

Fayette County Education Fund

Project Collaboration between West Virginia University
Capstone Students and Fayette County Education Fund

MARIANA MATTHEWS

MICHAEL SHOUKRY

ANDREW VODDEN

PROFESSOR: DR. MAJA HOLMES

TABLE OF CONTENTS

1 INTRODUCTION	3
1.1 Executive Summary.....	3
2 PROJECT INTRODUCTION	4
2.1 Project Context	4
2.2 Project Description	4
3 PROJECT BACKGROUND	6
3.1 Background	6
3.2 Events.....	6
3.3 Event Impacts.....	7
3.4 Code of ethics FOR TELEPHONIC survey	15
4 SURVEY METHODOLOGY.....	15
4.1 Tourism and visitor survey.....	15
4.2 Former student survey.....	16
4.3 Current student survey	17
4.4 Data Entry	18
4.5 Mission	19
4.6 Company Overview.....	19
4.7 Description	19
5 RECOMMENDATIONS.....	20
5.1 Survey REcommendations	20
5.2 Engagment REcommendations	20
6 SURVEYS AND COVER LETTERS	21
6.1 Former Student Survey	21
6.2 Current Student Survey	26
6.3 Tourism and Visitor Survey	31
APPENDIX A: MEMORANDUM OF UNDERSTANDING.....	41
APPENDIX B: STUDENT RESPONSES.....	44
APPENDIX C: REFERENCES.....	49

1 INTRODUCTION

1.1 EXECUTIVE SUMMARY

The Fayette County Education Fund is an organization dedicated to providing leadership training to the youth of Fayette County. The ultimate goal of the program is to train the future leader of Fayette County by providing workshops, skills, and opportunities to the youth of the County. This program is funded by a series of birding events hosted by the Fayette County Education Fund with the support of local business.

For this project, we were asked to develop methods to quantify the impact the Program has on the students it serves and the community it calls home. The goal was to quantify the impact of the program on the participating students and the community as a whole, and to provide a way to measure the economic impact of the birding festivals on the business community of Fayetteville.

To do this, we created a series of surveys, each geared toward a specific audience. Surveys were created for the current student-participants in the program, past participants in the program, and the tourists and visitors of the birding festivals. By targeting the surveys to the three audiences, it is hoped that the surveys will be able to provide an estimate and a narrative to describe the impact of the program on past and current students, those students subsequent impact on Fayette County, and the economic and business impact of the festivals.

The surveys were administered to the current students, and important data regarding the efficacy of the program was gathered. The students surveyed shared their feeling in the positive impact of the program on their futures. All students expressed optimism about their own future.

Response to the alumni survey was limited, owing to the outdated nature of the available contact information. It is recommended that an attempt be made to achieve a greater response rate in the future. It is further recommended that the visitor and tourist survey be distributed and data collected from all future birding events in order to provide the most up-to-date economic impact information as possible. Additionally, as more data is gathered, it decreases the possibility of sampling error due to low response rate or one-time fluctuations in spending

What follows is a comprehensive discussion of the events, methodology, and recommendations of the group as it relates to this project.

2 PROJECT INTRODUCTION

2.1 PROJECT CONTEXT

The Fayette County Education Fund (FCED) is a non-profit organization that runs several programs in the New River Gorge region of West Virginia. In 2001, it launched Leadership Fayette County, a program for local high school students that strives to prepare for tomorrow's leaders today. Leadership Fayette County accepts a total of 12 high school juniors to participate full-time in the program each year to develop their leadership skills and partner with local businesses for leadership mentoring. FCED also runs popular birding and nature festivals that draw participants from around the country to support the leadership development programs. Collectively, these programs support the development of Fayette County as a sustainable, livable community appealing to enterprises, residents and visitors.

2.2 PROJECT DESCRIPTION

Given the continued success of Leadership Fayette County and the festivals, the Fayette County Education Fund is interested in examining the economic impact of the Fund's activities. The economic impact findings will be used to solicit support from elected officials, other non-profit organizations and sponsors to achieve the mission of the Fund. Specific project deliverables may include:

- 1 Analyze existing data on Leadership Fayette County and Birding/Nature Festival to define program metrics, i.e. number of participants, interest in programs, participant experiences.
- 2 Develop a survey mechanism to identify direct economic impact of birding/nature festivals to Fayette County, including amount of money spent by participants, number of establishments visited.
- 3 Identify the outcomes of the spiral of community economic development, direct short term impact (hotel, restaurants, and store sales), indirect impact (sustainability and growth of enterprises) and long term impact (students stay or return to Fayette County).
- 4 Create a concise document that captures the ripple effect of economic development stemming from Fayette County Education Fund activities, including direct economic impact, long-term economic impact, and regional economic impact.

Although they may have a number of other objectives, festivals and events in small regional destinations often play an important role in tourism development and thereby in economic development. In this project we review basic principles of economic impact and apply them to "The New River Birding and Nature Festival" as well as the Leadership Fayette County Education Fund (FCED). The event is held during the late Spring to early Summer months and is

Fayette County Education Fund

part of a strategy by the Leadership Fayette County Education Fund to develop a non-winter tourism season in an area where snow skiing has been the traditional attraction as well as to raise funds for the FCED.

The events in question are the:

- New River Birding and Nature Festival - April to May
- Hummingbird Festival – August
- Fall Birding Weekend – October

This report differs from many others of study on economic impacts of events in that the focus of attention is the small regional economy consisting of the Fayetteville County Region. Most other studies of the economic impact of events focus on the State economy rather than the sub-State regional economy. However, both the events and the regional economy in which they are held are smaller than those that are usually the subject of an economic impact study.

Our study develops the classic multiplier drawn from Keynesian economics, and estimates the economic impact on Gross Regional Product using data available from the West Virginia Department of Commerce. West Virginia was one of only 10 states and the District of Columbia showing growth in Gross Domestic Product (GDP) from 2008-2009. The U.S. Bureau of Economic Analysis reported the results. GDP is the sum of what consumers; businesses and government spend on goods and services. West Virginia had a 0.7 percent increase.

On average the impacts of the GDP are the expenditure of visitors to the events, illustrating the high degree of economic “leakage” from a small regional economy. This is because many of the goods and services used by visitors are not produced in the region. For example, most alcoholic beverages are produced elsewhere, either in breweries in capital cities or in wineries in other regions. The main brewery in the Fayetteville area is Bridgewater Brewery providing to all local events. The results of modeling for the three events will be set up as follows:

Event	Visitor Expenditure \$	Gross Regional Product \$
New River Birding and Nature Festival	Total \$	GRP Total \$
Hummingbird Festival	Total \$	GRP Total \$
Fall Birding Weekend	Total \$	GRP Total \$

Further research is required to enable the estimated impacts on Gross Regional Product to be broken down into sections in the region. This information would enable event managers and organizers to identify those businesses that were receiving significant economic benefit from the events. The research would also allow for the development of a standard questions bank that could be accessed by event managers for use in carrying out more specific economic impact.

3 PROJECT BACKGROUND

3.1 BACKGROUND

Event and festival tourism is one of the fastest growing forms of tourism. It is becoming increasingly popular in rural areas as a means to revitalize local economies. Advancing technologies and changing weather patterns, have brought about the need for diversification of industry in areas previously reliant on traditional industries such as farming or tourism industries. Events and festivals have been used with great success in many areas as a means to draw people to regions that traditionally have a seasonal tourist appeal. The Nature and Birding Festival is a prime example, becoming increasingly popular among tourist injecting extra revenue into the region in a time that is between the hectic winters.

The fixed length of events and festivals encourages visitors to attend; often attracting new visitors that would otherwise not experience that particular region. This extra exposure acts as an indirect form of marketing for the region as a whole, offering an opportunity to reach a previously untapped market. These new tourists bring with them new money, further diversifying the market and subsequently increasing both real and potential revenue generation. It is also important to recognize the events and festivals that have the drawing power in these areas because they do more than just bring new visitors; they also help to keep visitors in the region longer.

3.2 EVENTS

Events can range from a one or two day sporting event to a month long festival. The type of visitors to these events can vary greatly, as can their behavior. Tourism research has shown that participant-based events such as “Runners Week” may yield greater expenditure per person than spectator based events, like a “Jazz Festival.” Therefore, the economic impact of events may differ due to the type of event developed and the market attracted to that event.

The scale of an event has a direct relationship with the scale of the impacts resulting from the event shows how the scale of impacts (such as attendance, media profile, infrastructure, costs and benefits) increase along with the scale of the event. Events vary from local community based events, such as the Nature and Birding Festival, to hallmark events like Mardi

Gras, to mega-events like the Olympics. As the size of these events increases so do their potential audience, media coverage, and potential costs and benefits, including economic impacts.

Furthermore, the nature of events can also differ due to the number of venues used during the events. Events can be all inclusive in one area or held at many venues throughout a region. This affects the ability to gage a particular view on the venue with the multiple venue events having blurred boundaries. As the sample and study gets larger, it gets more expensive and creates the chance of counting the same visitor many times.

A framework for the categorization of events is useful for determining strategic gaps through the identification of different events, their timing, location, theme and for our purposes their impact direct and indirect on FCED. To measure the economic performance of the events in regards to FCED, it is crucial to assess its performance against the timing of the events, its location, and its theme. Identifying each aspect is important when considering the overall value of an event to the host community, Fayetteville.

3.3 EVENT IMPACTS

The positive flow of revenue into a region should not be the only factor considered when determining the apparent success of an event. The negative social impacts of an event can do great harm to the future of an event and its host region, and ecological impacts may cause the failure of a poorly managed event. On the other hand, there are many other positive impacts that may counter negative economic impacts. As the event spreads the seasonality of tourism in a region also distribute the flow of money into the region, increasing the opportunities for employment. Factors that may contribute to a successful event could include:

- Increasing visitor length of stay in Fayetteville
- Increasing visitor expenditure in Fayetteville
- Improving destination awareness
- Increasing civic pride or community solidarity

These factors are all obviously beneficial to the Fayetteville region and its tourism industry, although the cost at which they are obtained must be justified. These impacts again will vary due to the size and scale of the event. For instance, having residents move back into the region due to an event is more likely with a mega-event such as the Olympics versus the local event, Birding and Nature Festival.

Fayette County Education Fund

Type of Impact	Positive	Negative
Economic	<ul style="list-style-type: none"> ● Increased expenditures ● Creation of employment ● Increase in labor ● Increase in standard of living 	<ul style="list-style-type: none"> ● Price increases during event ● Real estate speculation ● Failure to attract tourists ● Better alternate investment ● Inadequate capital ● Inadequate estimation of costs of event
Tourism/commercial	<ul style="list-style-type: none"> ● Increased awareness of the region as a travel/tourism destination ● Increased knowledge concerning the potential for investment and commercial activity in the region ● Creation of new accommodation and tourist attractions ● Increase in accessibility 	<ul style="list-style-type: none"> ● Acquisition of a poor reputation as a result of inadequate facilities. Improper practice for inflated prices ● Negative reactions from existing enterprises due to the possibility of new competition for local manpower and government assistance.
Physical/Environmental	<ul style="list-style-type: none"> ● Construction of new facilities ● Improvement of local infrastructure ● Preservation of heritage 	<ul style="list-style-type: none"> ● Ecological damage ● Changes in natural processes ● Architectural pollution ● Destruction of heritage ● Overcrowding
Social/Cultural	<ul style="list-style-type: none"> ● Increase in permanent level of local interest and participation in types of activities associated with event ● Strengthening of regional values and traditions 	<ul style="list-style-type: none"> ● Commercialization of activities which may be of personal or private nature ● Modification of nature of event or activity to accommodate tourism ● Potential increase in crime ● Changes in community structure
Psychological	<ul style="list-style-type: none"> ● Increase local pride and 	<ul style="list-style-type: none"> ● Tendency toward defensive

Fayette County Education Fund

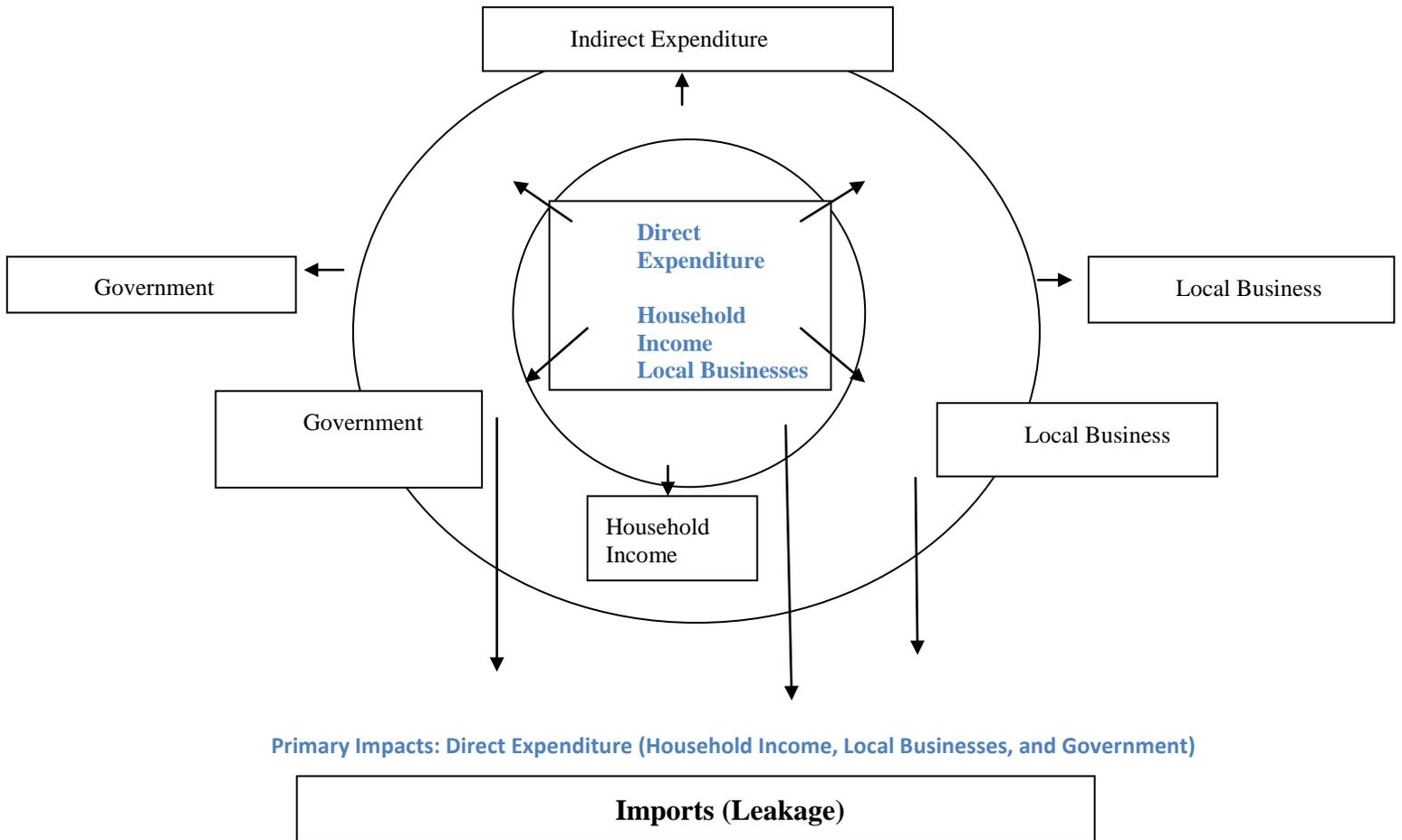
	<p style="text-align: center;">community spirit</p> <ul style="list-style-type: none"> ● Increased awareness of non-local perception 	<p style="text-align: center;">attitudes concerning host region</p> <ul style="list-style-type: none"> ● Culture shock ● Misunderstanding leading to varying degrees of host/visitor hostility
Political/Administrative	<ul style="list-style-type: none"> ● Enhanced international recognition of region and values ● Development of skills among planners 	<ul style="list-style-type: none"> ● Economic exploitation of local population ● Distortion of true nature of event to reflect values ● Failure to cope ● Increase in administrative costs

With the above impacts in mind, there are several ways to evaluate the events and their overall economic impact. The key to each of the below methods is to obtain accurate data and information upon which to evaluate the events and economic impact. The Break Even or Profit/Loss Approach creates goals to measure the short-term assessment of the financials. Measurement tools include the measure of direct costs and revenues to organizers as well as the determined profit or loss. This is currently how Fayetteville measures the FCED events. Another measurement tool could be the return on investment. By determining the relationship between grant/scholarship and levels of visitation or economic impact you are able to measure the benefits of the students receiving the grant or scholarship funding for the FCED.

Measuring the total attendance and expenditure of event consumers, as we will demonstrate we measured in our surveys below, you can determine the economic scale of one or more events from the destination perspective. Then by estimating the direct and indirect income and employment benefits, you are able to determine the macroeconomic benefits to the destination area, as we will demonstrate below. The final measurement tool is a simple costs and benefit analysis. By comparing tangible and intangible costs and benefits short term and long-term, assessing opportunity costs of investments, and examining the distribution of impacts you can determine the network value of the event.

Our project with Fayetteville is concerned with estimating the overall economic impact upon the local region. These impacts are then broken down into primary and secondary direct and indirect economic impacts. The primary impact is the direct economic impact of the event measured by surveying participants and measuring sales of the event. We have measured the impacts through our Visitor's Perception Survey from the participants of the Nature and Birding Festival. Secondary impacts are those that results from the introduction of new money into the

economy. This is the ripple effect of the event and ultimately what the measurement tools we developed are attempting to measure over time.



The inclusion of secondary impacts provides a more accurate assessment, as it recognizes the interdependence of different sectors within a region and how reliant a region or town is on importing goods and services. The surveys have established a way to measure the multipliers by calculating the leakage of new expenditure in the area. Multipliers measure the amount of money spent that is not leaked out of the region due to further spending on products and services not sourced within the region. The main multipliers used in economic impact assessments are the output, employment and value-added or income multipliers. The output multiplier measures the increase in level of economic activity in the region as a result of direct

tourist expenditure. The two methods for the collection of data collection for examining the macroeconomic impact of events and festivals at the destination level are consumer/participant surveys which we have conducted and business sector surveys which can be developed later.

A problem we encountered with the business sector surveys is gathering the necessary information. Fundamental problems with the methodology such as the need to establish a sales “benchmark”, the unwillingness of merchants to release data, and the time and money costs in undertaking the forms of research. Time restraints are also a factor for a non-profit organization trying to undertake the task of business sector surveys. Providing the manpower to collect reliable, valid data before, during and after the event is a large task. Businesses are often reluctant to release financial information, especially sales data to “researchers” or any group of individuals. Even after assuring the local businesses the information was absolutely confidential and would be used to improve tourist revenue in the area, businesses still declined to participate, ultimately limiting our methodology.

With this in mind, we focused on consumer/participant surveys. Measuring consumer expenditure through the use of participant surveys has many benefits. It is easier to ask a visitor about their spending and behavior patterns than it is to ask business about their sales figures. This also allowed us the opportunity to ask the participant some demographic based questions, assisting in the compilation of the market profile. The ability to tailor the survey specifically to the data required by our FCED team ensures the data gathered is used in the most suitable and accurate way.

The factors that were considered during the research design phase included:

- Are the tourists here specifically because of the event?
- Will the data be collected during or after the event?

These factors were the most important when designing our survey in order to obtain maximum accuracy of results. This accuracy helps to pinpoint the drawing power of events as attractions, as well as their holding power on visitors already in the region. With more money, time, and personnel you can grasp a more accurate results with the calculations on figures such as whether tourists already in the area increase their stay as a result of the event being held. Another target result might be the extra money spent by locals in the region who would have otherwise traveled somewhere else if the event had not occurred.

The main problem we faced with the participant-based survey is the lack of interest in filling out forms from the potential respondents. The timing of the questionnaire can have a substantial effect on the response gained from the respondent. If they questionnaire is

delivered prior to the end of the event the respondent must estimate how much they will spend, where some respondents are unsure. Surveys delivered after the event may also pose problems for FCED as the respondents become less sure of their expenditures as times passes from the event taking place.

With FCED we were able to conduct the questionnaire immediately with the current FCED Leadership Students during an on-site visit. We began the visit with the current Junior FCED Leadership Students describing why we were there, who we were and what our goals were. After a quick introduction of ourselves we gave each student a blank 8 x 11 sheet of paper. They were directed to draw the first appropriate image that came to their mind. After 2 minutes they were instructed to turn the sheet over and answer the following questions:

1. Where do you see yourself in 5 years?
2. Where do you want to be living in 5 years?
3. Name 3 positive takeaways from the FCED Leadership Program.
4. Name 3 negatives or things you wish you could change about the FCED Leadership Program.
5. Describe the 2013 FCED Leadership Program in one sentence?
6. Please ask us any questions you would like.

The problems we could have faced surveying a group of high school students on a Monday morning at 8:00 AM were rather overcome by creativity and interaction. Beginning the survey with a strong interaction tool such as “doodling” the students was able to relate to us by who they personally are. From there we established a sense of “trust”, fun and confidentiality for them to be able to honestly answer the measurement questions we needed. Below is an example of one of the student’s drawings from the event.



(Picture from a current 2013 Leadership FCED student)

Fayette County Education Fund

The core of project revolved around measuring the impact of the Fayette Leadership Program and the birding festivals hosted by the Fayette County Education Fund. The goal of the project was to identify methods for measuring the impact of the Leadership Program on the students that have participated in the program and Fayette County itself, as well as the financial impact of the birding festivals on the business community of Fayette County.

The group, in consultation with the leadership of the Fayette County Education Fund, determined that the best method for measuring the impact of these programs was the development of surveys that could then be used to measure and describe the impact of the programs on their respective targets. The group identified the type of information required and developed a series of surveys for current and future use that, using a series of open-ended and Liker-scale questions, would target the specific areas of interest sought through the project.

The goal in developing the surveys was to make them exhaustive enough to gather sufficient information to make the conclusions self-evident, but sort enough so as not to frustrate the survey-taker and retard the response rate of the survey. To meet this goal, different surveys were developed to ensure that each targeted audience received only the questions that are pertinent to them, and crafting the questions to achieve a maximum amount of information per question, so as to limit the total number of questions. A total of three surveys were developed, each with a separate audience. Each survey was developed independently and the information requested within each survey is targeted to that audience. The identified audiences were:

- Visitors to the New River Birding and Nature Festival, Hummingbird Festival, and Fall Birding Weekend.
- Former students of the Leadership Fayette Program
- Current students of the Leadership Fayette Program

To overcome the issues facing survey techniques we included several approaches collecting the data with consideration to the costs and benefit analysis of each technique. We first focused on collecting and relating primary or direct economic impacts of event participants, which is the first stage in assessing the macroeconomic benefits to the destination area from hosting an event or festival. We established the study area to focus on the Fayetteville Birding and Nature Festival region specifically rather than the greater region.

Fayette County Education Fund

Limiting the area involved cuts down on FCED's measure costs and time resources. Some factors that were considered when choosing the study area included:

- How close do the supporting workers, volunteers, FCED board and tourists live to the event site?
- How close are all the necessary goods/services for the event site?
- What is the jurisdiction of supporting businesses and donors?

Given the decision of the study area the survey was designed with the stakeholders of the event in mind. Determining the preferred contact method of the individuals the survey was distributed via social media sites, email, over the phone as well as through the mail. The factors that affect the response rate for mail surveys include:

1. The interest of the respondent in the survey topic.
2. The length of the questionnaire.
3. Questionnaire design/presentation/complexity.
4. The style, content and authorship of the accompanying letter.
5. The provision of a postage paid reply envelope.
6. Rewards for responding.
7. The number and timing of the follow-ups.

For our survey method, this was self-administered as well as interview style. We mailed out the survey, conducted the interview over the phone and sent electronic links to the past alumni students of the FCED Leadership program. For the current leadership students the surveys were set up to be conducted on site, while the tourism event surveys will be administered during the end of the event. The main advantage of implementing the self-administered survey is the dramatic reduction in cost due to reduced staff expenses. A major issue of the self-administered survey is the difficulty in providing support to the respondents having difficulty completing the survey. Respondents are likely to leave questions they don't understand unanswered or even worse provide inaccurate data. Hence we designed a one page, easy to understand and answer survey tool.

An issue with face-to-face interviews, phone interviews and other prompted responses is consistency. Since all people are different, this will cause anomalies not only between different interviewers but also between respondents if the survey implementation is not undertaken carefully. With this in mind we created instructions for all survey implementers to have a thorough understanding of the research project, the goals, and related methodologies when implementing the survey. All interviewers will introduce, conduct and record the information of

the survey methodology in the same exact manner. The combination of the instructions to the volunteers and FCED team should help reduce biases significantly.

3.4 CODE OF ETHICS FOR TELEPHONIC SURVEY

Our code of ethics for the telephone survey conducted to the alumni students included the following:

- All callers must disclose their identity and state the purpose of the call, based off of the memo provided.
- Calls to private homes must be made at reasonable hours, normally 8:30 AM to 8:30 PM.
- Senior citizens (if applicable) must not knowingly be called after dark.
- Calls are not to be made on public holidays, Sundays or after dark.
- Deception must not be used to obtain names of others to call.
- Unlisted or unpublished numbers should not be called, only call the number provided by the participant.
- If requested to do so, callers must remove the name of any person from the list.
- List compiled for one particular survey must not be used for any other purpose without the express permission of the participant.

4 SURVEY METHEDODOLOGY

4.1 TOURISM AND VISITOR SURVEY

The tourism and visitor survey was developed for the visitors to the New River Birding and Nature Festival, Hummingbird Festival, and Fall Birding Weekend. The goal for this survey is to provide an estimate of the economic impact these festivals have on Fayette County. The data that results from these surveys will be provided to the business community within Fayette County for the purpose of generating support for the festivals among Fayette County businesses.

The survey itself consists of five parts. The first part is an introductory letter explaining the purpose of the survey. The letter, which is appended to this report, briefly describes the Fayette County Education Fund and Leadership Program and explains that the programs are funded through the festivals. It then asks the visitors to answer the survey, and that responding

to the survey will provide information necessary for continued business support of the festivals, business support that is necessary for the festivals themselves to continue.

Section one of the surveys, which are appended to this report, deals with the characteristics of the trip itself. It includes questions on how the visitor heard about Fayette County and the birding festivals, the purpose of the visit to Fayette, the frequency of visits to Fayette, and plans for the current and future trips. The purpose of this section is to demonstrate that the birding festivals bring in visitors that would otherwise not visit Fayette County, and that the festivals provide an opportunity to bring unique customers into the area.

The second section focuses on visitor perception of Fayette County. This section asks visitors to identify their perceptions of Fayetteville on a Likert scale and asks them to either agree or disagree with statements about the potential for tourism in Fayette. This information will allow businesses to determine the future potential of Fayetteville as a tourist destination, and the inroads made into this area of economic development by the birding festivals.

Section three is focused on the visitor's spending while attending the birding festival. Specifically, it asks visitors to identify how much they spent in Fayetteville on gas, food, lodging, and other incidentals while in town. This section is of the most direct benefit to the festival organizers and business community as it quantifies the economic impact of the festival on the region. This information will be most useful when approaching the business community with requests for continued support of the festival.

The final section of the survey is focused on background and demographic information on the visitor. This provides information on the education level and economic status of the visitor to the organizers of the event. It also provides a space for the visitor to provide additional comments.

4.2 FORMER STUDENT SURVEY

One of the goals for this project was to measure the impact of the Fayette Leadership Program on the students participating in the program and on Fayette County. Because one of the goals of the program is to develop the future leaders of Fayette County, one of the goals of this project was to develop a way to identify that impact.

A survey, which is appended to this report, was developed to attempt to identify the impact of the program on these two areas for distribution to the former participants of the program. The survey was crafted to accomplish the two goals identified above; the impact of the program on the students and the students' impact of Fayette County. Questions were also

developed to identify areas of the program that the former students felt were especially helpful in their post-high school careers and areas where the Program could improve.

Section one asks for much of the same demographic information that was asked for in the visitor survey; however here it is used to measure the efficacy of the program rather than provide background information. Because students in the Leadership program are largely self-selecting, there is an expectation that members of the program will have a higher rate of college graduation than the state in general. This section will allow, by comparing the results of the survey to information freely available through the United State Census to the general population, a basic comparison of the success of graduates of the program to the population at large. This section allows asks for former students' expectations of their own future by asking where they expect to be in five years' time.

Section two asks for former students perceptions of the Fayette Leadership Program and its impact on their academic experience and their careers. Using a Likert scale, this section posits a series of statements, and then asks the student if they agree or disagree with that statement. The focus is on how well the Program prepared the student for college and career. This section then concludes with an open-ended question asking the students to identify positives about the program and ways in which the program can improve.

The third section attempts to identify the Program's impact on Fayette County. This section asks the students to identify where they currently live, their interest in returning to Fayette County if they are not current residents, and their interest in participating in the Leadership Program in the future. The goal of this section is to identify whether students participating in the program are currently, or plan in the future to, living in Fayette County and acting as a leader in the community. A secondary effect of this section is that, if former students are interested in participating in the Program in the future, it allows the Program to develop a list of resources and potential mentors for the program in the future.

As with the tourism survey, this survey begins with a cover letter explaining the purpose of the survey, asking for participation, and containing assurances that the responses will remain anonymous and those names will not be attached to the demographic information provided.

4.3 CURRENT STUDENT SURVEY

A survey was developed for the current participants in the Fayette Leadership Program as a way to gauge the perception of the program, as it is currently constituted. Because the current students have not yet exited the program, this survey provides a baseline for the perceptions of the Program, which can be compared to the results of the former student survey for a complete picture of the efficacy of the program.

As with the other two surveys, the current student surveys is coupled with a cover letter, appended to this report, which describes the purpose of the survey, asking for participation, and containing assurances that all responses will be kept anonymous. Because the current students are the ones who have most recently experienced the program, their perceptions of their experiences may be of particular import.

The first section of the survey asks the student to provide background information, including where they plan to attend college and where they believe they will be in five and ten years. This information is important to gauge each student's own perception of their future, with more optimistic projections potentially being indicative of the ability of the Program to instill confidence in the students.

Section two focuses on the student's experience with the program itself. It is structured similarly to the same section in the alumni survey, but provides information not he perceptions of the program rather than the actual experience provided by the alumni. This section posts a series of statements and asks the student to rate whether they agree or disagree with the statement using a Liker scale. This section concludes with an opportunity to list the positive aspects of the Program, as well as areas where the Program could improve.

The third section attempts to measure the efficacy of the program on the future of Fayette County by asking if the student plans to stay within, or return to, Fayette County. As with the similar section in the alumni survey, the information gathered here can help to determine whether the students being targeted by the program are likely to become the future leaders of Fayette County.

4.4 DATA ENTRY

Our Capstone team has established collaboration for Data Entry and Analysis WVU Extension Services, Daniel Eades. The data entry must be carried out accurately to ensure that efforts made to attain a representative sample are not lost due to error or misjudgment. The survey was designed to be compatible with simple spreadsheet applications such as Microsoft Excel or in statistical programs such as SPSS (Statistical Package for the Social Sciences). There are certain issues regarding data entry that must be addressed in order to accurately run analysis on the information gathered. One of the most important is the entry of "0" when a visitor spends nothing for a category. The entry of the number "0" ensures that the average expenditures take into account the people who didn't spend any money in a particular category.

It is important to calculate both the number of participants in the event and the number of non-local participants in order to calculate the direct economic impact. We have suggested FCED use ticket sales to track how many people attended the event. Once the number of non-local participants has been calculated it is multiplied by the average spending by participants. This figure is the total direct economic impact of the event.

Over time conducting the surveys will allow for calculation of the multipliers. The secondary economic impact of spending in a region can be estimated by the amount of money that stays in the region through employment of services and purchases of goods and services that are sourced locally. Leakage is taken into consideration by estimating the amount of money that leaves the region through employment, purchases, and taxation, etc. Keynesian economic multiplier can be used to calculate the larger expenditures and impact of tourism.

Once the economic impact of the FCED event has been calculated the potential to use this information is almost endless. Figures can be used to lobby local government, industries, or local businesses for financial support in future years. The information gathered can be used to justify the scheduling of the event or stimulate support for its future rescheduling. This is valuable information to keep the Fayette County Leadership Program in existence.

4.5 MISSION

Those who attend the New River Birding & Nature Festival find out in a hurry that three key components are at the very root of the experience we provide for our guests. Hospitality; field trips designed for the needs of the guest; promoting our area as a great place to live, learn, work and play; and being proactive in efforts to conserve the resources that bring colorful migrant birds our way each spring. These are the core values that drive our efforts to put on an event that is as good as it can be.

4.6 COMPANY OVERVIEW

The New River Birding & Nature Festival takes place in and around the New River Gorge National River. Administered by the National Park Service, this area is the heart of the upland, hardwood forests that Cornell Lab of Ornithology has identified as a crucial stopover habitat for the continued survival of species such as Golden-winged, Blue-winged, and Swainson's Warbler, as well as the Scarlet Tanager. This bird watching festival will highlight more than 100 species of birds on various birding tours.

4.7 DESCRIPTION

We offer three annual birding events that are sure to please bird watchers of all skill levels:

- New River Birding & Nature Festival -- April 29 - May 4, 2013
- Hummingbird Festival -- August 10-12, 2012

- Fall Birding Weekend -- October 5-7, 2012

5 RECOMMENDATIONS

5.1 SURVEY RECOMMENDATIONS

Implement the surveys as a measurement tool to assess the effectiveness as well as the overall economic impact both internally and externally to Fayette county. In order to implement the surveys the Fayette county Leadership fund should attempt to build extensive contact lists, and guest books that allow participants to provide their contact information. The information acquired using these survey mechanisms will ultimately assist the FCED in collecting the data needed to assess its economic impact on Fayette county. Using these surveys the Fayette County Education Fund can garner some of the elements necessary to measure:

- Direct Economic Impact
- Long Term Economic Impact
- Regional Economic Impact

5.2 ENGAGEMENT RECCOMENDATIONS

FCED Should attempt to engage more schools, and counselors to promote the program to students. FCED should only take the best students who are willing to work the hardest and put in the extra effort, Moreover, the selected students should be able to fit in the culture that FCED wants to build, a culture that is driven by experienced leaders and influencers. FCED should consider engaging outside of their areas to promote the leadership fund, while the leadership fund supports Fayette County, other organizations may support the cause of FCED.

6 SURVEYS AND COVER LETTERS

6.1 FORMER STUDENT SURVEY

Hello,

You are receiving this letter because you were once a participant in the Leadership Fayette County program. This program is entering its 12th year of providing Fayette County high school students with leadership training, networking opportunities, and technical assistance that gives Leadership program students a heads up as they leave high school behind.

In order for this program to continue to provide these opportunities for Fayette County high school students, the program itself needs to be able to justify that it has had an impact on students participating in the program. That is where you come in. We want to know how your participation in Leadership Fayette County helped get you where you are today.

Enclosed with this letter is a survey with questions about how the Leadership Fayette County program impacted your school and career. The information you provide will remain anonymous and will never be tied to you as an individual. We are merely hoping to quantify the impact of the Leadership Fayette County program and will use the information you provide to justify the continued existence of the program.

We thank you for your time and for any information you are willing to provide.

Fayetteville Leadership Program Alumni Survey

This survey was developed as a course project at West Virginia University. The results will be used by the Fayetteville Education Fund as they develop support for a community-based leadership program.

Please answer the following questions by circling the number next to the most appropriate answer or by writing your answer in the space provided. **All information collected will be kept confidential.** It will take you about 5 minutes to complete the questionnaire. Thank you very much!

Note: Fayetteville is defined as the town and surrounding area within 15 miles of downtown.

Section I: Background Information

1. Sex Female Male
2. Age (Please check the single best answer)
15-24 25-44 45-64 65 and over
3. What is the highest level of education you have completed? (Please circle the single best answer)
Less than high school degree or equivalent High school degree
Undergraduate or post-secondary degree Graduate school degree
4. Where College(s) did you attend? _____
5. What was your approximate gross family income from all sources, before taxes, in 2011?
Less than \$19,999 \$20,000 to 29,999 \$30,000 to 39,999
\$40,000 to 49,999 \$50,000 to 59,999 \$60,000 to 69,999
\$70,000 to 79,999 \$80,000 to 89,999 over \$90,000
6. Where do you currently live? _____
7. Where will you be living in five (5) years? _____
8. What is your current occupation/title? _____

9. What will be your occupation/title in five (5) years? _____

Section II: Leadership Fayette County Experience

1. Listed below are statements about your perceptions of the effect of your experience with Leadership Fayette County. Please use the following scale to indicate how much you agree or disagree with each statement by circling the number that best represents your answer.

Note: Fayetteville is defined as the town and surrounding area within 15 miles of downtown.

Strong Disagree 1	Mildly Disagree 2	Neutral 3	Mildly Agree 4	Strongly Agree 5
-----------------------------	-----------------------------	---------------------	--------------------------	----------------------------

1 Leadership Fayette County was a worthwhile experience	1	2	3	4	5
2 Leadership Fayette County helped prepare me for my future	1	2	3	4	5
3 Leadership Fayette County improved my high school experience	1	2	3	4	5
4 Leadership Fayette County helped prepare me for college	1	2	3	4	5
5 Leadership Fayette County helped prepare me for my career	1	2	3	4	5
6 Leadership Fayette County provided skills useful for my future	1	2	3	4	5
7 Leadership Fayette County taught me skills that I would not have learned in high school without it	1	2	3	4	5
8 Leadership Fayette County provided me with an experience I would not otherwise have had in high school	1	2	3	4	5
9 Leadership Fayette County is important for the development of	1	2	3	4	5

Fayette County Education Fund

future leaders of Fayette County					
10 I support the continuation of the Leadership Fayette County program	1	2	3	4	5

2. Please list three positives about the Leadership Fayette County Program (skills developed, workshops, experiences)

1. _____

2. _____

3. _____

3. Please list three areas where the Fayette County Leadership program could improve

1. _____

2. _____

3. _____

6.2 CURRENT STUDENT SURVEY

Hello,

You are receiving this letter because you are a participant in the Leadership Fayette County program. This program is entering its 12th year of providing Fayette County high school students with leadership training, networking opportunities, and technical assistance that gives Leadership program students a heads up as they leave high school behind.

As this program moves forward, we are looking for feedback into the program itself. What are we doing well? What are areas that we can improve? What services and information do we not provide that you want to know for your future? By providing answers to these questions, you will help us to improve the program for future students.

Enclosed with this letter is a survey for you to provide feedback about the program. Please be honest; these surveys will never be associated with your name and no one will ever know what you wrote. We also ask that you focus on the substance of the program (activities and information) rather than the logistics of the program (distance traveled, early mornings). This will allow us to focus on providing the best service for future students in the Leadership Fayette County program.

We thank you for your time and for any information you are willing to provide.

Fayette Leadership Program Current Student Participants Evaluation

This survey was developed as a course project at West Virginia University. The results will be used by the Fayetteville Education Fund as they develop support for a community-based leadership program.

Please answer the following questions by circling the number next to the most appropriate answer or by writing your answer in the space provided. **All information collected will be kept confidential.** It will take you about 5 minutes to complete the questionnaire. Thank you very much!

Note: Fayetteville is defined as the town and surrounding area within 15 miles of downtown.

Section I: Background Information

1. Sex Female Male
2. What College are you planning to attend? _____
3. Where will you be living in five (5) years? _____
4. Where will you be living in ten (10) years? _____
5. Where will you be working in five (5) years? _____
5. Where will you be working in ten (10) years? _____

Section II: Leadership Fayette County Experience

1. Listed below are statements about your perceptions of the effect of your experience with Leadership Fayette County. Please use the following scale to indicate how much you agree or disagree with each statement by circling the number that best represents your answer.

Note: Fayetteville is defined as the town and surrounding area within 15 miles of downtown.

Strong Disagree 1	Mildly Disagree 2	Neutral 3	Mildly Agree 4	Strongly Agree 5
--------------------------------	--------------------------------	---------------------	-----------------------------	-------------------------------

1	Leadership Fayette County was a worthwhile experience	1	2	3	4	5
2	Leadership Fayette County helped prepare me for my future	1	2	3	4	5
3	Leadership Fayette County improved my high school experience	1	2	3	4	5
4	Leadership Fayette County has helped prepare me for college	1	2	3	4	5
5	Leadership Fayette County has helped prepare me for my career	1	2	3	4	5
6	Leadership Fayette County provided skills useful for my future	1	2	3	4	5
7	Leadership Fayette County taught me skills that I would not have learned in high school without it	1	2	3	4	5
8	Leadership Fayette County provided me with an experience I would not otherwise have had in high school	1	2	3	4	5
9	Leadership Fayette County is important for the development of future leaders of Fayette County	1	2	3	4	5

Fayette County Education Fund

10 I support the continuation of the Leadership Fayette County program	1	2	3	4	5
--	---	---	---	---	---

2. Please list three positives about the Leadership Fayette County Program (skills developed, workshops, experiences)

1. _____

2. _____

3. _____

3. Please list three areas where the Fayette County Leadership program could improve

1. _____

2. _____

3. _____

Section III: Fayette County

To better understand the impact of the program on Fayette County, we are interested in finding out your level of involvement with the County.

1. Do you plan to come back to Fayette County after college?

Yes (Go to question 2-4) No (Go to question 5)

2. Why do you plan to come back to Fayette County? _____

3. Do you do any volunteer work in Fayette County? Yes No

If yes, what volunteer work do you do? _____

4. Would you like to be involved in Leadership Fayette County in the future? Yes
No

If yes, how would you like to be involved? _____

5. Do you have any additional comments?

Thank you once again for your time and cooperation.

6.3 TOURISM AND VISITOR SURVEY

Hello,

Thank you for attending the New River Birding and Nature Festival! We hope that you are enjoying yourself and will return again in the future

As you may know, the funds earned by this festival go directly towards Leadership Fayette County, an organization that provides leadership training and networking opportunities for high school students in Fayette County. Our ability to secure sponsors for this festival allow us to both keep your costs low and ensure that the funds generated by the festival go directly towards the students.

Part of getting and keeping local sponsors for the program is justifying their continued sponsorship of the program by identifying the economic impact of the New River Birding and Nature Festival on the local community. To accomplish that, and to keep your costs down in the future, we are asking you to provide a little information.

Attached to this letter is a survey. Please take a few minutes to help out and provide what information you can. Your information will remain anonymous and will never be tied to your name or shared with others except in the aggregate. Taking just a few minutes to fill out the survey will go a long way to securing the continued support of local business.

We thank you for your time and for any information you are willing to provide.

Fayette County Education Fund

d. Retail Shopping	\$.
(Clothing, Shopping, Gifts, etc.)		
e. Access Fees	\$.
(Entry fee, tickets, parking, registration)		
f. Any other miscellaneous expense	\$.
(Please list and explain on back)		

Visitor's Perception of Tourism Development in Fayetteville, West Virginia

This survey was developed as a course project at West Virginia University. The Fayetteville Education Fund will use the results as they develop support for a community-based leadership program.

Please answer the following questions by circling the number next to the most appropriate answer or by writing your answer in the space provided. **All information collected will be kept confidential.** It will take you about 5 minutes to complete the questionnaire. Thank you very much!

Note: Fayetteville is defined as the town and surrounding area within 15 miles of downtown.

Section I: Trip Characteristics

A. Please check all sources from which you heard about Fayetteville.

1. TV
2. Newspaper
3. Travel shows
4. Social Media
5. Internet
6. Visitor Information Center
7. Word of Mouth
8. Magazines
9. Brochures/pamphlets/vacation guides
10. Radio
11. Billboards
12. Others (please specify) _____

B. Purpose to visits Fayetteville (please check best answer)

- Visit family and friends
- Leisure
- Business
- Other (please specify) _____

C. How many times have you visited Fayetteville in the past 12 months?

- This is my first time 2-5 times 6-10 times More than 10 times

D. Do you plan to stay overnight in Fayetteville?

- Yes No (If No, please proceed to next question)

If yes, please indicate on the next page the type of accommodation, total trip length (nights to stay), nights you have stayed or plan to stay in Fayetteville (please skip those that do not apply to you).

Accommodation Type	Total number of nights stayed or planned
1. Hotel/motel	
2. Bed and breakfast	
3. Stay with Family or Friends	
4. RV/Campground	
5. Cabins	
6. Vacation rental home	
7. Second home owner	
8. Other (please specify) _____	

H. Please check a box if you have visited or plan to visit the following tourism resources in Fayetteville during this trip, or if you think there is an opportunity to develop the resource in Fayetteville. Please check all that apply.

Tourism Resource	Experienced or Plan to	Opportunity (please specify)
1 Natural Resources (lake, river, forest, etc.)		
2 Outdoor Recreation (boating, hiking, biking,		

Fayette County Education Fund

kayaking, etc.)		
3 Hunting or Fishing		
4 Casino/Gambling		
5 Adventure Sports (climbing, whitewater kayaking, mountain biking, ATV, etc.)		
6 Themes or Amusement Park		
7 National, State, or Local Park		
8 Resort		
9 Restaurants and Pubs		
10 Arts and Crafts or Live Music		
11 Heritage Site		
12 Groceries, take-out food/drinks, sundries		
13 Shopping (souvenirs, gifts, clothing, etc.)		
14 Agri-tourism (winery, farm, farmers market, etc.)		

15 Downtown Area		
16 Festivals and Events		

Section II: Perceptions of Tourism Development in Fayetteville

Listed below are statements about your perceptions of tourism development in Fayetteville. Please use the following scale to indicate how much you agree or disagree with each statement ***by circling the number that best represents your answer.***

Note: Fayetteville is defined as the town and surrounding area within 15 miles of downtown.

Strong Disagree 1	Mildly Disagree 2	Neutral 3	Mildly Agree 4	Strongly Agree 5
-----------------------------	-----------------------------	---------------------	--------------------------	----------------------------

11 Fayetteville is among the most attractive towns that I visited in West Virginia	1	2	3	4	5
12 Fayetteville has great potential for tourism development	1	2	3	4	5
13 Local residents are friendly	1	2	3	4	5
14 Visiting rural communities in West Virginia is one of my main purposes of this trip	1	2	3	4	5
15 Visiting Fayetteville is one of my main purposes for this trip	1	2	3	4	5
16 Natural resources in the town are competitive with surrounding communities to attract visitors	1	2	3	4	5
17 Cultural resources in the town are competitive with surrounding	1	2	3	4	5

Fayette County Education Fund

communities to attract visitors					
18 Historical resources in the town are competitive with surrounding communities to attract visitors	1	2	3	4	5
19 Fayetteville is unique in its geographic location	1	2	3	4	5
20 Fayetteville has unique attractions	1	2	3	4	5
21 I am satisfied with my visiting experience in the town	1	2	3	4	5
22 I will recommend the town to my family or friends	1	2	3	4	5
23 Employees are hospitable to visitors	1	2	3	4	5
24 I will revisit the town again	1	2	3	4	5

Section III: Your Spending

To better understand the economic impact of tourism in the town, we are interested in finding out the approximate amount of money you have spent in Fayetteville on this trip (Please give your best estimate in the following table to indicate how much you have spent so far for yourself or for your group).

	Amount spent in Fayetteville
1 Air travel	
2 Rental car/bus travel	
3 Gasoline, automobile service or repair	
4 Lodging (hotel, motel, campground, cabins, etc.)	
5 Restaurants and bars (food and beverages)	
6 Groceries, take-out food/drinks, sundries	
7 Shopping (souvenirs, gifts, clothing, etc.)	
8 Admissions and Fees (i.e., tickets for festivals or events, activities, museums, etc.)	
9 Others (please specify) _____	

Section IV: Background Information

1. Sex **Female** **Male**

2. Age (Please check the single best answer)

Fayette County Education Fund

15-24

25-44

45-64

65 and over

3. What is the highest level of education you have completed? (Please circle the single best answer)

Less than high school degree
or equivalent

High school degree

Undergraduate or post-secondary degree

Graduate school degree

4. Where are you from? _____ (Place of residence)

5. What was your approximate gross family income from all sources, before taxes, in 2011?

Less than \$19,999

\$20,000 to 29,999

\$30,000 to 39,999

\$40,000 to 49,999

\$50,000 to 59,999

\$60,000 to 69,999

\$70,000 to 79,999

\$80,000 to 89,999

over \$90,000

6. Do you have any additional comments?

Thank you once again for your time and cooperation.

Appendix A: MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding

1.0 Purpose

This document outlines the services and deliverables the Capstone project Team will perform with the cooperating and agreement of the Fayette Country Education Fund for the purpose of fulfilling the obligations, outlined below in 2.0 – Services

2.0 Services

Analyze existing data on Leadership Fayette County and Birding/Nature Festival

The Capstone Team will examine data provided by sponsor and collected through out the project process. Data collection and analysis dates have been outlined in the proposed project plan. The Capstone Team agrees to assess collected data and sponsor provided data for the period outline in the proposed project plan.

The project sponsor acknowledges, and agrees to provide the Capstone Team with all available data relating to Leadership Fayette County and Birding/Nature Festival by February 18th, 2013. Project sponsor acknowledges that this contract will end on April 15th, 2013.

Deliverables: Information gathered through this project, to include all newly identified trends, will be reported to Fayette County Education Fund through a written report with the option of and/or telephonic notifications when necessary. The Capstone Team will utilize an agreed-to template and timeframe for all reporting.

Develop a survey for Fayette County Education Fund

The Capstone Team will develop a survey to examine direct economic impact as it relates to the birding/nature festivals to Fayette County. Both parties acknowledge that information collected from surveys can include but is not limited to:

- Amount of money spent by participants
- Number of establishments visited
- Types of establishments visited

The Capstone Team agrees to assess collected data and sponsor provided data for the period outlined in the proposed project plan. Project sponsor acknowledges that this contract will end on April 15th, 2013.

Deliverables: Information gathered through this project, to include all newly identified trends, will be reported to Fayette County Education Fund through written report with the option of and/or telephonic notifications when necessary. The Capstone Team will utilize an agreed-to template and timeframe for all reporting.

Outcomes of the spiral community economic development

The Capstone Team will identify outcomes relating to community economic development, particularly:

- Direct Short Term Impact
 - Gender Attendance
 - Demographics
 - Travel Distance
 - Age of Attendees
 - Nights attended to stay in region
 - Total expenditure during the visit
 - In reference to the festival
 - Accommodation
 - Meals
 - Food
 - Drinks
 - Festival tickets
 - Entertainment costs
 - Museum
 - Extracurricular activities
 - Transport
 - Airfare
 - Vehicle Repair
 - Taxis
 - Personal Services
- Indirect Short Term Impact
 - Sustainability and growth of enterprises
 - Attendance due to Festival
 - Planning to attend in future due to/not due to festival
 - Nights of stay
- Long Term impact
 - Holiday
 - Jobs
 - Future Vacation

Project sponsor acknowledges and agrees to provide, feedback, resources and support on an as needed basis.

Deliverables: Information gathered through this project, to include all newly identified trends, will be reported to Fayette County Education Fund through written report with

Fayette County Education Fund

the option of and/or telephonic notifications when necessary. The Capstone Team will utilize an agreed-to template and timeframe for all reporting.

Professional Report capturing the ripple effect of economic development

The Capstone Project Team will be drafting a document for the purpose of capturing the ripple effect of economic development and or impact of the Fayette County Education Fund activities including but not limited to:

- Direct Economic Impact (as described above)
- Long Term Economic Impact (as described above)
- Regional Economic Impact (as described above)

Deliverables: Information gathered through this project, to include all newly identified trends, will be reported to Fayette County Education Fund through written report with the option of and/or telephonic notifications when necessary. The Capstone Team will utilize an agreed-to template and timeframe for all reporting.

3.0 Other Considerations

Fayette County Education Fund will provide the Capstone Team:

- All existing data on Leadership Fayette County and Birding/Nature Festival
- Project Points of Contact
- Project suggestions and support as needed
- Introductions to any individual(s) / Organizations that may be of assistance to the project development

Appendix B: STUDENT RESPONSES

Question 1: **Where do you see yourself in five years?**

	Responses
Student 1:	Teaching, just graduated college
Student 2:	College/University for either chemistry, physics, or archeology
Student 3:	College
Student 4:	Graduating UC - nursing degree
Student 5:	In college getting my masters
Student 6:	Medical school
Student 7:	College somewhere
Student 8:	Graduated from college in NYC or CA
Student 9:	Military
Student 10:	Athletic trainer job
Student 11:	Probably still in college with a part time job as well
Student 12:	As an RN from Marshall

Question 2: **Where do you want to be living in five years?**

Responses

Student 1:	House in southern West Virginia
Student 2:	House at the University
Student 3:	Apartment
Student 4:	WV - apartment (dorm room)
Student 5:	Dorm room
Student 6:	A house in MB/College
Student 7:	House with roomates
Student 8:	NYC or CA; apartment in downtown; LA
Student 9:	Apartment or house - on my own
Student 10:	House in rural SC
Student 11:	Off-campus apartment
Student 12:	In a house in Houston, TX

Fayette County Education Fund

Question 3: Describe the Leadership program in one sentence

Responses

Student 1:	The Leadership Fayette County program is a great experience to build character and make friends
Student 2:	A great experience that will stay with you for the rest of your life
Student 3:	The Leadership program is a unique learning experience
Student 4:	LFC makes you think outside the box, going beyond yourself
Student 5:	It has been fun and interesting
Student 6:	The Leadership program is an amazing experience that has helped me grow not only as a student, but as a person too
Student 7:	Leadership Fayette County has been fun and I have learned a lot from it
Student 8:	An enlightening experience
Student 9:	The Leadership program has been enlightening to me, in many ways I did not expect
Student 10:	LFC was better and more exciting than I expected
Student 11:	The Leadership program has been a really fun experience and I've learned a lot
Student 12:	The Leadership program has helped me make friends and learn to speak in front of people

Fayette County Education Fund

Question 4: **What are three things you like about the program?**

	Response 1	Response 2	Response 3
Student 1:	Meet friends from other schools	Build leadership skills	Great experiences
Student 2:	The SimSOC session	The author session at ACE	Participating in the mock trial
Student 3:	Meeting new people	Cool experiences	Learning new things
Student 4:	Team building (trust) at ACE	Always intriguing	The program helps so much
Student 5:	Fun	Good experience	Educational
Student 6:	It's exciting with the sessions	It teaches me a lot	The people are amazing
Student 7:	ACE	Meeting new people	New fun activities
Student 8:	People	Getting out of school	Seeing a different side of Fayette County
Student 9:	New Experiences	Meeting more people	Learning new skills
Student 10:	Meeting new people	Exploring Fayette County	Getting a scholarship at the end
Student 11:	Meeting new people	Learning about Fayette County business	Learning how to be a better leader
Student 12:	Meeting with students from other schools	Being able to do the more tourism things	Learning to be a better leader

Fayette County Education Fund

Question 5: **What are three things you don't like or wish the program would do?**

	Response 1	Response 2	Response 3
Student 1:	More variety	More musical ???	talking on ???
Student 2:	The trial could be improved	Would have liked for a longer SimSOC session	More time for team building
Student 3:	Waking up early	Short term member less involvement. I like to do stuff and learn new things	
Student 4:	LFC on days we don't have school	Prepare for college	
Student 5:	Early mornings	Cold	Driving here
Student 6:	The early times	The drive from Meadow Bridge to Fayetteville for every session	
Student 7:	Sessions on days off	Not strict about missing	Less homework stuff
Student 8:	Having Leadership on days we don't have school	More outdoor things	More sessions
Student 9:	Thinking and talking on the spot	More casual dress code	On less school days
Student 10:	Getting up early	Driving up here	Coming on no school days
Student 11:	How we have sessions when nobody else in the County as school	Too early	Dressing up often
Student 12:	Early mornings	Having sessions when there's no school	Driving here

APPENDIX C: REFERENCES

Alreck, P. A. and Settle, R. B. (1995), *The Survey Research Handbook*. 2nd edition. Chicago, Irwin.

Archer, B. (1982) "*The value of multipliers and their policy implications*", *Tourism Management*,
No. 3, 236-241.

Brunt, P. (1997), *Market Research in Travel and Tourism*. Oxford, Butterworth-Heinemann.

Fredline, E., Mules, T., Raybould, M. & Tomljenovic, R. (1998), *Sweet Little Rock and Roller: The Economic Impact of the 1998 Wintersun Festival*. Griffith University, Gold Coast.

Hall, C. M., (1992), *Hallmark Tourist Events: Impacts, management, and planning*. London, Belhaven. Jackson, John, Ron McIver, Campbell McConnell and Stanley Brue (1998) *Economics* 5th edition, McGraw-Hill, Sydney.