88 had improved Math skills, 42 students have opened savings accounts and 59 students have improved their spending habits.

Key Items of Evaluation

Following reports from the Youth Empowerment Summit, its continued implementation as an annual conference will provide an opportunity to motivate and inspire youth in the region to have a positive outlook about their futures. The annual Youth Summit and the possible development of a "Center for Entrepreneurship" will remain the primary components of this program area. The Center would guarantee TU students the ability to gain a solid entrepreneurial educational base during matriculation and promote a national network of youths, adults, community organizations, business education, and government agencies committed to advancing entrepreneurship education and implementation. The center will promote the development of entrepreneurial programs that empower youth to see and seize opportunities to respond to the social, political, and economic needs of their communities, their nation, and the world. The coalition will accomplish this through education, research, and the dissemination of information on the best practices of effective entrepreneurial programs.