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Strategic “Ingepreneurship”: Facilitating Urban Economic Growth and Socioeconomic Advancement



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Mission

CSU College of Business provides quality business education, inspires learners, and launches business careers as a path to lifelong success.

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Strategic “Ingepreneurship”: Facilitating Urban Economic Growth and Socioeconomic Advancement

Executive Summary

The greatest period of socioeconomic advancement for minority communities in American history, particularly African American communities, occurred during the middle of the 20th century. Despite the prevalence of institutionalized social and economic inequities that persisted during this period, a foundation was established for unprecedented growth of the African American middle class. This growth was largely the result of an intentional effort to educate migrant communities that had left the southern region of the United States in search of industrial jobs, education, and a lesser degree of overt racial oppression.

As the six million African Americans moved from the rural south between 1916 and 1970 (Great Migration, 2015), schools were established to provide educational opportunities for the growing population. It was the success of the educational effort that forged a foundation for social advancement and progress. The effort to educate the new urban residents resulted in the establishment of “normal schools,” which were created to train high school graduates to become teachers. These schools ultimately provided a framework for teachers' colleges and were a precursor for the system of state colleges (Cremin, 1959). These educational institutions produced teachers and educators who helped transform agricultural workers into professionals and facilitated an unprecedented growth of the African American middle class. Founded in 1900, Coppin State University was on the forefront of this socioeconomic movement.

The social and economic dynamics have changed since the middle of the 20th century. Social integration has caused many to question the relevance of Historically Black Colleges and Universities (HBCU). The manufacturing base that was an employment incentive in northern cities and enabled African Americans to acquire blue collar jobs paying livable wages, to purchase homes, to send their children to college, and to retire with pensions, has greatly declined. A new global, information-driven, technology-based economy has emerged and radically changed the requirements for effective socioeconomic participation and growth.

While the social and economic dynamics have changed, fueling economic growth and social advancement through education is still a viable method of creating opportunities and preparing future generations for advancement. The demand for teachers to educate a migrating agricultural class has now been surpassed by the need to prepare entrepreneurs to become economic drivers who will fill the demand for innovation in science and technology. Also needed are those who understand the relationship between innovation and economic viability in all disciplines. The knowledge economy is one in which information-driven innovation will propel future generations to higher standards of living and relevance in the economic global community.

The Legacy of Socioeconomic Transformation

In 1950, Baltimore was the sixth-largest city in the country with a population of 950,000 people who were primarily employed in manufacturing and shipping (Levine, 2000). The steel mill and shipyard built in the midst of the “Panic of 1893” and great worker discontent became the centerpiece of the regional economy that was responsible for the sustainability of a robust and prosperous urban center. An examination of Baltimore’s economic evolution provides insight into the socioeconomic nuances of many former industrial centers, urban and rural, across the country.

The comprehensive approach to providing for employee needs by companies such as Bethlehem Steel, one of the region’s largest employers, meant that a company’s provision extended beyond mere wages to such needs as housing. The Sparrow Point community developed by Bethlehem Steel became synonymous with the company responsible for its existence. “The Point” was known for low-rent company housing, free home maintenance, company-subsidized churches and schools, easy access to credit, and a strong sense of community.

There were many social inequities during this period that perpetuated economic and ethnic disparities. While it was the policy of Bethlehem Steel to segregate residents by race and rank, the work still offered new opportunities for advancement to all families. As contradictory as it may seem, it was the segregated, unequal school system that enabled its graduates to make meaningful socioeconomic strides. The Bragg School, for example, was the first school for African American children and produced many black business leaders and educators who grew up in Sparrow Point (Rodman, 2012).

It was in this social context that Coppin State University was founded in 1900 as a “Colored High School” (later named Douglass High School) with a program that consisted of a one-year training course designed to prepare African Americans to teach elementary school (Our History, 2015). The training program was expanded to a two-year Normal Department within the high school by 1902, and seven years later it was separated from the high school and given its own principal.

It only took a few decades for the success of “The Point” to begin to expand far beyond the immediate areas around the Bethlehem Steel plant. As African Americans settled into West Baltimore, Coppin was further established as the premier teacher education center for African Americans in the region. Acquiring its current name in 1926, the school became the Fanny Jackson Coppin Normal School in honor of the outstanding African American woman, a pioneer in teacher education, who was born a slave in Washington, D.C. (Our History, 2015). By 1938, the school became Coppin Teachers College and issued four-year Bachelor of Science degrees.

The 1950s was a decade of expansion for the Baltimore economy and for Coppin. In 1950, Coppin became part of the higher education system of Maryland under the State Department of Education and moved to its present 38-acre site on West North Avenue two years later (Our History, 2015). The need to educate growing “baby-boomer” families and the steel production boom generated by the demands of post-

World War II consumers created a fertile environment of socioeconomic advancement. The prosperity of the mills enabled steelworkers to earn union wages, achieve a middle-class living standard, afford higher education for their children, and retire with pension benefits. It was during this time that “The Point” reached its peak with 35,000 workers in 1959, ultimately becoming the largest steel mill in the country just over one decade later (Mause, 2003).

Since the close of the 19th century, Coppin has been the facilitator of progress for those most in need of the advantages gained through education. The evolution from a manufacturing-based economy, fueled by the development of teachers who provided educational opportunities for the families who migrated to northern cities, suggests that Coppin must now become an educational center for aspiring entrepreneurs who will provide employment for future generations.

A Broken System

The national shift from an industrial economy, the decline of the manufacturing base in areas such as Baltimore, and an educational system that has not fully evolved to meet the workforce demands of the new economy may be considered contributors to the socioeconomic realities faced by urban communities. Baltimore, like many urban centers, is filled with statistical disparities that exist between its residents and those of other communities. Residents who once knew education and industrial employment as clear pathways to a middle-class standard of living now lead the state in overall poverty, child poverty, senior poverty, individuals living below 200 percent of the poverty line, residents receiving temporary cash assistance, children receiving temporary cash assistance, percentage of the population participating in food supplement programs, and the percentage of children who participate in the Free and Reduced Price Meals program (Table 1).

Indicators in Which Baltimore City Is Leading the State of Maryland (Table 1)			
Indicator	Percentage	Benefit and Period	Source
POVERTY RATE	25.2 percent	\$23,492 for a family of four in 2012	Census Bureau, American Community Survey, 2012
CHILD POVERTY RATE	36.5 percent	\$23,492 for a family of four in 2012	Census Bureau, American Community Survey, 2012
SENIOR POVERTY RATE	18.0 percent	\$11,011 for a senior in 2012	Census Bureau, American

			Community Survey, 2012
LIVING BELOW 200 PERCENT OF POVERTY LINE	46.6 percent	\$49,984 for a family of four in 2012	Census Bureau, American Community Survey, 2012
RESIDENTS RECEIVING TEMPORARY CASH ASSISTANCE	4.52 percent (November 2013)	Maximum of \$574 per month for a family of three FY 2014	DHR FIA Statistical Report
CHILDREN RECEIVING TEMPORARY CASH ASSISTANCE	14.83 percent (November 2013)	FY 2014	DHR FIA Statistical Report
POPULATION PARTICIPATING IN FOOD SUPPLEMENT PROGRAM	34.82 percent	Average of \$127.39 per person per month	FY 2014 DHR FIA Statistical Report
CHILDREN WHO PARTICIPATE IN THE FREE AND REDUCED PRICE MEALS PROGRAM (FARMS)	84.09 percent	2012 – 2013 school year	Maryland State Department of Education

(MD Alliance of the Poor, 2014)

While it may be reasonable to expect the presence of academic institutions to provide significant remedy to the socioeconomic woes of an urban district, this has not been the case. Baltimore has one of the highest concentrations of institutions of higher education in the United States, yet it is one of the most economically depressed cities in the nation. The immediate area surrounding Coppin State University is reflective of the lack of impact of the university on the economic conditions of the residents. Investment into the physical plant of the campus has improved the aesthetic value of the campus community, but has failed to change the overall economic conditions of the residences surrounding the university.

When examining data regarding the community surrounding Coppin State University, the statistics reflect the realities of the city at large. The 21216 postal code has:

- median household income significantly below state average
 - median house value significantly below state average
 - unemployed percentage above state average
 - black race population percentage significantly above state average
 - Hispanic race population percentage significantly below state average
 - median age above state average
 - foreign-born population percentage significantly below state average
 - length of stay since moving in significantly above state average
 - house age significantly above state average
 - percentage of population with a bachelor's degree or higher significantly below state average
- (City-Data.com, 2013)

A portion of the problem is the shortage of that which facilitates socioeconomic advancement: high performing public schools and jobs. Educational opportunities have to reflect the demands of the new economy. Building an educational system in the late 19th century and the first half of the 20th century that addressed the needs of a growing industrial economy allowed cities like Baltimore to thrive. Education must now prepare students to meet the needs of a knowledge-based economy and contribute to a rapidly evolving, technology-infused, entrepreneurial, job-creating ecosystem.

A Case for a Diverse “Ingepreneurial” Ecosystem

Ingenuity is the ability to approach rapidly evolving complexities in unique ways while producing marketable products and services. The emphasis is on encouraging freedom of thought and process with a goal of achieving marketability. The solution to the under-performing job creation and education systems depends on the development of a system of strategic “ingepreneurship.” Ingepreneurship is the act of infusing ingenuity into an entrepreneurship and business development process. While 20th century theorist such as Joseph Schumpeter, Carl Menger, Ludwig von Mises and others were advocates of innovation in creating new industries, ingepreneurship calls for an even greater emphasis on structural opportunities that foster ingenuity. The traditional processes of entrepreneurship and business development involve a progression from opportunity recognition to exit or expansion (Table 2). However, these clearly defined steps fail to address the social needs of many who are attempting to navigate the road to successful entrepreneurship from positions of extreme poverty or socioeconomic deprivation.

Opportunity for engagement is key in the process of building a robust ingepreneurial ecosystem. Engagement should begin early in the educational process and reach into all segments of the community. Relationships with a variety of institutions

within the community are also essential. Families, religious institutions, financial institutions, community organizations, and businesses are necessary to build an environment that will nurture the potential of emerging ingepreneurs.

It is important to note that all ingepreneurs are entrepreneurs, but not all entrepreneurs are ingepreneurs. Ingepreneurs engage in all of the activities that define them as entrepreneurs, but the primary difference in their activities is related to the extent to which inventiveness is encouraged, valued, and expected while building environmental supports to address issues such as housing, healthcare, personal finance, and hunger as quality of life concerns. Ingepreneurs are naturally excited about the creative process, and the creative process is meant to be a collaborative process. Ingepreneurs also understand that new businesses are birthed and ultimately grow in climates of unrestricted creativity. Therefore, an ingepreneur is:

Stages of Entrepreneurship and Business Development (Table 2)	
•	Idea or Opportunity Recognition
•	Planning
•	Resource Identification
•	Launch
•	Growth
•	Adaptation and Opportunity Exploration
•	Exit or Expansion

(Entrepreneurial Life Cycle, 2015)

a person who engages in entrepreneurial activity with an emphasis on the innovative aspects of enterprise development while infusing creativity into every phase of the entrepreneurial, business development process. Ingepreneurs demonstrate a concern for influencing the socioeconomic trajectory of members of a select geographic or demographic community.

Strategic ingepreneurship integrates entrepreneurship and ingepreneurship through a process of educational and practical experiences. The experiences utilize a collaborative process of “playful ingenuity” (Hewing, 2013). This type of free-wielding, collaborative engagement is integrated into each stage in the entrepreneurial process in order to encourage exploration of a broad range of options for providing products and services to consumers. The process turns playful ingenuity into purposeful practices for entrepreneurial profit.

Ingepreneurial socialization and acculturation is one of the objectives of strategic ingepreneurship. Strategic ingepreneurship is most valuable in the context of deep socioeconomic disadvantages. It is the process by which members of impoverished communities become proficient in methods of socioeconomic advancement generated by personal ingenuity. Moving members of economically depressed communities from unregistered to registered economic opportunities will require significant cultural training, education, and development. Members of such communities have often lacked exposure to opportunities that would provide knowledge of the fundamentals of

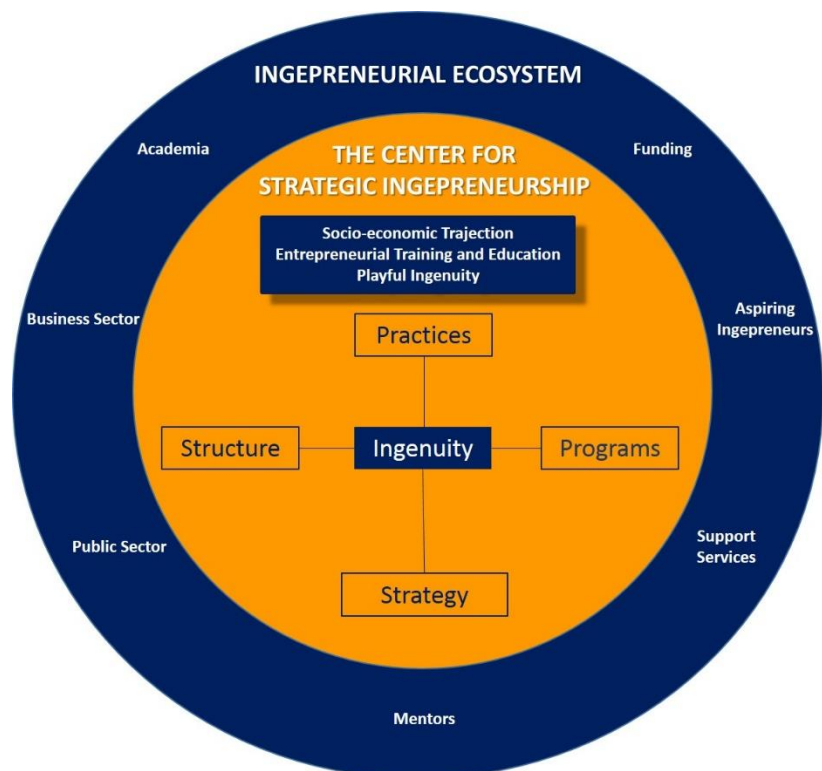
business start-up and growth. Therefore, the successful model for strategic ingepreneurship will include three basic elements:

- Socioeconomic Trajection
- Entrepreneurship
- Playful Ingenuity

It is also important to recognize the necessity for diversity in developing ingepreneurial systems. Diversity does not only occur by way of inclusion of all stakeholders within an urban community. For the purposes of this introduction to ingepreneurial systems, it is important to bring attention to the value of familiarizing those in urban areas with the socioeconomic realities of those in rural areas (Myers, 2001). Those in urban areas will benefit by knowing that socioeconomic disparities resulting from de-industrialization are not just urban issues. Those in rural areas will benefit by becoming familiar with the elements of urban economic realities. The inter-regional ingepreneurial exchange will assist in changing perspectives and broadening views of socioeconomic deprivation. The centralized location of Baltimore provides opportunities to exchange and interact with rural communities that share socioeconomic commonalities with urban communities. The differentiating factors in many cases are limited to the concentration of African Americans in urban communities and the concentration of non-African Americans in rural communities. The factors that have led to the conditions and the consequences are often the same.

The Center for Strategic Ingepreneurship (CSI)

The Center for Strategic Ingepreneurship (CSI) will serve as a university-based entity that will facilitate the development and dissemination of ingepreneurial knowledge and skills through research, teaching, and practice. Serving as the nucleus of ingepreneurial activities across the campus of Coppin State University, the center will increase the understanding of ingepreneurial activity in urban settings, while using



the modified entrepreneurial concept as its framework. The uniqueness in the CSI's mission is consistent with the distinct identity of Coppin State University and the environmental realities of West Baltimore. The University's "Institutional Identity Statement" describes the school as "a Historically Black Institution (HBI) within the University System of Maryland that prepares students with the mission of meeting the challenges associated with urban communities" (CSU Mission Statement, 2015). The center's primary target population includes members of the West Baltimore community, Baltimore City Public School System students, graduates of Baltimore City and Baltimore County Public School Systems, and Coppin State University students and stakeholders. The CSI will assist in preparing constituents to return to their communities as socioeconomic change agents by infusing the community with knowledgeable and skillful job creators and innovators.

As the nucleus of ingepreneurship initiatives across campus, the CSI will also provide direction across disciplines and advocate for multi-disciplinary approaches to business development. Coppin State University provides a diverse array of academic programs in business, healthcare, science, technology, social science, art, and humanities that are conducive to rich, interdisciplinary approaches to ingepreneurial development. The multi-disciplinary approach will provide opportunities that transcend industries and infuse ingenuity into all areas of interest.

The CSI will also facilitate the success of aspiring ingepreneurs by serving as a catalyst within the regional ingepreneurial ecosystem. The regional ecosystem includes all entities that have an interest in business development. Stakeholders may include government, schools, other universities, private sector businesses, non-profit organizations, investors, banks, financial institutions, entrepreneurs, community organizations, and students. A July 2010 article in the *Harvard Business Review* by Daniel Isenberg titled "How to Start an Entrepreneurial Revolution" proposes that "entrepreneurs are most successful when they have access to the human, financial and professional resources they need, and operate in an environment in which government policies encourage and safeguard entrepreneurs." This is essentially the climate the CSI will foster for emerging ingepreneurs.

A healthy and productive ingepreneurial environment requires an innovation hub for stakeholders engaging in activities that will promote business development and growth. The ingepreneurship center will be a hub in communities that often lack the vital elements for economic growth. Entities that are not routinely attracted to urban communities with economic indicators well below regional averages will be more likely to coalesce around the activities of an established center associated with an academic institution. The result is a platform for collaboration among institutions within the ingepreneurship ecosystem. The potential for collaboration helps minimize risks and assure organizations that institutional support and engagement will be sufficient for sustained growth.

The structure of the CSI programs will be aligned with the three main components of ingepreneurship: social trajectory, entrepreneurship, and playful ingenuity. One programmatic emphasis will include life skills training that will enable participants to manage personal affairs in a way that will facilitate financial well-being

Proposed Strategic Ingepreneurship Programmatic Emphasis (Table 3)	
Social Trajection	
•	Banking Services
•	Understanding Credit
•	Basics of Investing
•	Home Ownership
•	Community Engagement
•	Educational Options
•	Career Development
Entrepreneurship	
•	Business Plan Competitions
•	Certificate Programs (Youth, Academic Community, Business Community)
•	Pipeline Programs (K through 12)
•	Incubator Program
•	Start Up Conference
•	Summer Ingepreneurship Academies
•	Exchange Programs (Urban Rural Initiative)
•	Pitch Competitions
•	Executive Certificate Programs
•	Speaker Series
•	CSI Alumni
•	Technological Ingepreneurship
•	Collaborative Research
•	Publications
•	Workforce Development Initiative
•	Internships
•	Annual Conference
Playful Ingenuity	
•	Play 2 Profit Forums
•	Collaboration in the Clouds

Entrepreneurial Ecosystem” by Dane Stangler and Jordan Bell-Masterson identifies four indicators, each with three measures, by which ecological assessments of entrepreneurial activities can be achieved (Table 4). The measures may also have implications for determining return on investment within an ingepreneurial ecosystem.

and advancement. There will also be an emphasis on learning and understanding corporate culture.

Experiences that develop entrepreneurial knowledge and skills will be offered in several formats with an emphasis on infusing inventiveness and innovation into all learning activities (Table 3). It is important to utilize sound instructional design practices that are compliant with proven pedagogical and andragogical conventions, such as the Revised Bloom’s Taxonomy, to ensure that learning is taking place, while employing creative and project-based learning models to encourage innovation by participants.

Regardless of whether the format is workshops, conferences, or research projects, all activities will include assessment and outcomes-based data on the performance of the CSI and its learning community. The “Play 2 Profit” forums and use of collaborative software will also provide space in which participants are able to collaborate and engage in practical experiences that encourage creativity. Playful ingenuity is a primary catalyst for ingepreneurial effectiveness.

Assessing Ingepreneurial Transformation

A March 2015 Kaufman Foundation report titled “Measuring an

The current density of the West Baltimore community in which Coppin is located provides an indication of the current state of the entrepreneurial ecosystem and a baseline for future progress toward development of entrepreneurs. There are only two businesses in the 21216 postal code that employ between 100 and 249 employees. Sixty-five percent of the employers employ between one and four employees. The average annual payroll of all businesses within the postal code is \$34,519.00 (US Department of Commerce, 2012). Incubation and business development through the CSI will help to increase the commercial activity in the community and ultimately improve all indicators. Measureable outcomes are better assessed when baseline data is readily available.

One of the indicators of entrepreneurial ecosystem vibrancy is “fluidity,” which refers to the inflow and outflow of workers and entrepreneurs within a geographic region (Bell-Masterson, 2015). It should be noted that the overall decline of the Baltimore population would

generally suggests that the outflow of population has far exceeded the inflow. Recent census data reveals a slight decline in population (The road to 10,000 families, 2015). Entrepreneurial activity helps to balance fluidity by facilitating a cycling of the population

Table 4

Indicator	Measure	Possible Sources
DENSITY	New and young firms per 1,000 people	Census Bureau, Business Dynamics Statistics (BDS)
	Share of employment in new and young firms	Census Bureau, BDS
	Sector density, especially high tech	National Establishment Time Series (NETS)
FLUIDITY	Population flux	Internal Revenue Service
	Labor market reallocation	Quarterly Workforce Indicators (QWI)
	High-growth firms	Inc. 5000 and NETS
CONNECTIVITY	Program connectivity	Under development
	Spinoff rate	Possibly: CrunchBase; LinkedIn
	Dealmaker networks	Private databases, including Capital IQ
DIVERSITY	Multiple economic specializations	Quarterly Census of Employment and Wages (QCEW)
	Mobility	Equality of Opportunity project
	Immigrants	American Community Survey (ACS)

that is reflective of fluidity, i.e. new and emerging job opportunities that strengthen the healthy expansion of the ecosystem's capacity and yield.

The measure of connectivity is critical in determining the well-being of the ecosystem. The Kaufman report suggests that “programs, companies, and individuals, and the connectivity between them is another gauge of entrepreneurial vibrancy” (Bell-Masterson, 2015). This presents a tremendous challenge in terms of business partners that are physically located in certain urban neighborhoods like Coppin's. It is important that the connections expand beyond the immediate geographic area. While governmental and corporate partners may not have facilities within close proximity of the University, it is important to extend connections, even if they are at times virtual. Coppin has a demonstrated history with virtual lectures involving industry leaders from around the country.

Diversity of ethnicity, nationality, and industry are just a few indicators that will assist in creating entrepreneurial and ingepreneurial vibrancy. The greatest contributor to diversity is quality of programs. Participants of all backgrounds are attracted to quality that is differentiated from the established norm. The ingepreneurship model is designed to accomplish that goal of excellence in the context of differentiation. The uniqueness of the Coppin State University, its community, and the symbolic value of the “oasis” motif occupied by Coppin sets the university apart. Its institutional uniqueness and legacy contributed to its selection as an anchor institution by the Mayor's Office, Baltimore City Anchor Plan. “The Baltimore City Anchor Plan calls on city agencies and local institutions to discuss how they can share goals and resources to address public safety, business and the quality of life in the city” (Green, 2014).

A Call to Action

We are at a pivotal juncture in the social and economic evolution of our nation, particularly regarding the consequences of the shift from an industrial economy to a techno-informational, service economy. The development and appropriation of labor has not followed the demand. While many economists make assertions about the driving forces (i.e. technology, globalization, the waning influence of unions, etc.), the result is that the bottom 90% of the population have experienced a decline in real income since the 1970s (Kruggman, 2004). This reality is evident in large segments of the population that have not retrained or migrated to meet new workforce demands, particularly in urban areas that were once replete with manufacturing employment and educational opportunities that provided pathways to higher standards of living. Another aspect of this reality is the similarity between the economic disparities in urban areas and rural areas such as Baltimore and the Appalachian region.

The relationship between employment opportunities that provided real increases in middle-class earning power, educational opportunities, and a holistic approach to community living are the elements of wide-spread socioeconomic well-being. The evidence is in the overall social and economic advancements that were experienced between 1900 and 1970. While social problems existed, the specter of advancement was more widespread.

The case for strategically building ingepreneurial ecosystems has never been more evident. Those who are well prepared to fuel economic a resurgence through small business development and growth must be released into the economy with the same voracity with which educators were deployed during the first half of the 20th century. It is this national call to action that will coalesce the existing educational infrastructure, entrepreneurial spirit, and sense of community pride into a new systems of socioeconomic advancement and prosperity.

Locating the Center for Strategic Ingepreneurship in the heart of the West Baltimore community will provide a model that will be replicated in other urban centers. Strategies for socioeconomic trajectory, entrepreneurship, and playful ingenuity will be integrated to create a unique, comprehensive approach to improving the economies of the areas most devastated by the shifts that have occurred in the economy and by the slow pace with which real solutions are emerging. The benefits include, but are not limited to:

1. restoring the socioeconomic legacy of a growing middle class
2. building institutional collaboration between business, academia, and other community stakeholders
3. establishing proactive approaches to systemic socioeconomic issues
4. developing a new inter-regional model for ingepreneurial development
5. leveraging the intellectual credibility of universities that have longstanding and trusted relationships in minority communities
6. forming models of assessment that address the uniqueness of struggling communities and commonalities between communities that are not usually compared

John F. Kennedy made a statement that resonates when one is considering the current necessity for an ingepreneurial approach to socioeconomic development: “There are risks and costs to action. But they are far less than the long-range risks of comfortable inaction.” Our nation, our urban centers, our rural communities, and our neighborhoods can no longer withstand the eroding pathways to socioeconomic advancement.

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