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## FINAL REPORT

### Implementation of a Prototype Training and Networking Program for Minority Entrepreneurs and Business People in Energy-Related Fields

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## PREFACE

In FY 1991, the Office of Minority Economic Impact (MI) at the U.S. Department of Energy implemented strategies which had been developed for a Prototype Training and Networking program for Minority Entrepreneurs and Business People in Energy-Related Fields. A labor market analysis and prototype program plan for entrepreneurs which was sponsored by MI in an earlier effort, provided the framework for this implementation phase of the program. The information included demographic and socioeconomic data and other information for the New York City Metropolitan Area.

The program which was operated by the Business & Professional Development Institute of the Bronx Community College (BPDI) is designed to train minority individuals for new and existing business and occupational opportunities and provide a model for upgrading this "under-served population" with state-of-the-art information in energy-related fields. This programmatic effort, with its training and education of future entrepreneurs for direct tracking to relevant opportunities in the energy industry and direct access to financial assistance, is a well-needed "intervention" program which will effectively address a clearly defined need in metropolitan areas. Historically, the entry rate of Blacks, Hispanics, and unskilled Asians into small energy-related business fields has lagged behind that of most other population groups. The transferability characteristic of the program enabled MI to evaluate the utility of the program through this implementation phase and to develop more realistic strategies for the transfer and applicability of the program in other large metropolitan areas. Such regions would become beneficiaries of increased business/occupational opportunities in numerous energy-related fields.

The proposed work related to MI's responsibilities to provide management and technical assistance to the minority business and educational communities by increasing the knowledge, skills, and participation of minorities in energy-related fields. The provisions of such assistance are specified in Public Law 95-619. Four major tasks were performed over a 12-month period, with significant interrelationship among the tasks. The tasks were highlighted by (a) the implementation of the prototype structured training and educational program for minority entrepreneurs and business people in energy-related fields, (b) the development and linkage of an "entrepreneurs network access system" to locate relevant jobs and contracts for the trainees of the program and provide financial assistance from both public and private sources, (c) exploring potential corrective educational curriculum for the existing school system to better prepare evolving new business students in their early education, and (d) conducting workshops and seminars with energy

business focuses to provide additional management and technical assistance to the small business firms developed through the program, acquaint them with emerging business and energy issues, and familiarize them with energy industry organizations and the energy community.

Through focused training and the linkages of public and private, technical and financial assistance resources, this implementation process (1) trained and assisted potential entrepreneurs to gain access to new businesses in the energy industry and (2) located relevant jobs and contracts through an outreach network of public and private entities. The implementation process of this proposed program was carefully developed to maximize the accuracy, usefulness, and benefits of the program to the potential entrepreneurs. Experienced researchers, social scientists, and other relevant educators were involved in the training and the curricula modification aspects of the proposed project. An existing track record with education and business programs which relates to minorities will facilitate the rapid implementation of the program and focused market penetration of relevant energy technology segments of the industry for the potential minority business entrepreneurs. Current projects for the job development, the business mentor programs, and the entrepreneurship support centers at the Bronx Community College enabled rapid implementation of the prototype business training and networking program which incorporates strategies developed from information for the New York City area.

The implementation phase reflected a cooperative effort involving Federal, state, and local governments, private energy industry organizations, minority businesses, and state and city educational institutions. The implementation of the prototype training and networking program for minority entrepreneurs and business persons in energy-related fields concentrated primarily on growth opportunities for minorities, generated from the industry sector. An improved technical resource base for minority communities was implemented through the employment-creation process. New developmental targets for minority businesses were tested for their practicability and effectiveness. The uniqueness of this training and networking program for minority entrepreneurs at the stated educational level makes its implementation more readily acceptable and transferable to numerous large metropolitan or urban areas which are characterized by the same deficiencies of relevant employment opportunities for minorities in the energy industry sector. The involvement of the New York State Education Department's Regional Education Center for Economic Development, not only with the program's linkages, but also with the targeting of funds to co-sponsor one aspect of the implementation phase of the program, certainly enhanced the credibility of the program.

For the prototype program, information was sought from many

sources and linkages established for the MI program. Agencies at the Federal level which were contacted include: The U.S. Department of Labor, the Government Accounting Office, the U.S. Department of Energy, the U.S. Department of Commerce (Minority Business Development Administration), the U.S. Department of Transportation, the Small Business Administration, and the General Services Administration. At the state and local levels, information was gathered and linkages made with the New York City Department of Housing Preservation and Development, the New York State Weatherization Program, the Urban Development Corporation, the New York City Office of Business Development, the Minority Affairs Office of Economic Development, the New York Office of Financial and Economic Opportunity, the Bronx Overall Economic Development Corporation, the Bronx Borough President's Office Business Development Task Force, the South Bronx Overall Economic Development Corporation, the Bronx Chamber of Commerce, and various relevant local business associations.

#### EXAMPLES OF SPECIFIC ACTIONS RELATING TO THE INDIVIDUAL TASKS

##### **New Entrepreneurs' Training Program**

1. A basic energy related business prototype training program curriculum was completed by the Business Institute of the Bronx Community College.
2. This curriculum was refined and a prototype training program established for new entrepreneurs.
3. New entrepreneurs were recruited from the area. They were selected from ongoing training programs at the college. Some were individuals who had experience in one of the fields of specialization that are needed in the related energy businesses. These included work in contracting, electrical repairs, boilers, superintendent work, etc. A second group were individuals who were enrolled in the building maintenance program conducted at the college. Many of these persons were interested in developing business skills and found this kind of course very crucial to their careers. A third type of individual was the one who possessed entrepreneurial skills, but still needed additional training in the technical fields. This kind of individual was also permitted into the program.
4. The energy related, business-specific training program was successfully conducted at the Bronx Community College.
5. Participants were encouraged to develop their own business plans as part of the overall program. In addition, for those individuals who were determined to start their business immediately, special training and consultations were provided to

permit them to complete and file their certification application.

#### **Establish a New Entrepreneurs "Network Access System"**

1. Contacts were made with existing MBE programs dealing with new and established Minority, Women, and Disadvantaged Business Enterprises. This included City, State, Federal, and private groups, such as:

- New York City Office of Economic Development
- NYC Department of Housing Preservation and Development
- New York State Department of Commerce
- Federal Small Business Administration
- Con Edison Minority Business Program
- Minority Business Development Agency

2. The participants were briefed on the operation and programs available from each of these technical support organizations. The city and state organizations worked with the project to insure that they could provide the participants with technical assistance after they graduated.

3. Individual consulting was available to assist individuals on how to use the wide range of technical and financial assistance available from various sources. The trainers provided insights into how to use the existing system during the training sessions.

4. The trainers provided individual students with business management consultations, as needed.

5. The progress and problems of individual entrepreneurs were evaluated by the constant review and evaluation of their draft business plans. They were required to develop such a plan, since experience has indicated that it is the only way that individuals can think out their business ideas in an orderly manner.

6. Plans were made to provide some established new entrepreneurs with the ability to re-focus their business goals to enhance job opportunities.

#### **Provide Special Access to Financial Aid Institutions**

1. The new entrepreneurs were briefed on how to establish realistic banking and credit relationships. This was accomplished through the training curriculum. A special section was devoted to financial controls and the use of money management techniques.

2. Actions were initiated to establish working relationships with several minority banks such as Asia Bank and the Broadway National Bank.

3. Working relationships were created with the New York City

Department of Business Services (DBS) through the Department of Financial and Economic Opportunity (a branch of DBS devoted to assisting minority owned business).

### Examine the Kind of Educational Preparation Needed for New Businesses

1. Existing business and science programs of special use to young students interested in energy were identified.
2. Teachers and administrators of these programs were briefed to better understand how they could assist the program goals.
3. A number of meetings were held in Harlem to explore these issues. Included were the math coordinator and the science coordinator for the largest of the Community School Districts. The basic problem areas were identified and members of the private sector were contacted to obtain their views. The focus was on such issues as:
  - a. practical math which serves both science and business
  - b. science curriculum which includes energy issues
  - c. methods to obtain the involvement of the private sector

### Proposal Objectives Addressed

1. Conducted a prototype training program for new under-educated entrepreneurs and refined the curriculum for use in other cities.
2. Established a new entrepreneur network access system that will aid new businesses to gain access to established technical and financial assistance. Part of this effort was to help new firms establish good banking relationships.
3. New energy business entrepreneurs must be properly prepared in elementary and secondary school. The project explored how the existing school system could better assist them in their early education and life experiences.
4. Planned and conducted workshops and seminars related to energy business themes.

Plans are now being developed to link the BCC training program with the work of the education programs at the elementary and secondary school system. In the past, two high schools in the city trained senior high school students on how to become boiler and burner technicians. They could find careers in the oil heating business. Over the past ten years, many of the population groups that provided the students for these programs have changed and there is now a shortage of students for these programs.

## Section 2

**PROJECT SUMMARY**

The Office of Minority Economic Impact of the U. S. Department of Energy was established to advise the Secretary on the effects of energy policies, regulations, and other actions of the Department and its components on minorities and minority business enterprises. In addition, this office has the responsibility of recommending ways to insure that minorities are afforded an opportunity to participate fully in the various programs of the Department. In line with these responsibilities of the Office of Minority Economic Impact, this project was designed to address problems and implement strategies to assist the underprivileged, minority entrepreneurs in large metropolitan areas.

This project addressed the need for women and minorities to gain access to the many opportunities available in the varied energy-related fields. As we move into an age where energy conservation and environmental issues are at the forefront of major world-wide concerns, it is important that this targeted group be given ample opportunity to contribute to these fields.

One way for these "budding entrepreneurs" to become associated with energy-related businesses, learn the ropes, and eventually own a similar business is to be exposed to the guidance of an established business. Toward that end, a series of relevant projects have been identified with the assistance of the Small Business Administration (SBA), the private sector, and the Department of Energy (DOE).

The SBA has provided lists of qualified minority-owned businesses in energy-related fields which operate in the New York metropolitan area. The list includes electrical, mechanical, and plumbing contractors, as well as general contractors. During a meeting held with these contractors, they agreed to employ and give hands-on training to qualified graduates of the prototype training course sponsored by the Office of Minority Economic Impact.

The private sector will be involved in these projects in several ways. As mentioned above, private contractors have agreed to employ the graduates. One major project involves a group of private schools run by a large church organization. The schools and other related facilities are contained in hundreds of buildings throughout the metropolitan area. A concerted effort is being made to renovate these buildings and make them more energy efficient. Millions of private sector dollars will go into this effort. The church officials responsible for this project wish to have minority contractors receive a fair share of this work, particularly where the facilities are located in minority neighborhoods.

Where permitted by regulations and available funds, DOE's Institutional Conservation program (ICP) will also be involved. For example, where there are State Programs in place, they can be utilized to facilitate the entrepreneurs who have graduated from the program. In general, the institutional sector comprised of private schools, has been under-represented in the ICP due to the program's energy savings competition requirement. This program requirement has resulted in an unfair advantage to institutions which are major consumers of energy. It is difficult, if not impossible, for a small, private school to compete with a major institution (such as a hospital or university) which can save as much energy as the total energy consumption of the small school. Recognition of these circumstances, and the fact that financial assistance (grant funds) are very limited, has led to an investigation of other methods and approaches to implementing energy efficiency projects in the small private school sector. A pilot program (or joint venture) is being designed by the DOE New York Support Office (NYSO) and the private schools involved to address some of these problems. By consolidating (or grouping) the schools into a single energy efficient proposal, these projects may become eligible for ICP funding. More importantly, though, it will attract the interest of third party financiers; financing of the projects will be paid out of energy savings. The NYSO will assist the private school system in developing specific implementation strategies which will be designed to fully incorporate outside sources of funds, i.e. utility rebates, third party financing agreements, etc. It will also provide assistance in the review of proposals submitted by third party financiers.

The projects involving the renovation of private school buildings is at the stage where contractor bidding documents are being prepared. Private funds have been committed to the projects and, as mentioned above, plans to leverage additional funds are being formulated. The work on these projects will serve several important functions:

1. It will provide hands-on training in the energy-related fields for qualified graduates of the entrepreneurial training course. The experience gained will be of great assistance in eventually setting up their own business. At this time it is anticipated that up to six graduates will be employed and receive training. As the program progresses, graduates and new recruits are expected to be engaged;
2. It will result in improved energy efficiency in hundreds of buildings;
3. It will provide employment for minority contractors in the energy fields. By so doing, it will help to keep the money earned (particularly from work done in minority communities) to remain and circulate within the minority community;

4. It will involve joint ventures and leveraging of funds;
5. It will be a learning experience for all concerned;
6. It will serve as a model for other communities;
7. It will lead to other ventures in energy-related fields. The participants will be exposed to utility demand-side management, rebate programs, and energy savings companies' (ESCO\*) operations. Increasingly, utilities and ESCOs are employing contractors to install more energy efficient equipment in facilities that are involved in rebate programs and other integrated resource planning activities. A typical ESCO is the BEI Energy Corporation, 57 Front Street, Brooklyn, NY 11201, whose president is Clifford J. Aron. BEI has done work for the Consolidated Edison Company of NY, among others, and is involved in the private school renovations projects. (Mr. Aron attended one of the seminars at BCC and lectured the trainees on energy related enterprises.) As the private school program progresses, other ESCOs will become involved;
8. Funds used from the ICP, or from some other public program, will help meet the requirements of the laws which mandate that a certain portion of public contracting funds be made available to the minority community.

\* NOTE: Energy Savings Companies, or ESCO,s, are mentioned above. Among other things, an ESCO provides the following service to a building owner: under a contractual agreement it will survey a building and install appropriate, energy efficient equipment at no up-front cost to the owner. The ESCO receives a portion of the subsequent energy savings as they accrue in payment for its services. The Utility rebates occur only after the energy efficient equipment is purchased and installed. So, the ESCO arrangement is especially attractive to the owner who does not have sufficient funds to purchase and install the equipment.

There are other energy-related projects under consideration by the Business and Professional Development Institute (BPDI). However, for the purpose of developing entrepreneurs, employing minority contractors, and leveraging funds they are not as well developed as the private school project described above. Under proper conditions, this overall effort could well be replicated in other types of buildings and facilities, both publicly and privately owned. Hopefully, this will be accomplished in the near future.

To date, and in addition, BPDI has implemented and refined a prototype training program to introduce minorities to business practices.

The emphasis for this business training was entry into energy-related businesses. Twenty-nine entrepreneurs took part in the program and, of this number, nine actually began (or laid the groundwork for) a business. A curriculum outline with information on delivery methods for the training and handouts is included in this final report.

A networking strategy was also developed and incorporated into the training by using presenters who were contacts for the networking process. Ongoing support services by the Business & Professional Development Institute were instituted and advice and resources are still provided for the former trainees.

In addition, sources for assistance were identified which provide financing, business advice, and other services for small business people. This includes sources for networking.

BUSINESS TRAINING PROGRAM EMPHASIZING  
ENERGY-RELATED PROSPECTS  
( 60 HOUR Workshop Series )

Session 1

Introduction of Seminar Series  
Background on U.S. Department of Energy  
Overview of Series/What to Expect  
The Pluses and Minuses of Going into Business  
(Handouts: "Checklist for Going Into Business"  
"Thinking About going Into Business?")

Session 2

Different Forms of Business  
The Importance of a Business Plan  
Developing a Marketing Plan  
(Handouts: "Four Ways to Organize Your Business"  
"Marketing Research")

Session 3

Continuation of Session 2 - Hands on Business/Marketing Plan  
(Handouts: "To Be...or Not To Be"  
"Model Business Plan")

Session 4

Overview of Bookkeeping Procedures  
Cash Flow and Money Management  
Developing Financial Relationships  
(Handout: "Setting Up the Books")

Session 5

Banking Policies and Procedures  
What Banks Look for in a Business  
Getting Business Loans  
(Handout: "The ABC's of Borrowing")

Session 6

Business and Staff Needs  
Family Businesses  
Developing People Skills  
Communications - Oral and Written  
(Handout: "Problems in Managing Family Owned Businesses")

## Session 7

Legal Aspects of Business

Licensing Requirements

Liability Responsibilities

(Handout: "Obtaining Business Licenses")

## Session 8

"Being a Successful Contractor"

(To be conducted by a minority contractor)

## Session 9

Energy-related Business Opportunities

(Current, updated, regional opportunities should be incorporated)

## Session 10

Using Computers in Business

The IBM vs. the MacIntosh Computer

Software for Business

What Computers Can and Can't Do

(Handout: "Computerizing Your Business")

## Session 11

Hands-on Introduction to the MacIntosh Computer

## Session 12

Hands-on Introduction to IBM and Compatible Computers

## Session 13

Incorporating a Business

Applying for a Business Certificate

Applying for a Sales Tax Certificate

(Handout: "Selecting a Legal Structure")

## Session 14

Business Planning Workshop, Part 1

Acquiring Space/Location

Working from Home

Equipment Needs

Supplies Needed

Financial Needs/Bank Accounts

(Handout: "Locating or Relocating Your Business")

Session 15

Business Planning Workshop, Part 2

- Hiring Employees (Part Time vs. Full Time)
- Employee Supervision
- Fringe Benefits/Insurance
- Wage and Labor Laws

(Handout: "Personnel Management")

Session 16

Dynamic Marketing Techniques

- Selling Yourself
- Selling Your Product or Service
- Methods of Advertising and Marketing Your Business Image

Session 17

Effective Time Management

- Getting the Most from Your Work Day
- Managing Employees' Time
- Organizing and Scheduling Techniques

(Handouts: "Effective Time Management: Useful Tips"  
"How Wisely Do You Manage Your Time")

Session 18

Proposal Writing Workshop

(Using Transparencies)

Session 19

Getting Minority Certification

- Getting and Handling Private Sector Contracts
- Getting and Handling Private Sector Contracts
- (Regional guidelines apply)

Session 20

Business Plan Finalization Workshop

(Handouts: "Small Business Guide to Survival and Growth"  
"Economic Development Programs Assistance Guide")

**Delivery of Training/Methodology**

It appeared that the most effective scheduling for the workshop series was to conduct three-hour sessions on a weekday evening, once per week for a total of twenty weeks. The probability that a significant number of the entrepreneurs could be in the construction industry made daytime and Saturday sessions inadvisable since those would have conflicted with their working times. "Homework" was given to the participants and included research assignments, working on business plans and marketing research for their individual businesses. Whenever possible, presenters and trainers chosen were minorities who could act as role models for the trainees. It was especially effective to have presenters who were currently in business and had the ability to speak with first-hand knowledge about their

experiences. It was also effective to have minorities who were in businesses similar to those of the trainees (or those to which they aspired) as a way of providing business-specific information. A Seminar Coordinator was used throughout the training to provide continuity and a familiar face for the trainees. This coordinator was someone who had, at least, a good general knowledge of business and had personal experience in business and/or training.

Many handouts were distributed and discussed to complement the workshops. Overhead transparencies were also used to enhance the workshop sessions. Aside from the one workshop devoted entirely to discussing opportunities in energy-related fields, examples of these opportunities were interjected throughout the series. For example, when discussing "Being a Successful Contractor", references were made to show how this fit into an energy-related business and why.

In addition, it was pointed out that networking was an integral part of the training. Trainers emphasized the importance of networking and provided appropriate examples and techniques to highlight the relevancy. To the extent possible, some of the presenters were people with whom the trainees could network, e.g. bankers, lawyers, representatives of government agencies which provide assistance to business, etc.

The development of a Business Plan was an ongoing activity throughout the course of training. As different aspects of the training were delivered, information was added to the business plans. The overall objective of the workshop series was to have each participant leave with a completed business plan, whether they were already in business or not. In addition to classroom training, the participants were given individual consultations at times other than the scheduled time for the workshops. Although these consultations could relate to any individual needs the participant may have had, help with the Business Plan Development was made a priority. In this prototype, an average of 3 hours of individual consulting per trainee was built into the design. Some participants needed more and others less time to absorb and relate the information.

PARTICIPANT PROFILE AND RESULTS OF TRAINING  
AND NETWORK DEVELOPMENT

Twenty nine people enrolled in the program. Of this 29, twenty one (21) were male and eight (8) were female. All were in the age range of 22 to 54 years. Twelve (12) were African-American, thirteen (13) were Latino, two (2) were East Indian and two (2) were Caucasian. (A participant list appears in appendix #1). Three (3) of the male Latinos had already started a construction-related business, but had not been as successful as they would have liked. By the end of the program, nine (9) people had either started a business, improved on the business they already had, or had a business plan with the intention of going into a specific business.

The training extended from March, 1991 through July, 1991. The grant technically ended June 30, 1991, but the enthusiasm of the attendees, coupled with the need to be as thorough as possible, caused the project director to extend the seminar series. Outside individuals brought in after June 30th as trainers volunteered their services, while the project staff conducted the remainder of the seminars.

The participants took part in a 20 week series entailing 3 hours of class attendance per week. All seminars took place on the Bronx Community College Campus either in a classroom, conference, or computer laboratory setting. All facilities were accessible to the handicapped and all training areas were suitably approved for instruction, including the appropriate equipment (overhead projector, chalk board, etc.).

The presenters included, among others, an official from the New York City Department of Housing, Preservation and Development, a Vice-President from Chase Manhattan Bank, the president of a woman-owned construction company, a Certified Public Accountant, a business lawyer, two computer experts (one of whom was the CEO of a small, minority owned-business), a human resources specialist, a marketing expert and principal in a minority-owned consulting firm, and the president of an energy conservation company.

Evaluations were conducted. On a scale of 1 to 5 with 5 being the most positive evaluation, all the participants rated the entire program 4 or 5. Comments included, "I wish this kind of training would be given more regularly. It had a lot of information and motivation."; "Please continue these programs; its value to start-up businesses is more useful than can be imagined; "Presenters were knowledgeable, friendly, and willing to help. This has been a great experience. Everyone else involved was also very personable and helpful. I'm sure we will all benefit from this course in more ways than one."

Participants ended the formal seminars with the understanding that the Business & Professional Development Institute (BPDI) would remain available for consultation and networking, and that the staff would act as liaison for networking to enhance the emerging "Network Access System." BPDI has contacts, especially throughout the Bronx, with most of the economic development agencies, the borough president's office, and various government agencies throughout New York City. Therefore, BPDI will continue to act as a "network clearing house" for these individuals.

BPDI also maintains a computerized mailing list and these former trainees are apprised of any activities taking place which may be useful to entrepreneurs and small business owners. Meetings with Consolidated Edison staff indicate an openness on their part to provide information about the energy business to this network, as well as the possibility of sub-contracts and jobs. BPDI would like to continue offering specialized seminars to these and newly-recruited entrepreneurs and is seeking funds from any viable source to do so. The former trainees indicated that they would like these seminars to continue, even if only on an occasional basis.

Because of the so-called recession and the problems faced by the banking institution, it was not feasible to arrange business loans during the life of this project. BPDI does, however, retain its connections and contacts with the local banking institutions and, if and when the economic climate improves for them, it will advise and assist the former trainees accordingly.

## RESULTS OF EDUCATIONAL RESEARCH

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In speaking with teachers and educators about the quality of the system to help train students for business and technical skills, most felt that introductions to these areas are most important on the elementary and junior high school levels. High schools are important, but they only help those students who are already motivated toward entrepreneurship. Awareness should begin at an earlier age for maximum positive response.

In line with this, BPDI has spoken to officials in School District #5, which includes the Harlem area of New York City regarding, 1) entrepreneurship education and, 2) informational seminars on technical and scientific careers. These would be geared to the elementary and junior high schools, at least in the beginning.

An ongoing "Junior Entrepreneurship Club" would be set up at each chosen location which would consist of a room or area where material would be housed on business and entrepreneurship, especially chosen for this age group. Activities would begin with a marketing campaign throughout each school to get as many volunteer club members as possible. Members would receive a button identifying their membership in the Club. There would be monthly seminars on the school premises dealing with such issues as the pros and cons of going into business, and many of the same issues contained in the business training program that was done under this project, but geared towards young people. Whenever possible, field trips to business sites would be planned.

Another aspect of this outreach to elementary and junior high school students would be periodic seminars discussing different careers in technical areas, such as engineering, chemistry, architecture, general contracting, etc. These forums would allow the youngsters to be exposed to people in these fields who could talk about them from the "inside out."

It should be noted that all of the above activities would maximize the utilization of minorities who specialize in the fields being covered (again, much like the business training project just completed), and every effort would be made to recruit women and minorities as role models to inspire the youngsters.

The implementation of this school plan has been delayed due to the school budget crisis. Only non-traditional programs which are funded from outside the Board of Education are being considered at this time. The School Construction Authority seems to be the only part of the Board of Education with sufficient funds to undertake new ventures, and then only in regard to constructing educational facilities. At this time BPDI is exploring sources of funding to implement this program.

## CONCLUSIONS

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Based on the positive results of this prototype program, it seems that minorities can benefit considerably from such exposure to hands-on business training, networking, and follow-up support services.

This prototype appears to be transportable and, with regional modifications, could be replicated anywhere in the country.

The pivotal component of the training is the Seminar Coordinator who should be, at the least, a well-versed generalist in business practices and, preferably, someone who has gone through the process of a business start-up.

The ongoing activities of the project which are cited in the "Summary" indicate the degree to which this training can have concrete results. BPDI is committed to servicing the former trainees while pursuing opportunities to expand the program to new participants. Follow-up information of the successes of our ongoing efforts will be forwarded to MEI as results become available.

Although some aspects of the program did not exactly perform to the original plan, it has, nevertheless, proven to be quite successful. The Business & Professional Development Institute has been able to successfully complete this project to the satisfaction of the participants and, hopefully, to the satisfaction of the OFFICE OF MINORITY ECONOMIC IMPACT of the U.S. DEPARTMENT OF ENERGY. The Business Institute looks forward to a continued, productive relationship with this agency.

**END**

**DATE  
FILMED**

**6/01/92**

