

The Young Entrepreneurs of Washington, D.C.

Sponsored by:

**The David H. Koch
Charitable Foundation**



**PHOTOCOPY
PRESERVATION**



National Foundation for Teaching Entrepreneurship, Inc.

FACT SHEET

NFTE-Washington, DC Program

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The NFTE program operates in the following DC Public Schools:

Anacostia SHS
Armstrong Adult Education Center
Bell Multicultural
Cardozo SHS
Coolidge SHS

Hine JHS
Roosevelt SHS
Washington Martha Murray SHS
Woodson SHS

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NFTE- D.C. UPCOMING MEETINGS

October, 1995	First Committee Meetings
November 15th	8:00-9:30am. Location TBD
January 18th	8:00-9:30am. Location TBD
March 20th	8:00-9:30am. Location TBD

NFTE-D.C. ADVISORY BOARD MEETING AGENDA

(9/19/95)

3:30-3:45pm Welcome and Introductions**3:45-4:00pm "Managing with Lou Dobbs" CNN Program featuring NFTE****4:00-4:10pm Advisory Board Committee Formation and Review of Responsibilities.****4:10-4:20pm Committee Chairperson's Remarks****4:20-4:40pm Wish List and Open Forum****4:40-5:00pm Adopt-a-School Initiative and Teacher Introductions.****5:00-5:30pm Lite refreshments (optional)**

MEETING NOTES**1300 CONNECTICUT AVE. SUITE 1000****RSVP LIST AS OF MONDAY, SEPTEMBER 18 FOR D.C. ADVISORY BOARD MEETING**

1. WALTER BENSON
2. CHERYL COOPER
3. ARTHUR ROGERS
4. ARIANNE DUDDY
5. SHARON FRENCH *
6. NINA GASKIN
7. DOLORES LANDRY
8. ALAN SHAEFFER
9. KECIA CAMPBELL
10. JULIE SILARD
11. HENRY LEE
12. GAYNOR McCOWN
13. JUDGE GEORGE MITCHELL
14. DENTON MALCOLM (NFTE GRADUATE- President "Rude Kid Productions")*
15. TANGELA McGUIRE (NFTE GRADUATE)
16. MARGARET McKNIGHT (for SUPT. FRANKLIN SMITH)
17. HARRY FRAZIER
18. TERRY JONES
19. ERNEST SKINNER (guest- Community Dev. Director Citibank)
20. GLEN SWANSON (NFTE staff)
21. Vickie Tassan
22. Dick Sheppard

POTENTIAL GUESTS:

1. IRA STOHLMAN- Chief of Staff, Assistant City Administrator for Economic Development
2. BRIAN CAMPBELL- District Manager, Mid-Atlantic District- Microsoft Corp.
3. Beth Frisk

TEACHERS ATTENDING AT 4:30PM

1. JACKIE HART
2. MARILYNN HOLLIS
3. WENDY HOLMES
4. MENA LOFLAND
5. DALE LUBKEMAN
6. WILLIE STEWART
7. MARY STURDIVANT
8. ASTIAGE TONDARI
9. FRANCEL WILLIAMS

ADVISORY BOARD COMMITTEE FORMATION

I. BUSINESS DEVELOPMENT

- **Responsibilities include: Fundraising, marketing, networking PR, and program innovation. Minimum (4) meetings per year. Will develop special "working groups" on as needed basis.**

- 1] Nina Gaskin**
- 2] Tangela McGuire**
- 3] Armando Chapelli**
- 4] Franklin Smith**
- 5] Crystal Ettridge**
- 6] Yvonne Gilmore**
- 7] Arthur Rogers**
- 8] Arianne Duddy**
- 9] Terry Jones**
- 10]**

***Open Position- Business Development Committee Chair**

II. FOLLOW UP & PROGRAM IMPLEMENTATION.

Responsibilities include: Mobilization of resources to develop high quality follow up plan to expand opportunity to NFTE graduates (i.e. higher education, expanded business opportunities, mentoring/student support...) in addition to supporting and expanding ongoing programs. Minimum (4) meetings per year. Will develop special working groups on as needed basis.

- 1] Arthur Rogers- Committee Chair**
- 2] Hon. Eric Holder**
- 3] Nina Gaskin**
- 4] Tangela McGuire**
- 5] Arianne Duddy**
- 6] Kim Kehoe***
- 7] Dolores Landry**
- 8] Walter Benson**
- 9]**

*** Invited committee member**

III. REGULATORY REFORM AND GOVERNMENTAL RELATIONS COMMITTEE.

- **Responsibilities include: Support policy initiatives that do not hamper entrepreneurship, or specifically facilitate the process of young people going into business (i.e. development of inexpensive vendor's licenses geared toward youth market, retail opportunities in key D.C. locations), and in addition mobilize key officials that can help advance our mission. Minimum (3) meetings per year.**

1] Henry C. Lee- Committee Chair

2] Denise Barnes

3] Cheryll Cooper

4] Arianne Duddy

5]

6]

7]

8]

IV. EMERGENCY SUPPORT COMMITTEE.

- **Responsibilities include: Mobilization of resources and support for NFTE students and graduates during personal and/or professional crisis. Meetings to occur on as need basis.**

1] Dolores Landry

2] Arthur Rogers

3] Henry Lee

4] Denise Barnes

5] Sharon French

6] Arianne Duddy

7] Walter Benson

8]

***Open position- Committee Chairperson**



"My dream is not to die in poverty, but to have poverty die in me."

-Michele Araujo, NFTE Graduate

WASHINGTON, D.C. FUNDRAISING GOAL

TO RAISE \$150,000 BY JANUARY 31, 1996

TO ENABLE 250-300 MORE D.C. YOUTH

TO TAKE ADVANTAGE OF THE NFTE PROGRAM

AND LEVERAGE THE PHILANTHROPIC
LEADERSHIP

OF THE DAVID KOCH CHARITABLE FOUNDATION

*We ask you to help us make a difference by helping young people develop
their own exit strategies from poverty via entrepreneurship*

NFTE-Sampl Core Program Budget

Number of Students Served: 20
Number of Teachers: 1

Student Materials	Per Student	Program
Business Cards	\$11	\$220
NFTE BizBag & Shipping	\$110	\$2,200
NFTE T-Shirt	\$9	\$180
Wall St. Journal	\$10	\$200
Wholesale Grant	\$50	\$1,000
Bank Account grant	\$15	\$300
Share of Stock	\$15	\$300
Invention Awards	\$15	\$300
Venture Capital	\$35	\$700
Field Trips	\$20	\$400
Awards Ceremony	\$30	\$600
Total Minimum Student Costs	\$320	\$6,400

Instructor Costs		
Teacher Stipend*	\$90	\$1,800
Teacher Meetings	\$25	\$500
Teacher Materials	\$10	\$200
Teacher Equipment	\$10	\$200
Training Seminars	\$25	\$500
Total Instructor Costs	\$160	\$3,200

Local Program Support**		
Program Director	\$0	\$0
Junior Teacher	\$30	\$600
Utilities	\$0	\$0
Phone, Fax, Postage	\$0	\$0
Local Travel	\$0	\$0
Entertainment	\$0	\$0
Public Relations	\$0	\$0
Advisory Board	\$0	\$0
Misc. Office Expenses	\$0	\$0
Total Local Program Support	\$30	\$600

Total Program & Student Costs	\$510	\$10,200
National Support	\$170	\$3,400
Total Program Cost	\$680	\$13,600

*Figures rounded up to nearest dollar

**Subsumed by base funding

Version 3.1

as of 9/19/95

NFTE-DC WISH LIST

(9/17/95)

To maximize our efforts in serving the youth of D.C. and building the NFTE movement, we have developed this wish list of potential donation opportunities. If you can help us out or have any recommendations, please contact the D.C. office at (202) 944-5290.

IMMEDIATE NEEDS:

Fundraising Assistance (personal, corporate contributions)

1-3 486 Computers (for new Assistant to Director and volunteers)

Plain paper fax machine

Postage machine

1 small bookshelf

Board rooms to host future meetings (teacher, student, and Advisory Board)

Business resources (for student library i.e. Success, Entrepreneur Magazine, Inc., Black Enterprise, Hispanic Business, the Washington Business Journal, Business videos and books)

Computer consulting assistance

Xerox paper, binders, typewriter

Mass mail printing resources and postage assistance

Access to networking and speaking engagement opportunities in D.C. area (CEO Club, YEO, YPO, Chamber of Commerce, Board of Trade, Capital Hill Functions, DC Government Events, Foundation Meetings, Banker's Roundtables...)

Media support

ENHANCED OFFICE & PROGRAM NEEDS:

Microsoft Software (Office, Access)

Assistance in Development of NFTE Student BizCenter

- 1,000 - 2,500 square feet of space to base Center in location near public transportation.

- Furniture and office equipment donations once space is secured.

- Student Computer Lab (6-10 486 Computers w/ laser printer)

Materials re: Higher Education opportunities

Venture Capital and Emergency Fund for NFTE graduates

Develop Adopt-an Entrepreneur Campaign for D.C. Businesses people to underwrite scholarships for young entrepreneurs

Weekend and after school retail opportunities for NFTE graduates

Seminar, field trip, and trade show opportunities for NFTE students

ADOPT-A-SCHOOL INITIATIVE BOARD MEMBER
RESPONSIBILITIES (DRAFT)

- 1] VISIT SITE A MINIMUM OF TWO TIMES A YEAR AS AN OBSERVER OR GUEST SPEAKER THROUGH COORDINATION OF NFTE-D.C OFFICE (944-5290). THE ROLE OF THIS INITIATIVE IS FOR YOU TO SERVE AS AN AMBASSADOR OF THE ADVISORY BOARD TO SUPPORT THE TEACHERS AND MEET SOME OF NFTE'S STUDENT PARTICIPANTS.
- 2] SUBMIT BRIEF WRITTEN REPORT (SEE ATTACHED) ON YOUR OVERALL EXPERIENCE IN THE CLASSROOM TO NFTE-D.C. OFFICE WITHIN 5 DAYS AFTER VISIT.
- 3] ASSIST IN LEVERAGING RESOURCES FOR YOUR SITE.
- 4] PROVIDE FEEDBACK TO DIVISIONAL DIRECTOR AS TO YOUR IDEAS ON HOW WE (NFTE AND THE ADVISORY BOARD) CAN BEST SERVE OUR TEACHERS AND THE YOUNG PEOPLE OF NFTE.

NFTE-D.C. ADVISORY BOARD ADOPT A SCHOOL INITIATIVE (DRAFT COPY)

School

Board Member Contact

Bell Muliti-Cultural

Walter Benson and Armando Chapelli

Teacher: Astiage Tondari

Cardozo

Arthur Rogers, Crystal Ettridge and Brian Cambell

Teacher: Mena Lofland

Coolidge

Denise Barnes and Floretta McKenzie

Teacher: Wendy Holmes

Hine

Sharon French, Cheryl Cooper, and Tangela McGuire

Teacher: Dale Lubkeman

Roosevelt

**Andrew Sherman, Vickie Tassan,
and Hon. Eric Holder**

Teacher: Marilyn Hollis

Anacostia

Henry Lee and Judge George Mitchell

Teacher: Willie Stewart

Woodson

Dick Sheppard and Yvonne Gilmore

Teacher: Francell Williams

Options

NA (School Closed 95-96)

Teacher: Glenn Swanson

Armstrong*

Terry Jones and Cathy Hughes

Teacher: Jackie Hart

MM Washington

Dolores Landry and Gaynor McCown

Teacher: Mary Sturdivant

* Program site pending

NFTE ADVISORY BOARD SITE VISIT REPORT

(Please fax to Julie Silard at 202-333-5639 within 5 days from visit)

Advisory Board Member Name:

Site:

Teacher:

Date and time I visited the class:

Topics covered in class:

My role in the classroom was as follows:

My overall experience was as follows:

Advisory Board Site Visit (page 2 of 2)

Improvement Areas/ Action Plan:

What I would like to do:

Recommendation for Advisory Board Involvement:

Recommendations for D.C. Division:

I have reviewed this report signed: _____
Teacher signature



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THE AMERICAN ENTERPRISE

\$5.00

A NATIONAL MAGAZINE OF POLITICS,
BUSINESS, AND CULTURE

WORK!

**We Need More. We Need Less.
We Need New Kinds. Here's a Primer.**
Barbara Dafoe Whitehead, Tony Brown,
Florence King, James Payne,
Blake Hurst, and others.

Are Earnings Falling?
Or are Baby Boomers and
Gen Xers Just Whiners?

Mother Nature Is Impure

Irving Kristol v. Jack Valenti
on Censorship

Democrats Hit Time Warner

Molly Ivins, Plagiarist



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SEPTEMBER/OCTOBER 1995

VOLUME 6, NUMBER 5



stead of learning to conform to academic expectations, they were out adding value, making products, and earning money—in ways that are not taught in schools today.

Leon Podles, who has a PhD. in English from the University of Virginia, works in national security.

Send Inner-City Kids to Business School Instead

by Steve Mariotti

I've taught poor kids academic lessons in school. And I've taught poor kids about how to start a business. The business lessons were far more effective, better received, more important. For many kids today, practical economic training is the only kind of education with a chance of leading to self-improvement. Training for business and work is the inner city's real hope.

In Brooklyn's tough Bedford-Stuyvesant neighborhood—the world of Spike Lee movies—I taught special ed to public high school students ripe for dropping out. In my first year I kicked out all the males who acted up, which was nearly all the males in the class. At the end of the year I was given the best-teacher award, but I couldn't shake the feeling that I'd sent those boys off to streets that would kill them.

So I took a bunch of my discarded students to dinner and asked why they'd acted so badly in class. They told me that my class was worthless, that I had nothing to say to them. "Didn't anything I said in class interest you?" I pleaded. One fellow spoke up and said that only one thing had caught his attention: when I discussed my import/export business. Then he rattled off various figures I'd told the class, calculated my profit margins, and concluded my business was doing well. I was dazzled to find such business smarts in a student the public schools had labeled borderline retarded.

I realized my kids didn't need special education, but only standard business education. That was when I dropped out of the public schools. Now I run a private foundation that tries to save the poor through the gospel of business. As president of the National Foundation for Teaching Entrepreneurship to Handicapped and Disadvantaged Youth, a nonprofit organization I founded in 1987, I help teach inner-city children how they can start their own legitimate small businesses.

Our programs provide students with all the hands-on skills and business knowledge they need to found and maintain an enterprise—including time management, debt-versus-equity financing, negotiation strategies, leases, the time-value of money, goal setting, the invention process, business ethics, keeping good records, how to read the *Wall Street Journal*, how to make a sales call, balance sheets and income statements, memo

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writing, and other business communication. Perhaps most important, we teach them how to write a concise, realistic business plan. Much of what these kids learn is usually taught in MBA programs, yet we have found that most have no trouble understanding and applying the concepts.

Since 1988, we have graduated about 7,000 young people from our programs in cities around the United States, and we expect to graduate another 3,000 this year alone. We have divisions in New York, Massachusetts, Illinois, Minnesota, Kansas, California, and Washington, D.C., comprising 14 cities. Frank Arnala graduated from a program in our New York Metro division in 1991 and now employs five other people at the Lower East Side store he runs in a previously abandoned building.

Then there's JaBari Bishop of Washington, D.C., a 14-year-old graduate who runs his own business selling hats, ties, and T-shirts. He does so well with his 100 percent mark-ups that he's teaching his sister and mother how to be entrepreneurs too.

We teach our students that to create wealth they must find something other human beings need or want and engage in voluntary transactions with them. Creating value through free trade is the essence of business, and I have seen it transform the lives of at-risk young people on countless occasions. Here are four specific ways our programs change students' lives:

- **Improved initiative.** When we draw on the students' innate inclinations toward entrepreneurship, they build on their natural risk-taking ability and mental toughness, and they develop initiative.

- **Improved attitudes.** Our students show marked improvement in their general attitude and their courteousness toward others. Kids who live under great stress and in poverty can be very rude, but when a student is treated well and, especially, treated as a professional businessperson, he or she begins to act the part.

- **Improved academic skills.** Many inner-city students who never learned the most basic math show quick improvement when they have an incentive to do so. Our average student shortly rises to a seventh-grade level of basic math, and his writing skills also improve when he must compose a concise, realistic business plan. Don't take the standardized test scores of these kids at face value. When it becomes a necessary part of operating one's own business, learning takes on practical rather than abstract value. Also, the forward-looking view of life that business cultivates can do wonders to raise academic skills and calm personal disorder.

- **Reduced pregnancy rates.** In public school, I once taught typing and entrepreneurship in the same semester, and I discovered that the ratio of pregnant girls in typing class versus entrepreneurship class was three to one! There are always as many girls as boys interested in entrepreneurship, and young women who are thinking about creating a business are much less likely to create a baby before their time. Entrepreneurship gives them a long-term goal



and a sense of self-respect; they take control of their bodies as they take control of their lives.

Faced with the deceptively easy answer of welfare on the one hand and tax and regulatory barriers to business on the other, many inner-city citizens who could be hardworking and honest fall into a life of either dependence or crime. If no viable alternative is offered, many of the millions of children now growing up in poor households will be condemned to economic serfdom as wards of the state, either in jail or on welfare.

How much better it would be to teach wealth-creation techniques to those who have traditionally been absent from the marketplace. In classic free-market fashion, this would allow individuals to seek self-improvement while bringing an overflow of benefits to the broader community. Hence our motto: Turning around America's inner-cities, one young entrepreneur at a time.

Steve Mariotti is president of the National Foundation for Teaching Entrepreneurship (212) 233-1777. An earlier version of this article was delivered as a speech to the Acton Institute for the Study of Religion and Liberty.

A Defense of Child Labor

by Hannah Lapp

As a child growing up on a family-run dairy farm, I learned what the "hard" means in hard work before I turned 10. But my early experiences on the job also taught me the joy of achievement, and a rich array of lessons and skills that would prove invaluable to me in later life. That's why the term "child labor" doesn't automatically repulse me, except for the way modern usage has distorted it into a tool to deprive other youngsters of the treasures I myself found in hard work.

Work was part of my life for as long as I can remember. Before school age, it was lighter tasks, such as helping with dishes so my older siblings could get to classes on time. At times I worked because Mom instructed me to do a particular job. More often, I followed my parents or older siblings around to help out with whatever they were doing, simply because it provided me with opportunity and discovery—two things children crave.

My parents expected us to pitch in with work not only because they considered it good for us, but because they needed us. They could not have provided for their 12 children on only our father's farm laborer income, and under no circumstances did they intend to accept government aid. Since the family's survival depended on our own efforts, we children grew up seeing ourselves as part of the big scheme of things.

My older brothers and sisters worked for many years in situations less ideal than the family farm setting I enjoyed in my child-

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COULD.

hood. Their long days of hoeing or picking tomatoes under a blazing Arkansas sun during our family's migrant labor days were often difficult. So were the times when a parent or some of the children had to board away from home to follow a particular fruit-picking season.

In 1967, one of those stormy years of scraping together toward a farm of our own, six of my older siblings managed a tomato harvest by themselves. Mom was tied down at home with the baby and Dad held a farm job, so my 15-year-old sister took charge of the young work force. For several weeks they boarded in a shanty on their employer's land, some 80 miles from home. Each one down to the youngest crew member, who was six, would toil from dawn to sunset in a back-breaking endeavor to fill as many baskets of tomatoes as he could.

Today my older siblings speak of those times with fondness rather than regret. It's partly because those very exertions were the ones that enabled us to reach the family dream of establishing our own farm. But it's more than that. It's because of the enormous sense of self-worth they discovered in meeting those challenges.

Perhaps people who can't comprehend the merits of hard work for children could begin to understand by correlating it to sports activities. Our society is quite accepting of the idea that youngsters should test their endurance, face rigorous competition, and even risk physical injury in the sports arena. No one thinks it odd that children should enjoy and benefit from these stressful activities.

Looking back, I can compare some of my youthful lust for work with other youngsters' enthusiasm for sports. The thrill of competing with peers and the glory of adult approval were big factors, just as they are in school ball games. But my own experiences have given me a bias in favor of work, where the glory is much less temporary.

The lessons work taught me came alive in my heart and hands, affecting my thought process like no amount of textbook study could. Be gentle with the heifer, or she'll be impossible to handle. Be responsible with that gate, or you'll be rudely awakened with cows out at night. Follow instructions and work hard when you're with the haying crew—otherwise you won't be included the next time. Get that row of cabbage weeded right, or you'll be doing it over again instead of having your break.

I feel sorry for youngsters nowadays who are being told by the adult world that they're not supposed to do real work—the straining, grinding kind that tests your strength and helps pay the bills. I'd like them to have a chance to discover the rewards of labor while they're young, adventuresome, and impressionable. My own workplace experience came early and was heavy, and I, for one, am grateful.

Hannah Lapp is a writer and farmer living in western New York.