

## **An Assessment of Youth Entrepreneurship Programs in the United States**

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A strong entrepreneurship education presence is a necessary key to the acceleration of venture initiation in the United States. Youth entrepreneurship programs are proliferating across the country, through schools, community groups, youth groups and private enterprises. This paper provides a synopsis of the current status of the principal organizations involved in youth entrepreneurship education, as well as the key programs currently offered for the K-12 youth market.

Through an analysis of the literature and available data, the authors seek to answer the question: *Who is doing what in the growing field of youth entrepreneurship education and what types of programs are available?* Another goal is to assess whether the programs are working (*e.g., are they actually increasing the level of entrepreneurial and new business activity by those who participate in them*). Finally, the paper will offer some suggestions for improving the assessment of these programs.

More than 11.3 per cent of adults in the United States were engaged in entrepreneurial activity in 2003, representing an increase from 10.5 per cent recorded in 2002 (GEM Monitor, 2003). This same report indicated that as many as 300 million people around the globe were trying to launch new firms in 2003. The GEM Monitor report also contends that these significant numbers indicate that entrepreneurship is a widespread phenomenon that sparks innovation, creates jobs, and contributes to more prosperous national economies.

With roughly 54 million students currently enrolled in K B 12 classrooms across the United States (National Center for Education Statistics, 2002), this student group represents a significant potential market for entrepreneurship education and is likely to be part of future statistics about new venture development. This same group also appears to have a keen interest in learning about new business development.

A Gallup poll conducted jointly with the Kauffman Center for Entrepreneurial Leadership in 1994 indicated that seven out of ten high school students ages 14 to 19 (69 per cent) want to start their own businesses (versus 50 per cent of the general public). The survey also reported that 84 per cent of those same students indicated that they did not know much about entrepreneurship and 68 per cent said that they wanted to learn more about the topic. A *US News* survey found that Entrepreneur@ was the preferred career choice of *Generation X*, that group of students born between 1965 and 1980 (Dollinger 2003, pp. 2 B 3; Coupland, 1991).

Despite this apparent desire on the part of students to learn more about new business development, teachers and school boards, heavily influenced by state and federal legislation, actually determine the curriculum taught in the classroom. As a result, many schools have been slow to respond to the increasing student and community interest (Charney & Libecap, 2000), despite the fact that the hands-on, interactive nature of high-quality entrepreneurship curricula holds the capacity to engage students by making learning relevant to their real-world experiences and ambitions (Bell-Rose & Mariotti, 2004).

The reality is that entrepreneurship has not become a major subject in most K-12 programs (Rushing and Kent, 2000). There are several possible explanations for this, including:

1. Mandatory testing and evaluation of school performance based on achievement in the Abasic@ skills;
2. Strength of traditional disciplines among education groups who have primary responsibility for writing curriculum;
3. Lack of understanding among educators of the operations and benefits of the market system and importance of entrepreneurship; and
4. Other outside interest groups which have been more effective in influencing the content of an already overcrowded curriculum.

Research by the Global Entrepreneurship Monitor (GEM Monitor, 1997 and 2003) has confirmed that education plays a vital role in entrepreneurship. According to studies by the GEM, if the level of participation in post-secondary education were the only factor used to predict entrepreneurial activity, it would account for 40 per cent of the difference between GEM countries (consisting of the United States and nine other industrial countries) in economic

growth rates. Providing individuals with quality entrepreneurship education (such as training in the skills needed to convert a market opportunity into a commercial venture) was consistently one of the top priorities identified in each of the 21 countries surveyed (GEM 1997, pp. 14 B 15).

The Consortium for Entrepreneurship Education (2004) contends investment in entrepreneurship for youth should result in a long-term positive effect on the economic climate of the United States, resulting in a lower unemployment rate, increased establishment of new companies and fewer failures of existing businesses. It can also be an important component of economic strategies for fostering job creation. More specifically, effective youth entrepreneurship education can prepare young people to be responsible, enterprising individuals who become entrepreneurs and contribute to the economic development of our nation, as well as to the sustainability of our communities.

Research indicates the supply of entrepreneurs can be increased by developing a positive perception about the feasibility and desirability of entrepreneurship through educational preparation at an early age (Nakkula, 2004; Rasheed 2001; and Kourilsky, 1995). When rooted in solid learning theory, entrepreneurial education helps produce self-sufficient enterprising individuals, develops entrepreneurs by increasing business knowledge and promoting psychological attributes associated with entrepreneurial activities (Charney & Libecap, 2000; Krueger & Brazeal, 1994; Kourilsky & Walstad, 1998; Walstad & Kourilsky, 1999).

### **Market analysis: K-12 entrepreneurship education**

According to the Kauffman Center, the entrepreneurship education market basically falls into three segments:

- 1) information/awareness (making certain groups such as students realize the benefits of entrepreneurship and the possibility of becoming venture initiators,
- 2) education (training in the insights and skills needed to be entrepreneurs) and,
- 3) policy (informing and advocating public policies which promote entrepreneurship) (Kauffman Report, 2000).

While each of these segments is a vital and an inter-related part of the youth entrepreneurship education market, this paper will focus solely on education.

Entrepreneurship education programs typically focus on awareness or readiness to apply knowledge and skills by youth. Movement along this continuum typically requires a progressively more extensive education intervention. Programs that focus solely on awareness are able to reach larger numbers of students at a lower cost per student than programs that focus on readiness/application; however, the impact of the program is not likely to be as great in producing venture initiation.

During the past decade an increasing number of educational organizations B both profit and non-profit B have entered the entrepreneurship education market (Rushing and Kent, 2000). Though not all-inclusive, the following sections seek to present a brief description of the most prominent and wide-reaching organizations and their entrepreneurship programs and activities, broken out as follows:

1) national organizations with an exclusive focus on youth entrepreneurship; and

2) youth and educational organizations with other objectives, but which include youth entrepreneurship in their programs.

The authors have identified more than one hundred organizations that provide some form of youth entrepreneurship programs. This list includes groups providing in-school programs, after school activities, curriculums and materials, teacher training and awareness programs. The list did not include local groups, community organizations, lodges, service clubs and others who support summer camps, shadowing programs and speaker series. While this paper evaluates only the organizations with significant national impact, a description of many of the programs reviewed is available at <http://www.marshall.edu/IDEA>.

The review has confirmed that there are a plethora of youth entrepreneurship programs currently on the market. There are also a large number of both national and youth organizations focused on providing opportunities to increase entrepreneurial thinking and related activities through educational programming (both in-school and after-school), summer camps, business plan competitions and the like. In addition, there are also a large number of programs with a general focus on youth of all ages, as well as a significant number of others which are targeted specifically to females, teens or economically-disadvantaged student groups.

### **National organizations focusing on youth entrepreneurship education**

§ The Kauffman Center for Entrepreneurial Leadership ([www.emkf.org](http://www.emkf.org)), with an endowment of more than \$2 billion, is based in Kansas City, Missouri. With programs targeted to children at all levels, the Kauffman Center partners with organizations that specialize in reaching students. It is the largest organization focused solely on entrepreneurial success at all levels, from elementary students to high-growth entrepreneurs. The Center's entrepreneurial activities are organized around three primary areas: 1) the development and dissemination of innovative and comprehensive curricula and support systems for adult entrepreneurs, 2) the development of creative initiatives for enhancing

entrepreneurship awareness, readiness and application experiences for K B 12 youth and community college students, and 3) the promotion of public policy development for policy makers and not-for-profit leaders and in urban and rural communities of need.

The programs offered by the Kauffman Center are numerous, and include:

Agri-Entrepreneurship (with the FFA and the National Council for Agricultural Education); *EntrePrep*; *Entrepreneur Invention Society*; *Making a Job*; *YESS/Mini-Society*<sup>7</sup>; *Mother and Daughter Entrepreneurs in Teams (MADE\_IT)*<sup>7</sup>; *The E in Me*; *Jump Start*; and *New Youth Entrepreneur*.

The Kauffman Center also partners with KidsWay, Inc. to sponsor a website for teen entrepreneurs as well as a magazine called *Y & E: The Magazine for Teen Entrepreneurs*. The programs, sponsored and developed by the Kauffman Foundation, are subject to both extensive quantitative and qualitative evaluation and the evaluation studies have consistently demonstrated that the programs are highly effective (Kourilsky and Carlson, 1997). They have just recently announced a partnership with Disney Online to market a new program called AHot Shot Business,<sup>@</sup> a new on-line game targeted to Atweens<sup>@</sup> between the ages of 9 B 12 (Kauffman Website, 2004).

Despite the widespread use of their programs by other organizations, the Kaufman Center has recently decided to move away from the types of programs it has pioneered. A recent letter from the Kauffman Foundation dated July 16, 2004 (Chernow Letter, 2004) states, in part:

I am writing to tell you that after December 31, 2004, we will not make new grants or provide new funding for training and outreach efforts associated with the Mini-Society program .... As part of this decision, we are shifting our program strategy in the area of entrepreneurship education to focus on awareness-building activities about entrepreneurship for young people, rather than hands-on, classroom-based programs....<sup>@</sup>

This is unfortunate, as no single organization has done more to be a catalyst or to promote quality in youth entrepreneurship programs.

§ **KidsWay/EDGE** (www.kidsway.com and www.tryedge.com), headquartered in Chamblee, Georgia, is

the national parent corporation of YoungBiz, a company that specializes in hands-on youth entrepreneurship education for students ages 8 B 18 from all social, racial, ethnic and economic backgrounds. Through their 8-phase Jump Start to Business program (which can be taught in a variety of formats, including one- and two-day programs as well as in small segments for after-school programs over a period of 4 to 12 weeks), they seek to get students quickly involved in the real-world of business. They offer their programs in the United States, Canada and the Caribbean.

They specialize in teacher training through the three-day EDGE University Acertified entrepreneurship instructor@ workshop, in-school and after-school programs, offer a speaker=s bureau, 5-day entrepreneurship camps for both students and adults, customized school-to-work training programs, offer a comprehensive entrepreneurship and business education resource catalog, sponsor AOnly in America@ conferences for high school students, publish the bi-monthly *Young Entrepreneur* magazine, conduct a business plan competition with \$20,000 in awards. They also offer leadership skills training for teachers. There are no reported evaluations of the effectiveness of their programs.

§ **BizWorld** ([www.bizworld.org](http://www.bizworld.org)), a California-based non-profit organization, provides curriculum and volunteers to teach Amini-units@ on entrepreneurial skills to elementary and middle school students (grades 3 B 8). There are four two-hour modules in this BizWorld program, each of which is taught through a simulation approach. BizWorld provides these programs at no cost to schools through the use of volunteers and funding from the local community.

Their program has reached 65,000 students in classrooms in 47 states and in the Netherlands and Singapore. The program is evaluated through a pre- and post-test student assessment as well as a qualitative teacher evaluation. While their evaluation study is on-going, BizWorld has compiled some initial evidence to suggest that student knowledge about and attitudes toward business are improved following participation in the program based on their pre and post-test results.

The International Consortium for Entrepreneurship Education ([www.entre-ed.org](http://www.entre-ed.org)) is an Ohio-based membership group that serves as advocates for entrepreneurship education for youth and adults. The consortium's purpose is to provide information and resources for teachers, instructors, program developers and others who help students of all ages find their own entrepreneurial opportunities. Annual membership is offered to state departments of education in the United States as the primary membership group. All members participate in the Annual Entrepreneurship Education Forum, held each year in different locations in the United States. The Kauffman Center is a co-sponsor of the Forum. The Consortium has produced an exhaustive guide to the topics to be included in a youth entrepreneurship program (National Standards for Entrepreneurship Education, 2004). While this guide covers all the topics usually included in a comprehensive entrepreneurship course, no public evaluation of its effectiveness was available.

§ **Education, Training & Enterprise Center** (EDTEC at [www.edtecinc.com](http://www.edtecinc.com)) is a national for-profit youth entrepreneurship training company headquartered in Camden, NJ. EDTEC provides innovative programs in entrepreneurship, management consulting, training, education, economic development and information technologies. Founded in 1985, EDTEC is a minority-owned firm with a mission to address the needs of economically disadvantaged youth in urban America.

EDTEC's major entrepreneurship curriculum, *The New Youth Entrepreneur*, is a 12-module curriculum developed in conjunction with the Kauffman Center and the U.S. Department of Education's SafetyNet Program. It is also available in Spanish. This program takes students from spotting business opportunities to creating their own business plan. Over the last two years, more than 20,000 sets of the program have been sold world-wide and EDTEC has provided training to over 3,000 program instructors, including educators, enterprise zone officials, federal employees, housing authority staff and public housing residents.

The New Youth Entrepreneur curriculum is also available now in a fully interactive, animated edition. EDTEC also publishes books, CDs, instructor guides and provides teaching training. Pilot testing has been completed on the New Youth Entrepreneur program and additional evaluation studies have also been conducted. According to the reported pilot studies to date, which were conducted by the Kauffman Foundation, the curriculum has been found to be highly effective (EDTEC Website, 2004).

§ **National Foundation for Teaching Entrepreneurship** (NFTE at [www.nfte.com](http://www.nfte.com)) is a non-profit organization that offers entrepreneurial training to young people ages 11 through 18, especially those from low-income communities. Through its hands-on entrepreneurship and business ownership curriculum (e.g., through teacher-directed lessons, field trips, and the use of workbooks), students gain an understanding of basic workplace and life skills. NFTE provides its entrepreneurship training programs in a variety of intensities via a Amini-MBA@ course, using a specially-developed curriculum that also teaches math, reading and writing, critical thinking skills as well as workplace readiness-making skills.

NFTE programs have reached more than 65,000 students since it was founded in 1987. It reached more than 17,000 students in 2003 alone (NFTE Annual Report, 2003). NFTE has trained more than 1,000 teachers and youth workers through its ANFTE University@ three and five-day teacher training programs. NFTE operates year-round programs in many urban areas and also runs summer BizCamps in multiple cities throughout the country. Internationally, it has licensed programs in Argentina, China, India, Belgium, the United Kingdom, plus El Salvador, Ghana, and Tanzania (NFTE Annual Report, 2003).

NFTE is a strong proponent of research and evaluation for its programs. NFTE research studies have used multiple research methodologies to track the impact of its programs to improve program performance. These include: net-impact random assignment, student focus group interviews,

independent evaluation of classroom sites, self-reported alumni surveys and telephone interviews and pre- and post-testing. A recent study indicates that NFTE=s programs may be effective with students from low-income urban backgrounds (Nakkula, 2004). NFTE programs were also part of an external evaluation in the mid-1990=s by Hahn and Leavitt (1996). Their analysis confirmed that NFTE succeeds in teaching the skills and knowledge necessary to prepare American students for careers in business ownership.

§ **PACE**, the Program for Acquiring Competency in Entrepreneurship ([www.entre-ed.org/curricul.htm](http://www.entre-ed.org/curricul.htm)), was originally developed in 1976 at Ohio State University by some of those involved in the Consortium for Entrepreneurship Education to provide entrepreneurial education at three levels: high school students (through a single semester course in entrepreneurship); community college students; and adult education students interested in starting their own ventures. While there are some awareness activities, the 21 units and 63 topic-based booklets in the PACE curriculum are primarily focused on skill development necessary to create and expand new ventures, with a focus on marketing, finance, accounting, legal environment, pricing and insurance. PACE also conducts an annual conference. Despite the program=s apparent widespread use and acceptance, no formal evaluation of its effectiveness is publicly available.

§ **REAL** Enterprises (Rural Entrepreneurship through Action Learning at [www.realenterprises.org](http://www.realenterprises.org)) is a national non-profit organization headquartered in Durham, North Carolina which is focused on providing experiential entrepreneurship education in schools (K B 16) and community organizations, with a particular focus on rural communities. REAL=s purpose is to help individuals, schools, communities and rural America grow through hands-on entrepreneurship education. REAL is committed to prepare youth in rural America to be active, self-sufficient, and productive citizens who can contribute to their community=s social and economic development.

§ To meet this goal, they integrate technology and student workbooks for high school and post-secondary students

(AREAL Entrepreneurship@) as well as elementary and middle school programs (AMini/Middle REAL@). The REAL program consists of and experientially-based entrepreneurship curriculum and instructor training and support for a network of educators in 13 states and the United Kingdom. While the program has not been subjected to rigorous evaluation, anecdotal evidence suggests some success in developing new business start-ups (Kourilsky, 1989).

### **Youth and educational organizations with youth entrepreneurship programs**

A number of national youth and other educational organizations have begun to incorporate entrepreneurship education into elements of their programs. These organizations include:

- § **Boy Scouts of America** ([www.bsa.scouting.org](http://www.bsa.scouting.org)) supports more than 300 local councils that provide youth programs for boys between the ages of 7 and 20. The merit badge program, which provides opportunities for youth to explore more than 100 fields of skill and knowledge, plays a key educational role in scouting. Since 1996, the Boy Scouts of America has offered an entrepreneurship merit badge which was developed in partnership with the Kauffman Center.

The Boy Scouts have partnered with Louis Harris & Associates to conduct outcomes studies assess the effectiveness of their programs (Harris & Associates Report, 2003). Studies were conducted in 1995, 1998 and 2001. Each study found that the skills and ethical and moral values are enhanced by participation in the Boy Scout programs, as are feelings of self-worth, caring relationships, a desire to learn, creative use of time and enhanced social skills. There was no separate evaluation of the merit badge.

- § **Business Professionals of America** (BPA at [www.bpa.org](http://www.bpa.org)) is a national student organization headquartered in Columbus, Ohio for students enrolled in business, office, and technology education programs at the middle school, secondary school and post-secondary school levels. Through co-curricular programs and services, members of BPA compete in demonstrations of their business technology skills, develop

their professional and leadership skills, network with each other as well as other professionals across the nation, and get involved in community activities. BPA holds contests at the local, regional and national levels, one of which is on entrepreneurship. The students are required to develop an organizational structure and operating plan to initiate a small business. Advisors are asked to comment on the quarterly magazine, *COMMUNIQUE*, in order to improve its effectiveness for students; however, despite the program=s wide use and acceptance, there are no formal evaluations of the effectiveness of its entrepreneurship programs other than anecdotal commentary.

§ **DECA** (Distributive Education Clubs of America at [www.deca.org](http://www.deca.org)) is a non-partisan, non-sectarian school-based national association of more than 185,000 marketing students. DECA provides teachers and members with educational and leadership development activities to merge with the classroom instructional program through advisor training workshops. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing or management careers through on-the-job experience, chapter projects, and a program of competency-based competitive events in specific marketing occupational areas, including entrepreneurship. Each year more than 60,000 students participate in the competitions on the local, state and national levels. Despite the program=s wide use and acceptance, there are no formal evaluations of its effectiveness in promoting entrepreneurship other than anecdotal commentary.

§ **Future Farmers of America** (FFA at [www.ffa.org](http://www.ffa.org)) is a school-based agricultural education program in public schools and is federally chartered by Congress, making it an integral, intra-curricular part of public agricultural instruction under the National Vocational Education Acts (FFA website, 2004). The FFA=s nearly half million members and more than 7,000 chapters represent all 50 states. FFA is a diverse organization in rural, urban and suburban schools. Students aged 12 B 21 enrolled in agricultural education programs are eligible for membership. The agricultural education program provides a well-rounded, practical approach to learning through three components: classroom education in agricultural topics;

hands-on supervised agricultural experience, such as starting a business or working for an established company; and FFA competitive events, which provide leadership opportunities and test students' agricultural skills.

Through a partnership with the Kauffman Center, FFA conducts an Agri-Entrepreneurship Awards Program that recognizes the entrepreneurial initiative of FFA members. Various portions of the FFA programs have been the subject of external evaluations of effectiveness, with each of the studies confirming that there is a positive correlation between the programs offered and the self-perceived leadership skills of the participants; however, none of the studies contain any specific information confirming a link between participation in the program and an increase in entrepreneurial activities.

§ **4-H Council** (4-H at [www.4-H.org](http://www.4-H.org)) is a national private sector, not-for-profit organization which uses private and public resources to fulfill its mission *To advance the 4-H youth . . . building a world in which youth and adults learn, grow and work together as catalysts for positive change.* 4-H focuses on diverse groups of young people in a variety of urban and suburban locales while continuing to serve youth in rural areas. National 4-H Council helps provide hands-on co-educational programs and activities to young people nationwide in collaboration with the youth development education initiatives of the Cooperative Extension System of the United States Department of Agriculture, state land-grant universities and county extension programs. The Kauffman Center partners with 28 state 4-H organizations to bring Mini-Society<sup>7</sup> to youth participating in 4-H clubs, camps and after-school programs in those states. The national 4-H group has recently adopted the BizWorld Program as a part of their entrepreneurship curricula as well.

The national 4-H program was subjected to a rigorous national assessment of its youth program. The survey rolled out nationally in early 1999 and the baseline, national results indicate that the programs are having a positive impact on youth. This first-ever national survey is only the first step toward the 4-H Council's development of a process of

evaluation of their programs nationwide. No specific evaluation of entrepreneurship programs is available.

§ **Junior Achievement** (JA at [www.ja.org](http://www.ja.org)) is the oldest and largest non-profit business and economic education organization in the world. JA educates elementary to high school students about business and economics. JA's key purpose is to educate students to value free enterprise, understand business and economics and be workforce ready. Recently, Junior Achievement has begun to include entrepreneurship in its curriculum, which includes seven modules for elementary age students, four modules for middle school programs and four additional units for high school students. There is no published research on the effectiveness of JA; however, it has a broad impact on youth education, with approximately 2.6 million students participating in JA programs in K-12 annually.

#### **An assessment of the current state of youth entrepreneurship education in the United States**

Bills have recently been proposed in the U.S. House and Senate relevant to entrepreneurship education. One amendment to the Elementary and Secondary Education Act, introduced by Rep. Goodling (R-PA), would provide re-authorization to fund curriculum-based youth entrepreneurship programs that provide disadvantaged youth with applied mathematics, entrepreneurial and other analytical skills. Another measure, introduced by Rep. Kucinich (D-OH), would award a grant or contract to an organization to establish and operate a National Clearinghouse for Teaching Entrepreneurship (Kauffman Center Report, K-14 Entrepreneurship Education Market Analysis, 2002; Cruse, 2003).

It is good news for youth entrepreneurship that a significant volume and variety of high-quality programs do exist and that potential educational policy changes are being considered. However, the credibility and performance of a number of these programs are undermined by a lack of reality-based, systematic assessment (Ames, Runco & Segrest, 2002).

For many programs only sporadic, anecdotal evidence is available concerning the value of the program to students and to the community at-large. This inconsistency in the accountability structure of the programs, in terms of the way they are documented, reflected upon and evaluated (as recommended by

the Consortium for Entrepreneurship Education=s ACriteria for Effective Practice@), raises a cloud of doubt on the efficacy of the programs which can be eliminated through more rigorous assessment at all levels.

For many of these programs their goals are not specific as to outcomes. For proper evaluation to transpire, the goals must be sufficiently defined so the achievement of those goals can be measured. At best, many of the evaluations consist of short examinations at the end of the program which are rarely related to the stated goals.

Over a decade ago the Joint (now National) Council on Economic Education established the appropriate guidance for evaluation of entrepreneurship education programs. (Joint Council, 1991). These include:

- § The program should have clear outcomes and evaluation should be directly tied to those outcomes;
- § The best approaches are those which involve the participants over a significant period of time or where the concepts are integrated in an entire curriculum. This is the method used for instruction in most subjects like math, communications and science. Single experiences (such as short workshops, camps, field trips, etc.) are less likely to produce desired results than programs of longer duration.
- § The most effective approach is to work with teachers. Teachers have the most continuing contact with the students and can insure that the desired coverage is included. Teachers need to be trained so they understand the subject and can appropriately communicate that knowledge. Substituting an outsider for the teacher does not insure the continuing reinforcement which is essential to learning; and,
- § Teaching materials that can be used and reused, which are appropriate for the achievement level of the participants and have been tested in the appropriate settings, are the most likely to be effective.

According to the Joint Council, evaluation should include the following:

- § An independent review of the curriculum or program to determine validity of its content;
- § Pre- and post-testing tied to clearly stated outcomes;

- § Validation of test materials to insure they measure the knowledge which is contained in the program;
- § Follow up testing to determine retention;
- § Longitudinal studies to establish whether a program produced any entrepreneurial activity from those who participated;
- § Conduct of the evaluation by outside and disinterested parties; and,
- § Transparency of the evaluation process.

None of the programs reviewed in this project met all of these criteria.

### **Conclusions**

Many of the programs reviewed do undergo some sort of assessment and evaluation, most notably those offered by the Kauffman Center, as well as the NFTE programs. However, too many of the programs still rely on anecdotal and "number counting" to support the continuation of their efforts. As a result, there is still substantial room for improvement in measurement of the impact of these programs.

Funding from foundations, businesses, and governmental agencies is becoming more competitive with a more intense focus on the effectiveness of the programs supported. To preserve future funding for these types of programs, there is a need to accelerate efforts to generate concrete evidence that entrepreneurship education really does make a difference *and* to identify the types of programs that make the greatest impact. Achieving this goal can best be done by confirming the link between the programs offered and the desired outcomes through tightly designed quantitative and qualitative evaluation studies.

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