

Entrepreneurship Education: *Learning by Doing*



EWING MARION
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“During the past two decades we’ve completely ‘re-invented’ the American economy. While this dramatic change has allowed us to remain the world’s economic leader, young people are simply not being prepared to participate in this rapidly changing economic landscape. Youth entrepreneurship programs are an essential part of preparing boys and girls, young men and women, to take charge of their own economic destiny.” – *George Gendron*

“While the key concepts of entrepreneurship can be taught at any time in a person’s life, the attitudes and values associated with becoming a successful entrepreneur are more likely to develop if they are explored and nurtured at a young age. Teaching children about entrepreneurship offers a career path, but more importantly, students learn of the economic and social benefits that entrepreneurs provide to their families, to their communities and to their country.” – *Rob Chernow*

“The six programs highlighted in this publication provide great examples of what can happen when young entrepreneurs learn the value of teamwork, vision and responsibility. Nurturing tomorrow’s leaders is an essential tool to help grow good local jobs and diversify local economies, making them more resilient in the face of change.” – *Anne B. Pope*



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Dr. Cathy Ashmore, *Executive Director, Consortium for Entrepreneurship Education*

| *Introduction*

Students say that building and running businesses is more interesting than most of their other schoolwork. In a word, it is fun. Students like to learn by doing.





The comparison that comes to mind is athletics. Entrepreneurship programs are among the few academic activities that engage students in teamwork and allow students to clearly understand that success requires a focus on outcomes, not on putting in class time. Time and again, teachers of these courses comment that all kinds of students, chronic low achievers as well as strong students, excel in these programs. The key seems to be peer pressure to meet or exceed what are seen as realistic standards, just as with a football or basketball team.

Entrepreneurship education courses win praise from teachers and school administrators for helping students excel at academic subjects like English and mathematics. Studies have shown significant improvement on standardized tests among students involved in entrepreneurship programs.

We invite you to read about six successful youth entrepreneurship programs and learn more about the national resources available to help your community cultivate entrepreneurs.

The profiles that follow describe

- a **West Virginia vocational program** that teaches students to recognize opportunities around them, even in an economically distressed county;
- a **South Carolina high school program** in which each new class begins with improvisations and ends with students keeping a share of a food service's profits;
- a **faith-based effort in Nashville, Tennessee**, where children as young as second-graders cultivate character, initiative and social skills (while also making impressive amounts of money);
- a **high-tech service project in a northern Mississippi middle school** that stresses dependability and a strong customer orientation;
- a **Kentucky high school program** in an economically distressed rural county that has grown by stimulating demand for its products across the community; and
- a **high school in a low-income area of Chicago** that is using entrepreneurship across its curriculum as part of a strategy to transform urban education.

Entrepreneurship education courses win praise from teachers and school administrators for helping students improve in academic subjects like English and mathematics.

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Your first impression of these six programs is likely to focus on their diversity. These successful projects are in rural areas and inner cities. They are based on many different kinds of business activity and target young people at many educational levels—high school, middle school, and elementary school.

Visit these projects and you're also likely to see how much they have in common. All emphasize opportunity recognition, marshaling resources effectively, creativity and critical thinking. All teach the value of hard work and help students understand how businesses operate. They stress community and the importance of taking responsibility.

Americans live in a nation where entrepreneurs have created a high standard of living. But while in some communities entrepreneurial ventures abound, other communities lack the skills, vision and energy of entrepreneurs. Often we take entrepreneurs for granted, without understanding who they are and

how they developed their skills.

The Appalachian Regional Commission and the Ewing Marion Kauffman Foundation believe that education and experience play an important role in inspiring and nurturing future entrepreneurs. Children and young people see adults in many occupational and professional roles—salespeople and mechanics, doctors and nurses. But children rarely get a glimpse of the creativity and hard work that create entrepreneurial companies. Entrepreneurship education within our schools can help enlarge their vision and stimulate their imagination.

Every year, hundreds of thousands of new businesses are started in America. And every year dozens of firms are added to the “Fortune 500” list. Learn more about the successful programs that nurture entrepreneurship in our youth. Look into the resources. Make sure that new entrepreneurial businesses start in the classrooms, garages and basements of your town.



| I. Examples of Success

1) WEST VIRGINIA

2) SOUTH CAROLINA

3) TENNESSEE

4) MISSISSIPPI

5) KENTUCKY

6) ILLINOIS





Recognizing Opportunities: *Randolph County Vocational-Technical Center*

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“I wish there were...” one student begins. “It would be better if...” another says. “This is what bugs me...” someone else calls out. Despite how that may sound, Debra Conrad’s entrepreneurship class, “Owning Your Own Business,” is no place for wishful thinking or complaining. Just the opposite.

These students at Randolph County Vocational-Technical Center in Elkins, West Virginia, are learning how to recognize opportunities. They’re reviewing questions designed to tease out ideas for products or services from potential customers. “The journey toward making a million dollars,” Conrad tells her students, “begins with two steps: First, identify a need; next, think of a solution.”

None of her classes have made a million dollars yet, but they’ve done pretty well for high school students who live in an economically

distressed county where opportunities for homegrown profit are few and far between. For example, a cluster of one-shot, largely seasonal projects netted a previous class several hundred dollars. A few years earlier, a project grossed over \$10,000, about half of which was clear profit. This class is hoping to capitalize on, and with luck surpass, such previous successes.

Finding a profitable product line in Randolph County isn’t easy. The county is geographically the largest in West Virginia, but its population is sparse—about 28,000 total,

with 8,500 living in Elkins, the county seat. Timber is the main industry; Elkins likes to call itself “The Hardwood Capital of the East Coast.” The largest private-sector employer is a branch of Armstrong Wood Products that manufactures flooring and employs about 350 people. After that, even in the wood industry, jobs are scarce. Most other jobs are in the public sector: schools, a hospital, and Monongahela National Forest.

Brenda Pitt, executive director of the Elkins-Randolph Chamber of Commerce,

“The journey toward making a million dollars,” Conrad tells her students, “begins with two steps. First, identify a need; next, think of a solution.”

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expresses the kind of concerns that can be heard across much of rural Appalachia. “Young people are leaving,” Pitt says. “There are no jobs to keep them here.”

Marketing Memories

What is likely to sell best in Randolph County? One answer: memories and nostalgia. The class’s biggest winner to date was based on that theme and came directly from asking the “I wish...” question. A few years ago, Conrad told her class about a family catering business that flourished in Elkins long before they were born: a catering business, whose operator was exceptional both as a female entrepreneur and as one of the few African-Americans in Randolph County. Old-timers in the area often remarked, “I wish I could have one of those recipes.” As a result, the students produced a cookbook containing old recipes and stories about their origins.

In developing the cookbook, students asked Randolph County senior citizens about their favorite eating places. They learned about how downtown Elkins looked in its more

prosperous days. They managed to run down a number of old recipes, including some from the descendants of the caterer-entrepreneur. They published the results as *A Dish of History*. In the process they also learned about concepts like fixed costs and incremental costs (e.g., why printing 500 books costs little more than printing 300) and practical skills like how to get bids before entering into a contract.

In the end, they produced a local bestseller. A planned print run of 500 books sold out before two weeks and was hastily upped to 800. Later they ordered 300 more. Orders came from as far away as England.

A Dish of History was completed in the 1998-1999 school year. Another project built on its success. People were saying, “I wish I had a copy of that cookbook.” But Conrad doubted there was enough demand to justify a re-issue. Instead, a new book was produced, aimed at both old-timers and a slowly growing tourism market. Organized by geographical sections in the county, it contains information on topics that resonate with history and genealogy buffs: old graveyards, one-room schoolhouses and



old-fashioned home remedies for illness and injury. It also has war stories from Randolph County veterans and, yes, a section with the most popular recipes from that best-selling cookbook. The class’s theory: if you liked *A Dish of History*, you’ll love the sequel.

The book, called *Pieces of History*, was published in 2003. It began with another class Conrad has taught, one on travel and tourism. But her business and entrepreneurship class brought it to publication and marketed it.



Collecting Stories

The project came to involve many community players. School officials helped locate old schools. Representatives of the local historical society spoke to the class, explaining how to spot landmarks. Another group helped locate old graveyards. Organizations like the American Legion helped contact World War II veterans. To do the research, students went out in teams of two, armed with notebooks and a camera. Describing the process, students say they were nervous about interviews. They feared, for example, that elderly veterans might not want to talk about their war experiences. They needn't have worried. "He loved talking

about it," one student says of a veteran whose story she collected.

School officials have been highly supportive. "This isn't a one-year thing," says Donald Johnson, the principal at Randolph County Vocational-Technical Center. "It's experiential learning, and it gets them out of the classroom working with people in the community."

Students echo that position. For example, Lisa Moyers said that what she enjoyed most about the course as a whole was "a sense of actually doing something. What we did went out to the public."

Will Aliveto also liked the course. "I'm a hands-on person and like to do stuff," he said.

"It's not just sitting in the classroom doing book work." He now has an idea for a product of his own that he thinks may become a commercial success.

Learning from a Loss

In 2002, Conrad's class won a "Springboard Award" from the Appalachian Regional Commission (an award that recognizes outstanding youth entrepreneurship programs in Appalachia). In that project, an all-female class of 18 girls organized themselves into six mini-business operations, mostly involving Christmas-season decorations. Products included tree ornaments, yard signs and



cookies. All but one turned at least a modest profit. The one money-loser, involving cross-stitched decorations, required too much time and sales never quite covered the costs of materials. The big winner, “Bunches of Punches,” involved decorations punched from tin and copper. They netted several hundred dollars.

Lessons learned: know your customers; pay attention to costs—especially time—and seek products with broad appeal. Katelyn Yeager, a student who had never before taken a business class, decided to try this one on the strength of an encouraging word from Conrad. “I ended up loving it,” Yeager says. “It gave us a lot of hands-on experience. You saw that it [an actual business project] didn’t always come out with perfect numbers, like it always does in the book.” Yeager went on to take other business courses. She’s now president of the school’s chapter of Future Business Leaders of America and is taking two classes at Davis and Elkins College, where she plans to study accounting.

Along the way, Conrad’s students learn other lessons, including the message that success in business needn’t depend on gender. Conrad recalls a girl who complained that another student with whom she had to negotiate treated her poorly. The young woman admitted that her initial response was “to want to punch him out.” Conrad convinced her to use a more diplomatic approach, and the girl negotiated a good contract, learning the value of diplomacy in achieving results.

Stemming a Brain Drain?

Conrad acknowledges that she was pretty much winging it when she encouraged a class five years ago to create that cookbook. A turning point came when she attended a professional development workshop sponsored by the West Virginia Extension Service and funded by the Ewing Marion Kauffman Foundation. In fact, questions that her classes study for use in recognizing opportunities came out of material from that seminar.

“You saw that it [an actual business project] didn’t always come out with perfect numbers, like it always does in the book.”

In addition to big projects that can span more than one school year, Conrad’s students have assignments similar to those in other business courses, such as development of business plans. Local businesses show support by providing job-shadowing opportunities. Students learn workplace basics, like the importance of showing up on time. “I tell this to my students,” Conrad laughs, “but it’s like, ‘Oh, you’re a teacher!’ When an employer tells them that, they listen.”

In effect, the Randolph County business community is saying, “I wish there were a way to keep our young people here.” One possible answer: entrepreneurship. No one, of course, supposes that a high school course will be the economic salvation of a distressed area. Even so, community business leaders view it as a positive element in the county’s future growth. Hugh Hitchcock, an officer at Davis Trust Bank in Elkins, thinks that entrepreneurship awareness can help stem the area’s brain drain—the exodus of talented students. “I think



entrepreneurial courses are important,” Hitchcock says. “Students need to get outside classrooms and learn to think outside the box.”

Charles H. Friddle III is an account manager for Allegheny Power and the president of the Randolph County Development Authority. “We’ve improved dramatically over the last ten years,” Friddle says, “but we have a long way

to go. We believe that entrepreneurship is an extremely important part of what we’re trying to do here. It takes many things to make the economy grow. And growing our own businesses is one of them.”

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Creativity Rules: *Walhalla High School*

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The business ideas that emerge from the first few days of entrepreneurship classes in Walhalla High School in Walahalla, South Carolina, won't make the *Wall Street Journal*.

Thinking fast on their feet, students make sales pitches for goofy new “products” based on everyday items they've been handed. A paper clip morphs into a tiny fishing pole. Or a pocket comb picks up audible messages from space aliens.

Harriett Templin, who teaches the entrepreneurship course, now and again asks her notion of a serious question: “Suppose it rains mustard. What's your business plan?” Selling hot dogs? Probably not such a hot idea—people would be sick of mustard. Extra-strong umbrellas? Or stain remover? Smarter, much smarter.

“The true entrepreneur,” Templin tells the class, “is someone who creates the idea for a business. You can't buy a McDonald's franchise and call yourself an entrepreneur.”

This “improv theater” is intended to loosen everyone up and get creative juices flowing. It seems to work. During their first semester, Templin's students develop a plan for a hypothetical business and sell their idea to a panel of local judges with a working knowledge of the promise and perils of small start-ups. During their second semester, they run an actual school-based business, each of them retaining a share of any profits.

Not Your Father's Accounting Class

Walhalla is the county seat of Oconee County, a rural county of about 66,000 in the Appalachian (northwestern) corner of the state. Its high school entrepreneurship program goes back to the 1998-1999 school year. After recognition by the U.S. Department of Education as a “New American High School,” Walhalla used a \$60,000 grant from the Ewing Marion Kauffman Foundation to promote entrepreneurial thinking by students and faculty. The grant was intended to stimulate creativity, rather than emphasize business mechanics like accounting and marketing.

“It’s not about being able to go out and open a business,” Templin sums up.

“It’s not that at all. It’s about changing their whole perception of themselves—so that they know they can be successful.”

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The Walhalla leadership responded enthusiastically, adding an entrepreneurship unit to a course taken by all 9th-graders and creating the Entrepreneurship 1 and 2 courses taught by Templin within its Consumer and Family Science department. (The district’s three elementary schools have also added entrepreneurship lessons as a component of their Social Studies curriculum.) In the 2002-2003 school year, 48 students took Entrepreneurship 1, and 27 took Entrepreneurship 2.

In Entrepreneurship 1, students work individually or with partners. In addition to improv theater, the class includes a mix of conventional academic work and hands-on projects. On the academic side, students read and write reports on entrepreneurs whose products, if not their names and history, they already know: for example, Ray Kroc, founder of McDonald’s, or Dave Thomas, founder of Wendy’s. On the experiential side, they interview Oconee County business owners, learning how entrepreneurs in their own backyards turned ideas into successful enterprises.

The students also develop business plans of

their own. They make these plans as realistic as possible, even if they have no intentions of ever carrying them out. Students submit their plans in writing and then send them to EntreBoard, a six-person panel of local entrepreneurs and supporting professionals (a banker, an accountant, and an attorney). Templin encourages pizzazz (one young would-be goat farmer introduced the panel to “Maggie,” a milk goat).

The plans judged best earn substantial prizes for their originators. The students, aware that they’re being judged by real business people, not “just teachers,” work hard on their presentations.

“The presentation was harder than doing the plan,” says Meriel Cleveland, whose Lunar Café proposal (“The Food is Out of this World”) was one of the top winners in 2003. During her pitch she passed out food samples.

“The week before, I was up every night working out details,” says Ryan Boggs, whose plan for an outfitters store serving the adventure sports market was another 2003 winner. Boggs brought in outdoor sports gear, including a kayak, to show judges what he had in mind.

The judges look forward to returning year after year and say they’re always impressed.

One regular judge is Jill Burroughs, regional director for the Small Business Association of South Carolina and a faculty member at Clemson University. “There’s always at least one,” she says of the student business plans, “where the board looks at each other and says, ‘That’s a great idea!’ You want to hand them a check right there.”

Rick Phillips, an accountant, recalls using a student plan as a model. When one of his clients brought him a thinly developed idea, Phillips went for his Walhalla High School file. Showing the client a copy of a painstakingly polished student entry, Phillips said: “Now *this* is what a business plan looks like.”

Money Where the Mouths Are

In their second semester, class members work together on a project and are given a chance to make actual money. The students launch a business that meets two criteria: it must be doable during school hours (or immediately before or after) and be based on a product or

service that students and teachers will pay for not just once, but repeatedly. For practical purposes, these considerations point to food. “You have to talk to your markets,” Templin says. “We’ve had suggestions to sell candles, but kids don’t buy candles.”

Food it is, but Templin requires that students re-invent the business every year. For example, one year a student-run “Sugar Shack” sold cookies and candy. Another year “Cappuccino Corner” proved a tiny but worthy competitor to Starbucks. In 2003 the “This and That Variety Shack” sold different items on different days: chicken fingers, hot dogs, and barbecue sandwiches.

Students can raise startup capital however they choose. Often this involves fundraisers. The Variety Shack entrepreneurs simply agreed to pitch in \$10 each. That, teamed with a lot of hard work, proved to be a good investment. The Variety Shack grossed over \$5,000, with a net profit of about \$2,700. That profit meant an average of nearly \$100 per student. Profits, however, were treated like salaries. They were based on the hours students contributed to the



business by cooking, selling, cleaning up, keeping books, or performing any of the other functions associated with running a snack shop. The money was theirs to keep or spend as they chose. Variety Shack’s top earners received nearly \$200.

From the school’s perspective, however, money is entrepreneurship’s least important payoff.

“Entrepreneurship,” says Janet Smalley, Walhalla High School’s curriculum coordinator, “is a great argument against ‘ability tracking,’ which often means ‘socioeconomic tracking.’ In entrepreneurship, if we were to point you to a class roster, you’d see honor students, learning-disabled students, and some whose first language isn’t English. These kids all learn to work together. It’s not something Harriett does. It’s something that happens ‘in’ them.

It attracts disenfranchised kids and espe-

cially female students. It’s very empowering. I’ve seen it keep kids in school.”

Students, asked what they learned, mention long-term lessons:

“How to talk to people better,” says Erica McKee.

“How to work together,” says Abbie Fricks. “Everyone needs to take part. It can’t be just one person.”

“You have to be really dedicated,” says Marcos Valdez. “The simplest things matter—like napkins.”

“It’s not about being able to go out and open a business,” Templin sums up. “It’s not that at all. It’s about changing their whole perception of themselves—so that they know they can be successful.”

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Parents as Partners: *CEO Academy*

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Terri Chapman, director of the CEO Academy, in Nashville, Tennessee, takes a phone call from one of her 13-year-old enrollees. “I’m at the credit union,” he tells her. “The lady wants to know why I’m bringing so much money to the bank.”

“It’s okay,” Chapman assures the bank officer, “he’s one of our young entrepreneurs.” She might have added: “You’re not the only person who finds it hard to grasp what highly motivated kids can do. He’s far from being our youngest success story.”

Although the CEO Academy doesn’t measure success in dollars, it’s hard to avoid a small double-take when an 11-year-old girl describes earning about \$2,000 during her own business’s 15-month start-up period. That’s unusually high, but students often earn \$10-\$20 per week.

One young man produces and markets a music CD. Another operates an ingenious service (aimed at newlyweds) that reminds husbands of important dates, like their wedding anniversary or their mother-in-law’s birthday. Still another markets his own inspirational poems and a children’s book he’s written about a school for apprentice angels.

The CEO Academy is a faith-based entrepreneurship education program, started in 1995. Since then it’s compiled an impressive track record. For the past four years, winners of

its local business plan competition (each representing a different age level) have traveled to Milwaukee to compete nationally against 50 or so other young entrepreneurs. Although many of their rivals are high-schoolers several years older, the Nashville students have consistently placed in the top five percent of their events. For example, in March 2003, the five entrants from the CEO Academy brought home the following trophies: one first-place, one third-place, and two special-mentions (“Audience Choice” and “Most Creative”).



Fitting into the Family Niche

The origins of the CEO Academy go back to the 1994-95 school year, when Chapman was teaching economics in an inner-city high school. The class was bored and apathetic. To spark their interest, she suggested a business venture. The students hit on an idea for an interschool basketball tournament, and the class came alive. Ticket sales for the contest, held on a weekend in the school gym, netted \$3,000. This offered kids a glimpse at the potential rewards of creativity and enterprise. Then, to Chapman and her young entrepreneurs' dismay, school authorities ruled that the money belonged to the school—all of it. At that point, Chapman decided that she'd have to take her ideas outside the public school system.

At first she tried churches, but they balked at supporting programs for non-members. Then, she won a small summer program grant from the Nashville agency that handles funds from the U.S. Department of Housing and Urban Development, but response from teenagers was only so-so. Kids age 16 and older could earn more taking orders at McDonald's than struggling to get a new business off the ground in a few weeks. "We didn't compete with other programs," she says. "We competed with the real world."

After talking with her mother, a teacher of many years, Chapman decided to promote entrepreneurship education with middle-school children (grades 6-8). She saw her primary market as church-going, middle-class

parents who are eager for their children to do well in school. Her non-sectarian faith-based program, the CEO Academy, teaches principles of entrepreneurship that combine character education, social skills training, and hands-on exercises in business creation. "That's where we found our niche," she says. The CEO Academy is now open to children in grades 2-8, without regard to religious affiliation or race. In practice, almost 100% of its participants have been African-American, and many have church affiliations. Most of the children come from middle-income, two-parent families, but a significant number come from low-income or single-parent families.

Some of the program's initial money-earning projects, such as a video documenting neighborhood history, attracted the attention of a local philanthropist. He sent Chapman a series of modest gifts channeled through an organization called the Starfish Foundation. It was, she recalls, a time "when \$300 was a lot of money to us." Over time the grants got larger, enabling the CEO Academy to offer prizes for outstanding projects and trips to

Chapman attributes the personal and competitive successes of CEO Academy to “four P’s”: passion, preparation, parents and prayer.

out-of-town events (Chapman later learned that her program’s first major benefactor had attended the same school where she had been told she couldn’t share the profits of a school-based business).

From Tutoring to “Show and Sell”

Today the program has three main parts: Front Row Learning Center (after-school tutoring, Mondays through Fridays); Millionaires in the Making (inspirational and practical coaching every fourth Saturday), and Camp CEO (a summer program consisting of two three-week sessions, culminating with “Show and Sell” exhibits at a busy shopping mall and a black-tie dinner where the young entrepreneurs receive substantial prizes and a chance to compete at higher levels.

During the 2002-2003 school year, Front Row Learning served 65 children in grades 2-8. There’s usually a waiting list at the start of the year, but so far the program has been able to squeeze in every applicant as initial participants move away or drop out. The students must attend classes at the CEO Academy at

least two days per week, and they may phone or email tutors for tips on homework. Parents receive guidance on how to help their children without doing their homework for them, and they’re expected to follow through. Tutors consult periodically with their pupils’ teachers. Some of the children struggle with learning disabilities; others are gifted kids bored with their regular classes. For both groups the goal is similar: don’t be content with playing catch-up; try to tackle the material your class will be studying tomorrow, next week, or maybe next year.

The Saturday sessions, Millionaires in the Making, is a leadership program for small groups, typically no larger than twelve children and sometimes as few as six. The children study business practices guided by Christian principles, notably the Golden Rule. They hear talks by successful entrepreneurs on the role faith plays in their business decisions and their lives. Aided by two “business consultants” (one of whom is a high school student who spent at least two years in the program), they try out ideas they’ll later develop during the summer at Camp CEO.



The first three weeks at Camp CEO are devoted to work on a written business plan, which must be submitted to a panel of judges before the July 4th weekend. Then, for three more weeks, the children develop marketing materials (e.g., business cards, flyers, and a poster exhibit) for use at the “Show and Sell” day at the mall, where they promote their products or services. They also hone their oral presentations for the final competition, where they must make their best pitch in 60 seconds and then be ready to answer unrehearsed questions. The top winners get big prizes, but every child leaves with a trophy.

What would he tell other kids considering a business?

“I’d tell them to do it if you don’t want to depend on your parents to give you money.”

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At competitions like the ones in Milwaukee, Chapman says, “Most programs bring high school kids. They’re blown away when they see such little kids speak in such an articulate manner.”

That’s easy to believe, especially if you’re introduced to a few of them. As they offer to shake hands, they look you in the eye, say their names, and add that they’re pleased to meet you. Most hand you a business card. Fielding questions from an interviewer, they’re no more nervous than many adults in the same situation.

Minding Their “P’s”

This is the result of coaching, of course, reinforced with a number of incentives. For example, participants in Front Row Learning earn cash-valued credits that can be spent on Fridays at a snack bar or saved for bigger purchases on trips. Misconduct or failure to complete work leads to debits from a child’s account. Business plans are expected to include provision for tithing—10% of gross revenue. Profits are typically divided three

ways: reinvestment in the business, savings, and spending money, the young entrepreneur’s self-paid salary. Percentages are up to the child and a parent.

Parents may be active partners in a business, providing transportation or sometimes start-up capital. But judges expect honest cost accounting and evidence that the young business owner makes decisions and does the work. For example, Autumn Robertson, now in her second year at the CEO Academy, works up to 10 hours a week providing clean towels for three customers: a barber, a beautician and a dental technician. Her parents, Eric and Karen Robertson (both with business experience), make her pay for soap and supplies and charge her a dollar per load for use of the family washing machine.

On the theory that people value what they pay for, participation at the CEO Academy requires a fee, but payments are on an income-based sliding scale. For example, the full-day summer program fees range from \$35 to \$80 per week.

Overall, Chapman attributes the personal

and competitive successes of the CEO Academy to “four P’s”: passion, preparation, parents and prayer. Regarding that final “P,” Chapman says: “Although we’re not officially connected to a church, the majority come from church-going families. We see a need to let children express their spirituality. I see this as a support system to the school and to the church. We’re teaching children real-world values and principles.”

In addition to all their other activities, the children take field trips most high school students would envy. Private donors, often anonymous, help low-income families with costs. Some of them, Chapman says, “see themselves in these kids. They may not have been inner-city kids, but they know what it’s like to be poor and succeed against the odds.”

Competition Can Be Fun

Described so briefly, the CEO Academy—especially the summer program—sounds like a boot camp for pre-teen high-achievers. There’s something to that, but the staff comes across as warm, enthusiastic and kid friendly. Ask the

kids about what they do on Millionaires in the Making weekends and at Camp CEO, and it’s clear that they have fun. (They tend to sound less enthusiastic about day-to-day after-school lessons at Front Row Learning. “It’s OK, but there’s so much of it,” one says.)

The program is geared to kids who find competition fun and can handle a few false starts. Thirteen-year-old Calvin Jones tried his hand at imprinting t-shirts but found his costs too high. His business card identifies him as “CEO, Jones’s Button Blast.” He imprints metallic buttons for birthdays and other special events. He’s grossed around \$600 over two years. A printing machine his parents financed is now paid for, so most of his future revenues will be profit. His father says that Calvin used to be shy. You couldn’t tell it now. “I’ve learned how to speak in front of people,” Calvin says, “and how to be an entrepreneur.” What would he tell other kids considering a business? “I’d tell them to do it if you don’t want to depend on your parents to give you money.”

The rules of the CEO Academy reinforce that self-reliant attitude. For example,



Chapman insists on a 60-second limit on oral business plan presentations. To emphasize that entrepreneurs must learn to get their messages across fast, she points out that most TV commercials are no more than half that length. Or take a rule on fall enrollment deadlines, enforced with no exceptions. “In the real world,” Chapman says, “there are deadlines.”

Chapman acknowledges that the CEO Academy isn’t for everybody, and she has no apologies for the highly competitive style of the program or her insistence on rigid standards. “Business is competitive,” she says. “Because this is a business program, I try to do as many things as possible as realistically as possible.”

“They can live in poverty,” Chapman says, “but poverty doesn’t have to live in them. In the real world, there are deadlines. You can’t say, ‘Because I’m black and poor I’ll get an extension.’”

| *Examples of Success*

1) WEST VIRGINIA

2) SOUTH CAROLINA

3) TENNESSEE

4) MISSISSIPPI

5) KENTUCKY

6) ILLINOIS





Know-How on Call: *Excel Tech*

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Excel Tech, an award-winning program at Tupelo Middle School in Tupelo, Mississippi, is showing that 7th- and 8th-graders can learn to think and act like entrepreneurs, even if they aren't ready to develop businesses of their own.

Excel Tech didn't begin as a business-oriented program. Its main goal was to teach students to use computer-related technology. Its entrepreneurial aspects evolved out of that. By now, however, technical and entrepreneurial goals are so mutually reinforcing that it's hard to imagine one without the other.

"I wanted them to be able to leave this classroom with skills that make them employable," says Jennifer Robison, who taught the Excel Tech courses from 1999 through 2003. "I want to stretch their imagination about what they can do in this world."

Sell What You Know

Here's an example: When Excel Tech students were asked to build a Web site for the school, they didn't want to settle for an ordinary site. They wanted lots of bells and whistles, including a virtual tour of their school building. Unfortunately, their ideas not only required technical skills they didn't have, they required skills that Robison didn't have either.

"We wanted to do some very advanced things," Robison recalls. "But when you decide that, you have to take training into consideration. I said, 'OK, guys, where are we going to

get the funds?' We threw around some ideas that would be possible for students at this age, who can't get jobs."

They needed a fundraiser, but bake sales weren't the Excel Tech style. Instead, they raised money by doing what they knew how to do, using computer-related technology to make personalized calendars for their fellow students and teachers. Customers supplied 13 photographs (one for each month and one for a cover). Excel Tech students scanned the images into computers, printed them out in calendar format, and delivered them with



The administration asked itself, “How can we take children who are 11, 12 and 13 years old and make them responsible?” The answer was integrating a business model into the technology program.

a comb binding. The project grossed around \$4,000 and cleared enough profit to let the students hire Daron Pitts, a Web developer for RedMagnet Technologies, a Tupelo-based technology firm, to help them and Robison get up to speed.

Pitts had a ball. “Jennifer just jumped in with both feet,” he says. “She’d nearly drown for a while. But then she’d work her way up.

“What was so great,” Pitts continues, “was that they had an outside professional come in to teach. In this industry we get resumes from people who have training but no experience. And we can’t afford to hire them. I hope when these kids come out that they’ll come to RedMagnet to work.”

Today you can go to tms.tupeloschools.com and click on any building on the campus map for a virtual tour of that building. The full tour takes some time to load, but there’s a printable version available online. It’s a slick job, and no doubt future Excel Tech students will make it even slicker.

The School District Saves

Producing marketable products is a kind of bonus. Excel Tech’s core business is service: helping teachers solve computer-related problems. The students do everything from technical troubleshooting to teaching teachers how to use unfamiliar software. This meets a need. Tupelo Middle School has about 1,150 students in grades 7 and 8.

There are six computer labs, and computer networks link classrooms. Altogether, the school has nearly 500 computers.

Thanks to Excel Tech students, computer downtime is almost non-existent, says Linda Clifton, the school’s principal. The students also make short work of loading and configuring new software. When the school acquired 100 new machines, Excel Tech students had them up and running in two days, a task that normally would have required about three weeks.

All this saves the school substantial amounts of money on service calls and, more important, improves productivity by enabling teachers and classes to spend more time on lessons, less on coping with balky

machines. When there's a problem, teachers phone or email the instructor, who assigns an available team member. Clifton says teachers are more willing to experiment with new computer applications because they know that when something baffles them, the Excel Tech kids can handle it.

David Meadows, Tupelo School District's deputy superintendent, says the district had a history of using high school students to help teachers with computers. Using federal grant funds, the concept was extended to the middle school in the 1999-2000 school year. From the district's perspective, it's been a success: the Tupelo school board readily picked up the instructor's salary when federal grant funds were exhausted.

The administration, Meadows says, asked, "How can we take children who are 11, 12 and 13 years old and make them responsible?" The answer was integrating a business model into the technology program. Students, he emphasizes, are expected to show up on time, do the work professionally, and then go back to their classrooms.



Trust-Based Business

Clifton adds that when she describes Excel Tech to principals in other schools, they invariably raise the issue of trust: Do you really feel comfortable exposing your classroom computers to a bunch of 13-year-olds? The short answer is "yes," although administrative systems (grades and health records, for example)

are off limits. To be eligible for Excel Tech, students must have no grade lower than a "C" and no serious disciplinary infractions on their records. When on a work assignment outside their own classroom, they wear badges that serve as hall passes. "We have never had a problem with any sort of breach of information or tampering of any kind," Robison says.



“We’ve developed a good relationship with teachers, and they trust us.”

Andrew Dailey, an 8th-grader, says, “I learned responsibility. Other people come to trust you. If you mess up, you’re responsible.”

The service orientation of the program led to one of Excel Tech’s most satisfying projects: providing instruction to senior citizens from a Tupelo retirement home. The Appalachian Regional Commission supported the idea as a demonstration of the educational value of school-community interaction. During the first semester, retirees came to the Tupelo Middle School classroom to learn how to use email. During the second semester, students

made visits to the retirement home to help residents on the home’s machines.

The project was a two-way street, Meadows says—actually, more of a three-point circuit. Excel Tech students talked to younger pupils at a Tupelo elementary school, who wrote out instructions for email use, based on what they’d heard and their own experience. The middle school students reviewed their work for technical accuracy and, when references to hardware threatened to be confusing, took pictures and inserted them into the text. In the end, their end-users evaluated everything for clarity and readability—in effect, for customer satisfaction. “We had quite a few wonderful

relationships develop between the children and the residents of the retirement home,” Meadows recalls.

“Most of those elderly people had not touched a computer before,” Robison says. “I told them to bring the email addresses of family members. One lady sent out her first message, and her granddaughter, in the Army and stationed out of the country, emailed her right back. It was like she’d won the lottery. She was screaming with excitement.”

Planning for Change

At the end of the 2002-2003 school year, Robison moved away from the Tupelo area.

“I learned responsibility,” says Andrew Dailey, an 8th-grader.

“Other people come to trust you. If you mess up, you’re responsible.”

Her successor, Beth Geno, is just as committed to teaching through business-oriented projects. Geno, who is faculty advisor to the school video production club, previously worked with Excel Tech students on special projects, such as a CD/DVD-based photo album documenting a science-oriented group’s trip to Cape Canaveral, Florida.

Her own Excel Tech students recently delivered their first “video yearbook,” a 45-minute visual documentary (available in both tape and DVD formats) of school-year events. It’s priced a bit below the print yearbook. Geno says producing the yearbook required students to learn not only technical skills like film editing, but also business skills like marketing and promotion. In the future, she sees video production as a basis for teaching students to take another step toward real entrepreneurship outside classroom walls: “They know what younger people like,” she says. “They have the ideas and the creativity. This and their skills will help them build good business plans if they want to.”

Geno also expects to teach students to develop business plans, something that hasn’t

been done to date. She hopes the Tupelo school board will authorize a student business that reaches beyond the walls of the school, probably involving creation of video/DVD albums similar to the yearbook, a potential winner for documenting special events from award dinners to weddings. Another possibility is a film and video editing business. Recalling Robison’s experience with that super-sophisticated Web site, Geno doesn’t sound worried that middle-schoolers may get in over their heads.

“In the business world, especially in technology,” she says, “there’s always change. We want to be very up-to-date and very competitive. We want to be the best. I’m going to go as far as my students can go...and then push them beyond that.”



| *Examples of Success*

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A Ticket to Growth: *Estill County High School*

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“I said to the class,” recalls Connie Witt, who teaches business courses at Estill County High School in Irvine, Kentucky, “This is business management. Let’s start a business. And you all manage it.’”

Back then Witt was simply looking for a way to inject more realism into her classes—anything to avoid a semester of lecturing. A free piece of desktop publishing software, suggested to her by a colleague, provided the idea for a marketable service.

That was in 1996. Since that time, Designer Tickets & More, a student-run print shop, has grown into a complex enterprise that challenges students with problems in production, sales and management.

Even before they had a job lined up, Witt

and her students worked together to design a business structure that would accommodate expansion. “The kids and I together decided what departments we needed,” Witt says. “They even helped me decide on consequences if you didn’t do your job.”

Demand Drives Growth

Their first contract was printing tickets for a basketball tournament. Subsequent printing jobs followed — not all for the initial class, but year after year. For example, requests for

business cards came early and often. In time, administrators realized that Designer Tickets could save them money on the multitude of small printing jobs that schools regularly require for items like time and attendance slips, employee identification cards and awards certificates.

When a principal wanted special t-shirts to celebrate participation in a round of state-mandated testing, Designer Tickets expanded into screen printing, cost-effective for large, single-ink jobs. It later added the capacity



to print shirts in color by a different process. Another class's decision to print coffee mugs proved to be a winner. Several local businesses have commissioned mugs with their logos. Business is brisk around Christmas, when people ask for mugs with children's photos as gifts for parents and grandparents.

Designer Tickets started with one computer and a printer. The business now owns four computers, two laser color printers, a printer that uses the special inks required for coffee mugs, and two inkjet printers. ("That's two working ones," Witt adds. "We've worn out several.") Designer Tickets also owns two scanners, a digital camera, and presses for three different kinds of products—shirts, mugs and buttons.

Revenues generated by the business paid for some of these items, but grant funds paid for most. Witt notes that this is an indicator of administrative and community support from a school district that can't afford to spend money casually. Estill County, whose total population is under 20,000, is considered an economically distressed county by the Appalachian Regional

Commission. At least two-thirds of the students enrolled in the school district have family incomes that meet federal standards for free or reduced-fee lunches.

Gordon Parido, Estill County High School principal, confirms his strong support. "What we want to do in education," Parido says, "is prepare students for what it's like in the real world. They'll be getting customers from all walks of life. They find out right away that those people are interested in quality and timeliness."

"This program provides benefits that are unlike other programs," says Donna Shaw, the Estill County School District's secondary curriculum coordinator. The emphasis is on independent thinking and leadership." Shaw adds that because all schools need so many small printing jobs, the market niche chosen by Designer Tickets could be a good fit for many districts.

Different Jobs for Different Kids

The organizational structure of Designer Tickets reflects the variety of its product lines.



“I want these students to learn responsibility,” Witt says.

“If you know you have others dependent on you, you learn to pull your weight.”

There’s an advertising and marketing division (recently scaled down because the firm has almost as much business as it can handle) and a sales division, which makes deliveries and gets feedback from customers. There are three design and production units, organized around the equipment and production processes required for three types of jobs: conventional paper printing; buttons, bumper stickers and vinyl signs; and t-shirts and mugs. Finally, the firm’s management includes an office manager (who keeps books) and two students who serve as co-CEOs.

The variety of jobs accommodates diversity. During the 2002-2003 school year, about 40 students were in classes operating Designer Tickets & More. Witt emphasizes that the course attracts a broad mix of students. This year her roster included the class valedictorian,

but Witt says special-education students also excel, liking the hands-on activities. She also gets good results from “kids others consider to be troublemakers.”

“I want these students to learn responsibility,” Witt says. “If you know you have others dependent on you, you learn to pull your weight. They don’t get a paycheck, but they have a genuine stake in the business. They get the praise or the criticism.”

Giving and Getting Feedback

Although Witt has initiated many of the ideas for new products, she consults students on every such decision. “We’ll talk about it,” she says. “And some ideas come in because the sales team has made a call and someone has asked them about something.”

Getting at least some students out into the

community is a conscious goal, and sales team feedback led to a decision to produce comb-bound booklets. The local country club wanted its by-laws comb-bound. Similar jobs followed. For example, a kindergarten teacher regularly asks Designer Tickets to print and bind “cookbooks,” to which her five-year-olds’ parents contribute fanciful recipes. Estill County has commercial print shops, but Designer Tickets—competing on bargain-basement jobs—can hardly cost them much business. For example, the kindergarten teacher asks parents of the children in her classes to reimburse her for paying the Designer Tickets bill, which comes to only \$3 per book. She states that she’d abandon the project before asking parents to pay the rates a commercial printer would be forced to charge on a small, labor-intensive order.

“You have to stay on top of things. It’s go, go, go.
There’s a lot more to it than I ever thought there would be.”

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Students apply for specific job assignments. They must submit resumes and go through interviews conducted by student committees. Applicants describe their qualifications and are assigned to appropriate jobs—for example, an art course and a portfolio may lead to an assignment designing letterheads, buttons or t-shirts.

Near the end of a semester, department heads evaluate their subordinates, and they in turn are evaluated by the co-CEOs. Witt evaluates the CEOs and reviews all evaluations for basic fairness. These evaluations influence grades, and both parties must review and sign the complete evaluation form. “I’m trying to make it as realistic as possible,” Witt says. “They’ll get evaluations on jobs. In this case it affects their grade, not a paycheck.”

As is true of adults, it’s hard for students to talk frankly with classmates about performance issues. But a student who goofed off on a sales or delivery assignment outside of school may be shifted to a job with less discretion. That’s seen as a demotion. And



students quickly recognize that supervisors and managers are key players in a successful enterprise. As result, they want them to be

likeable but strong. “They learn how to separate roles,” Witt says. “That’s life. Sometimes you’re a friend’s boss.”

Learning Self-Discipline

Whether they're applying for jobs, dealing with customers or interacting with other students, the students learn to communicate. "I learned a lot about myself," says Julie Townsend, now a senior. "I didn't think I could be creative. I was real shy and didn't think I could stand in front of anybody and talk." During her senior year Townsend served as a teacher's aide to Witt, a role requiring regular interaction with faculty and other students.

Lindsay Lisle, a senior who plans to major in business at Eastern Kentucky University, says, "You have to stay on top of things. It's go, go, go. There's a lot more to it than I ever thought there would be."

"In business you have deadlines when you have to get things done on time," says Ashley Hardy.

"You've got a limited time, and you have to use it wisely," says Russell Estes. "If you've got an order due, you work on it. To make a business successful you've got to follow through."

"My job," says David Moore, a recent CEO, "is to make sure everybody is on task. Our

grades are determined by how well we do our jobs."

One result, Witt says, is that when deadlines have to be met, some students are apt to show up at school on snow days, even if classes have been officially cancelled. And this year a recently graduated senior joined her after hours to complete a summer printing job for a long-time customer. "They're harder on themselves than I am [on them]," Witt says.

Designer Tickets isn't all about work, of course. During the 2002-2003 school year it grossed about \$3,000 and, despite doing most work at near cost, turned a modest profit. Each semester, some of that money goes to celebratory dinners for staff at an Irvine restaurant. "Businesses do that, too," Witt says.

It's an unnecessary reminder since no one doubts that the employees of Designer Tickets earn their celebrations. And the small firm seems destined to continue growing. Witt is planning to buy another computer. It'll be a laptop, she explains, to facilitate work on site in conjunction with a local firm. The project is expected to include producing photo identi-



fication cards (with a fingerprint) as part of a campaign to support child safety. Local government may cover part of the costs.

Local support is there, Witt says, but the participation of Designer Tickets & More will depend on whether enough members of her next class are willing to work outside regular school hours. Given the small firm's track record, it seems likely. If the deal materializes, Designer Tickets & More may need to add still another department—something like "contract management," or maybe "partner relations."

| *Examples of Success*

1) WEST VIRGINIA

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Re-Inventing a School: *South Shore School of Entrepreneurship*

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The School of Entrepreneurship within the South Shore Community Academy High School is an entrepreneurial venture in its own right. It's a public school, a small unit within the City of Chicago District 299, but it's also part of a bold strategy to revitalize a failing educational conglomerate by dividing it administratively into livelier, customer-driven components.

Almost all public school-based entrepreneurship programs are built around a single elective course or a few similar courses. These programs typically have more hands-on activities than do standard academic offerings, but from the perspective of the schools involved, they're like any other elective—Spanish or art, for example. The South Shore School of Entrepreneurship is different. A school within a school, its administration and faculty have begun a systematic effort to teach entrepre-

neurial concepts and values across the entire curriculum.

It's just two years old (counting a small-scale trial run). Its sponsors' ultimate goal is to demonstrate the validity of a "small school" strategy for turning around large urban high schools that by every statistical measure have failed their customers. The South Shore School of Entrepreneurship is worth attention in the context of entrepreneurial education to demonstrate how a set of customer-centric

values can change a curriculum and generate enthusiasm among both students and staff.

A Long History of Failure

Almost 100% of the approximately 1400 students at South Shore Academy are African-American. About 80% qualify for free or reduced-cost lunches, a measure of low family income. For the better part of two decades, the school has filled its building with students whose parents couldn't afford to send them

“You want to create an environment where everybody gets on board,” Gerstein says.

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anywhere else or who had flunked out of another school. Bill Gerstein, principal of the School of Entrepreneurship, sums it up: “Residents who have had choices have chosen other schools.”

Before 2001, Gerstein says, only about 15% of the school’s students were performing at or above national norms for their grade levels. Some indicators suggest even worse results. According to the *Chicago Tribune’s* “2001 Illinois School Report Card,” 94% of the school’s 11th-graders tested in that year failed to meet state standards for core subjects. For example, 88% scored unacceptably low in reading; for math and science the failure rate was 97%.

In the fall of 2001, Gerstein, whose experience includes both high school teaching and running a family-owned grocery store, launched the in-school entrepreneurial program with 130 students and six teachers. He soon secured support from the Chicago High School Redesign Initiative, a five-year education reform experiment funded in large part by the Bill and Melinda Gates



Foundation and by several other groups, including the John D. and Catherine T. MacArthur Foundation.

The idea is to discover whether small schools, operating as distinct and relatively independent organizations within larger schools, can improve educational opportunity

by focusing their program around special themes. This sounds like “magnet schools,” but these schools aren’t intended to draw pupils from a larger area, merely to offer desirable choices within a single location. South Shore Community Academy will soon house four such small schools: Entrepreneurship, Arts,

Technology, and Leadership.

Bringing Street Smarts to Classrooms

Why choose entrepreneurship as a theme?

In a word, hope. It gives options to kids who have few.

“Entrepreneurialism is a survival strategy in many urban communities,” answers Hazel A. King, executive director of the Illinois Institute for Entrepreneurship Education (IIEE), Chicago, “and in many rural areas as well. In the inner city you have many young business people on the street. They’re selling drugs. They know their market, their suppliers and their distribution system. They can do weight and price calculations in their heads. We need to show students positive ways to be productive and self-sufficient.”

IIEE is actively involved in the South Shore School of Entrepreneurship. It provides teacher training and help with curriculum design. IIEE staff members also work directly with students.

The school’s target enrollment is 450. Its enrollment during 2002-2003 was about 250,

almost double that of the trial year. It now has 16 faculty members.

Monique Kirkland, a sophomore and active participant, sums up what she’d tell friends to think about before signing up for this particular school: “It’s better to work for yourself. But they have to be responsible. Do they get things done? They have to have a serious state of mind.”

The curriculum includes both academic and hands-on projects. Every Wednesday freshmen students take part in “internships” with employers in the community, both for-profit and not-for-profit organizations. The jobs may involve nothing more complex than filing records or watching a parking lot, but they are real work. Sophomores begin to work on their own business plans, which all students will be expected to develop before graduation.

In 2003, students started two small, in-school businesses. One business, “What’s Really Good,” sells school supplies and personal accessories like jewelry from a stand in a first-floor hallway. The other sells snacks after

hours. A third (computer diagnostic work) is planned for next year.

Bringing Teachers on Board

Gerstein emphasizes the need for faculty to support the program’s approach.

“You want to create an environment where everybody gets on board,” Gerstein says. “If somebody isn’t, you don’t punish them. You try to get them on board. You create a community where you can work out relationships to work out problems. That doesn’t happen in most high schools.”

That seems to be happening, although several teachers say that working entrepreneurial themes into daily lessons was more of a struggle than they expected. Steven Guarnier, who teaches history and social studies, estimates that a third of his colleagues were initially enthusiastic about the entrepreneurial theme, another third skeptical but open-minded, and the final third distinctly negative. A year later, he says, “More than two-thirds are definitely on board, and only one or two are still resisting.”

This change didn’t happen automatically.

“When I was teaching vocational education,” another teacher said,
“we were always focused on getting the kids prepared for jobs.
I don’t know why we didn’t think of helping them create their own businesses.”

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Zira J. Smith, who heads IIEE’s teacher education division, taught two courses for South Shore teachers, offered for credit by Illinois State University, Bloomington, but conducted at the South Shore school. The first course provided the rationale for teaching entrepreneurship; the second addressed teaching methods.

“Educators in elementary schools and high schools are very isolated,” she says. “So the first thing I do is talk about the ways the world has changed. Teachers are so passionate about preparing their young people, but unfortunately it’s in the way they were prepared. They think that if kids get a degree they’ll be prepared for the world. So I talk about things like globalization and privatization.”

Smith admits to being somewhat taken aback on her first session with the South Shore teachers. “I expected more initial

commitment,” she says. “I assumed that they had chosen this because this was what they wanted and were wedded to it. I was knocked down the very first day when one of them said, ‘I’m not even sure we should be teaching entrepreneurship.’”

Teachers Voice Support

That attitude began to change when a few other teachers spoke up.

“I talked to people in this neighborhood,” said one of the teachers who lives in the South Shore area, “and I told them about this idea. They are totally behind it. They say if we can do the things we say we are trying to do here, we can turn education around.”

“When I was teaching vocational education,” another teacher said, “we were always focused on getting the kids prepared for jobs. I don’t know why we didn’t think of helping

them create their own businesses.”

“Information,” Smith sums up, “can pass quickly, but learning takes place over time. They need time to think about it. They need time to hear on the radio that 99% of businesses are small businesses—things they don’t notice until they become conscious of it. They begin to be aware of things they weren’t aware of before the classes started.”

On the last day of the final course, Smith invited neighborhood residents to the school to hear presentations from the teachers. “I didn’t know what to expect,” she says, “but I was so impressed and pleased that the teachers showed they understood. They showed that they could integrate entrepreneurship into the various subjects they were teaching.”

That process is now far along. Business-related themes are finding their way into almost all courses: for example, a geometry



teacher shows that being able to price building lots depends on knowing how to find the area of a rectangle. Pamela Adams, a graphic arts teacher, describes how she stresses practical applications of art like saleable jewelry and advertising design and layout.

Mary Ellen Sokol has been a school librarian for 18 years, the last two of them at South Shore. “This is so much more exciting,” she says. “It’s kind of like they [students] live and breathe entrepreneurship. When they come to the library, it’s not like they don’t have a purpose. They come in with projects. I have this one boy who comes in every day and says, ‘I have to check the stock reports.’”

Pamela Warner, a counselor, agrees. She believes that the school’s focus makes students more aware of opportunities around them. They begin to think, she says, that “there’s a service or product I can sell that’ll make things better both for me and for my community.”

Early Results Look Hopeful

Gerstein, while emphasizing that the School of Entrepreneurship is new, says that early results

all appear positive. Attendance is up. Dropout rates between grades 9 and 10 (when most dropouts occur) are down. Discipline problems are significantly down. The majority of students are still struggling academically, especially in math and science, but the percentage scoring at or above national norms in reading appears to be rising from around 15% to the 25-30% range.

“We seem to have a lot of kids just below national norms in reading,” Gerstein says, “so if we do things right next year we should have many more than 30% at or above those norms.”

The South Shore entrepreneurship experiment involves two variables: structure and theme. From a school reform perspective, structure is primary. Gerstein acknowledges that most faculty signed on because they wanted to be part of a small school and a teacher-led organization. Interest in entrepreneurship was a secondary consideration.

Even so, entrepreneurship appears to be an excellent choice. It lends itself to realistic academic work and has the potential to

give hope to students who see limited job prospects, either because legitimate employment opportunities are slim or because of their own temperaments.

“Theme is important so that there’s a reason for being,” Gerstein says, “and there’s a choice that people make to be a part of that. One of the things I like about using entrepreneurship as a theme is that it promotes an active mind. I want students to use it at the very least to be in control of their lives. Even if they never start a business, they’ll be entrepreneurs within larger organizations.”

| II. Leading National Resources and Programs

EconomicsAmerica



National Council on Economic Education

The EconomicsAmerica Program is a comprehensive, standards-based program of the National Council on Economic Education (NCEE) and its network of affiliated state councils and university-based centers for economic education. The EconomicsAmerica Program helps schools and school districts set standards, train teachers, develop curricula, and evaluate results, so that every student leaves 12th grade with at least a basic level of economic literacy.

Since 1949 NCEE has built a unique network of state councils and university-based centers to position the organization as the definitive resource for teachers who believe that practical economics must become a core component of the curriculum. NCEE surveys show that nearly half of our young people don't understand how to save and invest for retirement, how to handle credit cards, the difference between inflation and recession, nor how government spending

affects them. The NCEE strategy is based on the belief that investing in teachers is the most effective way to get into the heads and hands of the nation's young people.

Each year, through NCEE's national network and its Internet campus, the organization's standards-setting materials and resources are used by thousands of teachers to teach millions of students how the "real" world works before they go to work in it.

Programs and activities

To become an EconomicsAmerica district, a school district signs a simple agreement with a State Council. With the endorsement of the State Council and the NCEE, the district becomes formally connected to a nationwide network of schools committed to quality economic education.

Participating school districts must make the following commitments:

- administrative commitment to implement and support economic education at all levels in the system;
- designate a teacher or administrator to server as the EconomicsAmerica coordinator;

- develop and implement a multi-year Economic Education Implementation Plan for teacher training, curriculum development and implementation, and assessment in economics;
- provide annual information to the State Council or Center for Economic Education on activities and assessments in the school/district.

Resources

The NCEE makes available classroom-tested instructional materials for all grade levels, and the State Councils and local, university-based Centers provide professional development courses and workshops for teachers, as well as assistance to schools in the development of curricula. These materials and programs help schools meet state academic standards in economics, personal finance, and social science.

Benefits to districts that commit to programs implementing NCEE goals include

- help in meeting state and national academic standards for economics;
- discounts on all NCEE materials;
- professional consultation on staff curriculum development;

- expanded opportunities for school/business partnerships;
- continuing professional development for staff;
- technology-based curriculum and support;
- eligibility for scholarship/grant assistance for workshops/courses.

Web Site

EconomicsAmerica: www.ncee.net/ea
National Council on Economic Education:
www.ncee.net

Email

econed@ncee.net

Other contact information

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
Phone: 212.730.7007 or 800.338.1192
Fax: 212.730.1793

The Institute for Entrepreneurship



The Institute for Entrepreneurship provides young people real assistance for real businesses. These are not simulation programs. Young people actually start businesses, earn money and contribute to their communities. The institute believes in setting a high standard of quality in its programming and has found that young people have risen to the occasion when given the tools to meet those standards.

Co-founded by Victoria Van Asten in 1995, the organization's funding and other support comes from a number of public and private partners, including the Coleman Foundation, the Ewing Marion Kauffman Foundation, and the Wisconsin Department of Commerce.

Programs and activities

The Institute for Entrepreneurship awards Youth Entrepreneur Venture Grants for promising ideas. Eligible recipients include

- any student (age 8-18) in Illinois, Wisconsin or Colorado who would like to start a business;

- any student (age 8-18) in the United States who has participated in any of the institute's past programs;
- any classroom teacher (K-12) or youth leader in Illinois, Wisconsin or Colorado who would like to start a youth-run business;
- any educator (K-12) in the United States who has participated in any of the institute's past programs (for example, any teacher who has attended one of the organization's annual conferences).

Grant requests may range from \$50 to \$1,000. Funds can only be used for expenses (not salaries) of school-based, community-based or individual student-run businesses. As a rule, only new businesses need apply, but existing businesses will be considered if they are expanding into an entirely new product or service line. Young applicants must have adult sponsorship.

Resources

In addition to detailed information on grants, the Institute for Entrepreneurship Web site offers a long list of business ideas suitable for young entrepreneurs. It also offers a simple but thorough business plan outline aimed at young learners, tips on business plan presentations and a self-graded quiz for assessing sales ability.

Web Site

www.theEplace.org

Email

institute@theEplace.org

Other contact information

The Institute for Entrepreneurship
P.O. Box 26191
9722 Watertown Plank Road
Milwaukee, WI 53226
Phone: 414.302.9922
Fax: 414.302.9944

Junior Achievement

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Junior Achievement is the world's largest organization dedicated to educating young people about business, economics and free enterprise. Its programs are taught by classroom volunteers from the business community in the United States and more than 100 countries worldwide. Junior Achievement educates and inspires young people to value free enterprise, business and economics to improve the quality of their lives.

Through 150 domestic affiliates, Junior Achievement reaches more than four million U.S. students each year in cities, suburbs and rural areas. Internationally, Junior Achievement reaches two million students each year in more than 100 countries. Junior Achievement programs are used by teachers in more than 175,000 classrooms annually. In addition, the program relies on 112,000 classroom volunteers, who include business-people, college students and retirees.

Junior Achievement was founded in 1919 by Theodore Vail, president of American Telephone & Telegraph; Horace Moses, president of Strathmore Paper Co.; and Senator Murray Crane of Massachusetts.

Its first program, The Company Program, was offered to high school students on an after-school basis. In 1975, the organization entered the classroom with the introduction of Project Business for the middle grades. In the last 25 years, Junior Achievement has gradually expanded its activities and broadened its scope.

Studies conducted from 1993 to 1999 on Junior Achievement's educational impact by the Western Institute for Research and Evaluation (WIRE) found that students participating in Junior Achievement's elementary programs have a greater comprehension of economic concepts and skills than their non-participating peers. WIRE evaluations completed at the middle school level in 1997-98 showed that Junior Achievement students consistently scored higher on tests that measure understanding of economic concepts than their

non-participating peers. WIRE also found in 2000 that high school students who participate in Junior Achievement programs have improved critical-thinking skills.

Programs and activities

Programs span grades K-12, with age-appropriate curricula designed to teach elementary students about their roles as individuals, workers and consumers and to prepare middle grade and high school students for key economic and workforce issues they will face. In addition to bringing the free enterprise system to life in the classroom, Junior Achievement programs teach young people the importance of staying in school. Junior Achievement offers two programs available via the Internet, JA TITAN and JA Personal Finance.

Resources

The online Entrepreneur Center, reachable at www.ja.org/studentcenter/entrp/default.shtml, offers insight, direction and resources for young people interested in starting their own business.

Junior Achievement's national headquarters operates on a \$12 million annual budget. National contributors comprise more than 200 U.S. corporate and foundation grants.

Web Site

www.ja.org

Email

newmedia@ja.org

Other contact information

Junior Achievement, Inc.
One Education Way
Colorado Springs, CO 80906
Phone: 719.540.8000
Toll-Free: 800.843.6395

Making Cents



Making Cents empowers organizations to offer effective entrepreneurship education to youth and adults by providing

- experiential methodology curriculum and
- instructor training courses

Making Cents also offers other training and consulting services to projects working in the fields of micro- and small-enterprise development.

Making Cents works with a wide variety of youth-serving programs, including after-school programs; programs for at-risk youth; elementary, middle and high schools; and summer camps.

Over the past five years, Making Cents has trained over 2,000 teachers and trainers in 25 different countries.

Methodology

Making Cents' training curricula and instructor training courses are all based on experiential learning methodology, which is hands-on, participant-driven and designed for immediate application. Experiential-learning methodology brings real-life experience and opportunity into the training room and creates learning that is relevant and retained over the long-term. Experiential-learning methodology utilizes such techniques as business simulation, interactive exercises, structured reflection and discussion, and peer-learning.

Resources

Making Cents has 12 different entrepreneurship curricula, each targeted towards a specific training objective and audience. The training curricula fall within three overarching categories:

- entrepreneurship education for youth;
- entrepreneurship education for children;
- business skills training for young adults and adults;
- loan assessment training for loan-granting microfinance institutions (e.g., loan assessor training).

Making Cents' Business Ventures curricula for children and youth comprises eight different modules, which can be used independently or as a series with young people age six to eighteen. The Business Ventures modules:

- teach the essentials of business theory and their application;
- expand understanding of personal financial issues;
- develop idea generation and business planning skills;
- give youth the chance to run a business;
- grow self-esteem by drawing out existing skills and developing new ones;
- encourage entrepreneurial potential and abilities;
- develop interpersonal skills vital to personal and business success such as teamwork, communication skills, organizational skills, negotiation skills and collaboration skills.

Making Cents' Business Simulation brings the world of business into the classroom. It comprises four simulation games that become increasingly more complex. This tool is useful for demystifying business and

providing a quick and fun introduction to business. It can also be used as the hands-on portion of a theoretical training course.

For adults and young adults, Making Cents' MicroPlan and MasterPlan curricula focus on developing business skills and business planning.

Making Cents can customize an instructor training course and deliver it to your organization. It also holds open training courses throughout the year.

Web Site

www.makingcents.com

Email

info@makingcents.com

Other contact information

Making Cents
1424 L Street NW, Suite 300
Washington, DC 20005
Phone: 202.783.4090
Toll-Free: 888.771.5089
Fax: 202.783.4091

National Foundation for Teaching Entrepreneurship



NFTE (pronounced “Nifty”) promotes teaching entrepreneurship to low-income young people, ages 11-18, so they can become economically productive members of society by improving their academic, business, technology and life skills. NFTE has worked with over 70,000 low-income young people in programs across the country and around the world.

Founded in 1987 by Steve Mariotti (a former business executive and entrepreneur) while he was a public high school teacher in New York City’s South Bronx, NFTE began as a dropout prevention and academic performance improvement program for at-risk students. Mariotti found that students with “street smarts” could readily develop “academic smarts” and “business smarts” when they saw classroom learning as relevant to the real world.

In addition to its headquarters in New York City, NFTE has numerous state and regional offices in the United States and national and international affiliates around the world. It has partnership arrangements with major business firms, including Microsoft and Goldman-Sachs, as well as universities, including Georgetown University (Washington, D.C.) and Stanford University.

Programs and activities

NFTE’s programs are offered in a variety of settings including public schools, after-school programs at community-based organizations, and intensive summer business camps.

NFTE has developed a variety of specialized curriculum products that have been designed for students as well as for educators and youth workers. The curriculum covers a wide variety of topics, such as return on investment, supply and demand, opportunity recognition, competition, skills for success, cost/benefit analysis, sales and marketing, ethics and taxes. NFTE’s teacher education programs have introduced the organization’s methodology to over 2,700 teachers and youth workers.

An evaluation of NFTE programs conducted by Brandeis University, based on before-and-after tests of entrepreneurship knowledge at 60 NFTE program sites, found increased scores at 59 sites. In a separate survey by the Koch Foundation, 97% of NFTE alumni reported that NFTE improved their business skills and knowledge. In 2000, 19 of the 25 National Coalition for Teaching Entrepreneurship’s Youth Entrepreneur of the Year award winners were NFTE graduates.

Resources

- *How to Start and Operate a Small Business*. A practical curriculum offered in four adaptable versions that can be implemented as stand-alone courses, in school or after school or integrated into existing courses in math, social studies, economics, business and technology.
- *High School Curriculum* (Ninth Revised Edition). A 50-chapter, award-winning textbook on essential business and entrepreneurial concepts that explains how to successfully develop and run a small business enterprise. A similar curriculum for middle school students is also available.

- *Internet-Based Curriculum (BizTech™)*. An interactive course that offers fun, easy-to-follow chapters and business plan lessons over the Internet. An online BizPlan and BizGame can be used to integrate technology into the classroom. Designed for students and novice entrepreneurs of all ages, BizTech can be used in conjunction with NFTE’s textbooks or independently.
- *Post-Secondary Curriculum (Advanced Principles of Entrepreneurship)*. An 18-chapter textbook, *Advanced Principles of Entrepreneurship* offers young adults, ages 18-30, an in-depth analysis of business and entrepreneurial topics.

Web Site

www.nfte.com

Other contact information

NFTE
120 Wall St, 29th Floor
New York, NY 10005
Phone: 212.232.3333
Fax: 212.232.2244
Toll Free: 800.367.6383

REAL Enterprises, Inc.



REAL works to make entrepreneurial training accessible to the communities and people who need it most. REAL, is the national network of member organizations designed to foster entrepreneurial talent and the creation of sustainable business enterprises. REAL predominantly serves rural areas, but operates in communities of all types. Its purpose is to encourage entrepreneurship in elementary, middle, and high schools; post-secondary institutions; and community-based organizations as a means of fostering economic development.

Originally designed with young people in mind, the program now reaches aspiring entrepreneurs of all ages. REAL has member organizations in nine states and local programs in over forty states and foreign countries. Ninety percent of the programs are in non-metropolitan areas (the acronym REAL stands for Rural Entrepreneurship through Action Learning). Organizations

at the state and local levels are either free-standing, nonprofit organizations or subsidiaries or parts of other nonprofits. In addition, individual instructors attend a REAL Institute to learn how to teach the curriculum in their institution.

REAL reports that in 2003 there were 290 high school, 151 post-secondary, 92 community-based and online, and 420 elementary and middle school facilitators actively using REAL curricula. Almost 1,700 instructors have been trained in the REAL program, and REAL-related organizations provide hands-on entrepreneurship education to over 10,000 students of all ages annually.

Programs and activities

REAL provides an experientially-based curriculum in schools, vocational schools, community and four-year colleges and community based organizations. REAL trains instructors to teach entrepreneurship and small business management, utilizing the expertise of local community and business groups. REAL also emphasizes the appropriate use of new technology. The length of a REAL course varies depending on the program, but typically

takes one semester to complete. Upon completion of the course, a prospective entrepreneur writes a self-analysis, a community analysis, and a business plan. REAL will help those with realistic plans look for funding. In some instances, REAL will help individuals access microenterprise loan organizations that may assist the entrepreneur with start-up capital.

An online program called eREAL provides a course on entrepreneurial education and training for high schools and post-secondary institutions. Courses for online instructors/facilitators are also available.

Although not specifically geared to the prevention of welfare dependency, REAL helps empower participants to be creators of jobs, not just job applicants. REAL helps create jobs and businesses around the United States. For example, from 1992 to 1998, North Carolina REAL graduates started 245 new businesses and expanded, improved or purchased 175 businesses, generating total new sales revenues of over \$7 million and creating 686 full- and part-time jobs.

Resources

REAL provides a Web site, on-going professional development opportunities, and online resources to budding entrepreneurs. REAL offers curriculum guides and student materials in both English and Spanish, mini and middle REAL programs for primary and middle school students, and eREAL—an interactive online training program. A range of introductory and advanced instructor training institutes and materials are also provided.

Web Site

www.cfed.org

Email

info@realenterprises.org

Other contact information

REAL
115 Market Street, Suite 221
Durham, NC 27701
Phone: 919.688.7325
Fax: 919.682.7621

REAL is a program of CFED, which is a non-profit, nonpartisan organization that works to expand economic opportunity.

Youth Venture



Youth Venture invests in young people ages 12-20 by providing them the tools they need to create, lead and launch their own clubs, businesses and organizations—ventures—to benefit the community. The majority of these projects are not-for-profit activities, but profit-making ventures are supported when they meet other program criteria.

Youth Venture grew out of insights gained through the experience of Ashoka: Innovators for the Public. Ashoka supports leading public entrepreneurs around the world who create social innovations that have pattern-setting, society-wide impact. Successful innovations in the area of children and youth include young people in Bangladesh who teach one another

and run school-based businesses, street children in Brazil who build and largely run their own schools and young people in Indonesia who create a chain of safe havens.

Most ventures begin as one person's idea, grow to attract a small group of young people who shape the idea and form the basis of the organization, and then expand to a larger group of young people once the venture is launched. Typically from 4 to 10 young people are directly involved in every venture launched.

Programs and activities

Youth Venture currently runs programs in the Mid-Atlantic, New England, and New York regions. It works directly with interested young people across the United States through a Virtual Venturer program, which enables youth to submit a Youth Venture application via its Web site.

Youth Venture partners with local, regional, and national youth-serving organizations to help them support youth in their creative endeavors. Partners may be community leaders, school principals, or heads of youth groups. Partners provide a support network,

while giving young entrepreneurs the ability to make their own decisions and contributions. The program also seeks individual volunteers, called Allies, who work directly with and support young people.

Resources

Youth Venture provides support that includes

- materials aimed at helping youth launch and sustain their ventures;
- a Digital Network of Collaboration (including a chat room and email listserve);
- “Technical Allies” (volunteers with expertise in specific fields);
- media opportunities, including help with local and national media and tips on interviewing and other publicity strategies;
- information on awards, scholarships, publicity, conferences and other kinds of ongoing educational and recognition opportunities for which Youth Venture may nominate “Venturers”;
- workshops and training;
- assistance in raising seed money.

Youth Venture offers grants, typically from \$200 to \$1,000. Proposals are evaluated on potential community impact, youth leadership, and credibility with respect to goals,

budget and execution plans. It must be clear that the youth have ownership of the idea and control over the project. Youth Venture tends not to fund whole projects, expecting the young people involved to host local fundraising events to raise additional money.

Web Site

www.youthventure.org

Email

info@youthventure.org

Other contact information

YV National
1700 North Moore Street
Suite 2000
Arlington, VA 22209
Phone: 703.527.4126 x250
Fax: 703.527.8383

| *III. Keys to Successful Programs*

*DR. CATHY ASHMORE, Executive Director,
The Consortium for Entrepreneurship Education*



American entrepreneurial ventures come in all sizes and types, from the part-time extra-money project to the large corporation that was started in someone's garage. The entrepreneurship picture includes inventors as well as the self-employed and the fast-growing sole proprietorships and partnerships. But entrepreneurs all share common traits, including creativity and the courage to take a risk to make an idea become reality.

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Where does an idea for a business venture come from? How do you know if it is a good idea? How much money will it take and what else do you need to know? These are all valid questions for the potential business owner. Research from the National Federation of Independent Business shows that two out of three of the entrepreneurs in America grew up in a family with someone who was an entrepreneur... father, mother, grandparents and other relatives. The Consortium for Entrepreneurship Education believes that this was a breeding ground for future entrepreneurs, an opportunity to learn about the day-to-day decisions that must be made.

The Appalachian Regional Commission and the Ewing Marion Kauffman Foundation are among a group of leading organizations that believe schools and hands-on learning programs

can also provide a breeding ground for future entrepreneurs. We know how important it is for a doctor to have had education and experience before performing surgery. You wouldn't want to fly in an airplane piloted by someone who has never flown before. It is the same concept that supports the importance of entrepreneurship education in our schools.

Critics might say that entrepreneurship education isn't for everyone, but we would disagree. In the early stages, perhaps in elementary and middle school, all young people should explore potential careers that would address their interests and aptitudes. They need to learn about the free enterprise system and their opportunities to be part of it. And they need to experience using basic math and communications skills in creating a mini-business or money-making project. Early entrepre-

neurship education programs do all of this.

As students move forward they need more information about the marketing, management, and financial processes that make a business successful. These skills may help them find an entry-level job in the community and be more successful when they can understand the issues their employers face.

Advanced entrepreneurship education encourages young people to dream up a variety of businesses and then apply the business planning process to narrow their options. Every industry provides opportunities for the potential entrepreneur...music, art, medicine, retailing, transportation, hospitality, computer technology and so forth. It is hard to find an industry that does not provide entrepreneurial opportunities! Even nonprofit organizations require the same business management and analysis skills.

True entrepreneurship education provides opportunities for youth to master the core entrepreneurial competencies of opportunity recognition, idea generation, venture creation and critical thinking.

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Criteria for Youth Entrepreneurship

Programs. Effective youth entrepreneurship education programs—like the ones described in this publication—prepare young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers, and contribute to economic development and sustainable communities. True entrepreneurship education provides opportunities for youth to master competencies related to core entrepreneurial knowledge, skills and attitudes, including: opportunity recognition, idea generation, venture creation and critical thinking. Entrepreneurship education for youth has been described by a think tank of leading national organizations—and illustrated by the articles in this publication—as a process that should meet the following criteria:

- providing opportunities for youth to start and operate appropriate enterprises;
- reinforcing the concept that successful entrepreneurs take calculated risks based on sound research and relevant information;
- requiring youth to develop a plan for a business that addresses its financial, marketing and operational aspects;

- portraying the relationship between risk and reward, and providing opportunities for young people to understand basic economic concepts such as savings, interest, supply and demand, etc.;
 - generating an understanding of a variety of industries.
- (These “criteria” for entrepreneurship programs are further explained at www.entre-ed.org.)

Experience is the best teacher. Young people who have a variety of experiences in creating small businesses, either alone or as a team, learn about applying the skills of an entrepreneur to many different situations. They learn how to find their best customers, how to manage their finances, and even how to learn from their failures. They learn how to use their resources and start small, reinvesting the profits until the business is as big as they wish it to be. And they learn how to create a business plan for a business starting with \$1,000 as an investment, and then with \$50,000. These are experiences that make a difference to the way students identify opportunities, generate ideas, and think critically.

There are many ways entrepreneurship courses provide experiential learning opportunities. School-based businesses have become popular components of youth entrepreneurship courses in recent years, and can offer great opportunities for creative thinking and problem solving. Summer camps focusing on entrepreneurship have become a way to have young people spend concentrated time that they might not have in the classroom. Entrepreneurship education is being developed as an entire course, or as a unit of study within another class. It can be rather simple in the earlier grades, and quite complex by the time one is in college. Adults often use courses to refine their ideas before actually starting their business, or to advance their knowledge even when already in business.

All of these experiences help us maintain the entrepreneurial spirit in our society, a spirit that ensures that our economy continues to grow and provides the jobs and wealth that make our country unique. As educators, we are proud of the growing number of programs that are emerging at all levels of education, and we encourage you to help spread entrepreneurship everywhere.

Resources for Youth Entrepreneurship

- Appalachian Regional Commission www.arc.gov/entrepreneurship
- Coleman Foundation www.colemanfoundation.org
- Consortium for Entrepreneurship Education www.entre-ed.org
- DECA www.deca.org
- EDTEC www.edtecinc.com
- Ewing Marion Kauffman Foundation www.entreworld.org
- Future Business Leaders of America www.fbla-pbl.org
- Future Farmers of America www.ffa.org
- Junior Achievement www.ja.org
- National Council on Economic Education www.ncee.net/ea/
- National Foundation for Teaching Entrepreneurship www.nfte.com
- REAL Enterprises www.realenterprises.org
- Students in Free Enterprise www.sife.org



The Appalachian Regional Commission

The Appalachian Regional Commission (ARC) is a federal-state partnership that works with the people of Appalachia to create opportunities for self-sustaining economic development and improved quality of life. ARC was established by Congress in 1965, and is a unique partnership composed of the governors of the 13 Appalachian states and a presidential appointee representing the federal government. Grassroots participation is provided through local development districts—multi-county organizations with boards made up of elected officials, business people and other local leaders.

In 1997, the Commission launched the Entrepreneurship Initiative to help support self-sustaining communities that create jobs, build local wealth, and contribute broadly to economic and community development. The Commission hopes to cultivate resourceful entrepreneurs who not only create value by recognizing and meeting new market opportunities, but who increase the value-added within the Region.

Through the initiative, the Commission has funded 368 entrepreneurship projects providing a total of over \$31.4M of support for a range of program activities. These programs have leveraged an additional \$45.3M from other sources and have reported the creation of over 1,200 new businesses and the creation or retention of more than 5,000 jobs.

For more information visit www.arc.gov/entrepreneurship.



The Ewing Marion Kauffman Foundation

The Ewing Marion Kauffman Foundation of Kansas City is committed to fostering a society in which economically independent individuals are actively engaged in their communities and contribute to the improvement of those communities in measurable ways. To realize this vision, the Kauffman Foundation works to effect change in two key areas: educational achievement and entrepreneurial success.

The Foundation works with leading educators and researchers nationwide to create awareness of the powerful economic impact of entrepreneurship, to develop and disseminate proven programs that enhance entrepreneurial skills and abilities, and to improve the environment in which entrepreneurs start and grow businesses.

The Foundation developed and supports EntreWorld (www.entreworld.org), a Web site designed to increase entrepreneurial productivity by providing essential information as quickly and easily as possible. Recognized by *USA Today*, *Forbes, Inc.*, and *Fast Company* as a premier online resource for small business owners, the EntreWorld search engine has more than 1,000 articles, audio clips, tools, databases, and even town-to-town small business event listings—to put the most essential entrepreneurial resources immediately at an entrepreneur's fingertips.

For more information visit www.kauffman.org.