

The State of Entrepreneurship Education 2012

Survey of State Directors of Career and Technical Education (or their designated key staff)

February 2012

The Consortium for Entrepreneurship Education is pleased to publish this report on the state of Entrepreneurship Education in 2012. You will note that it is based on responses from state leaders in entrepreneurship education that are responsible for career and technical education programs. We chose these leaders as the respondents because they are the primary adopters of entrepreneurship education over the past 30 years and have connections to all levels of education and training. They are uniquely able to include entrepreneurship because they have the option to include entrepreneurship education as a result of federal funding in the latest Perkins Act.

We are pleased to have 37 responses from a potential total of 50 states plus DC...a little over 70% of the states. We might assume that those that did not respond have less interest in entrepreneurship education, but cannot be sure. We still hope to hear from AR, CO, CT, FL, HI, IN, KS, LA, ME, MD, MA, MN, NH, NM, NY, OK, OR, PA, and WY and will continue to add their responses to this report before it is final. (Note 4 of these states did respond but did not identify their state)

Executive Summary

Entrepreneurship Education is alive and well in most of the United States, with various types of action being taken to support entrepreneurship as a career choice in the public schools of different states.

The following five issues provide an introduction to the state of entrepreneurship education nationwide. In addition to the fact that 11 states did not respond we were surprised by the number of responses that were "not sure". This report supports our belief that educators accept the fact that entrepreneurship skills are important to the future careers of our students. There are some states that have taken major leadership initiatives to make entrepreneurship education available statewide. But, for the most part they have not addressed entrepreneurship education in the curriculum in the many ways it could be established. We are especially encouraged by the state leadership that is now moving toward including entrepreneurship competencies in state educational standards.

In addition to these five major issues, there is much to be learned by reading the detailed report that follows.

1. VALUE OF ENTREPRENEURSHIP EDUCATION - 80% of the respondents chose : "Entrepreneurship Skills are extremely important to the future " when asked to say which of three statements BEST describes how important entrepreneurship education is as a career opportunity in your state? The two other choices were that 1) it was appropriate for some students and 2) that it was not appropriate for high school students.. Although there were many added comments of interest, most indicated that entrepreneurship experiences should start early in the school system.

- "Entrepreneurship education is a key component of many of our secondary and postsecondary career and technical education programs; however, funding for education, including entrepreneurship education, is not a priority of our state policy makers."
- "I feel that entrepreneurship education teaches skills for life - - problem solving and creative thinking. These experiences should begin in grade school."
- "There are more small businesses in our state than large businesses. We need to prepare our students to continue this strong economic issue to make sure we have strong small business opportunities in the future. Middle school is the best time to begin the talk with additional in-depth experiences in high school."

See the complete report for many other important comments.

2. ENTREPRENEURSHIP COMPETENCIES - More than two-thirds of the states said they have standards that include entrepreneurship competencies. Even more said they offer separate classes in entrepreneurship (76%), and almost all (90%) said the colleges offered entrepreneurship education. Comments of note were:

- Entrepreneurship will be taught in all CTE courses, due to updates in our standards
- Although Iowa has adopted model core standards, we are still a local controlled education system where all districts have their own requirements for graduation.

#3. CONSORTIUM CONNECTIONS - Although many states say they use the Consortium services and about half have been members, the Consortium membership has decreased. Most-used services included the Consortium newsletter (68%) followed by participation in National Entrepreneurship Week (60%) and participation in the annual entrepreneurship education conference (58%). Key comments were:

- We appreciate leadership, curriculum, best practices, new business developments, collaborative learning from other states.
- Due to budgetary restraints, we are no longer a member of the Consortium.

#4. TEACHER TRAINING - When asked if their teacher training/certification had requirements for teacher preparation to support entrepreneurship education, 80% said no or they were not sure. When you consider that most teachers have not been entrepreneurs it seems obvious that this is a major area of need. The few comments on this question were probably from those 20% that said yes, and show what should happen in the future for all states:

- Only as it relates to career and technical education as a specific certification. It is the Wisconsin Youth Entrepreneurship Network (WYEN) project's goal to bring entrepreneurship education into every core curriculum as it relates to that curriculum.
- Teachers must have a marketing or business education license. There is no separate entrepreneurship license.

- Not sure if it is part of the required curriculum of all CTE teachers. It certainly is in Business and Marketing, Family and Consumer Science Programs and Agriculture and National Resources.

#5 ENTREPRENEURSHIP EDUCATION STRATEGIES - When asked how entrepreneurship was taught in their state, 75% said optional use of business plan development in various courses followed by 44% for summer camps for selected students. The concepts of "problem-based learning activities", a series of "entrepreneurial experiences", "preparation for questions on state tests", and opportunities for "advanced placement credit" were not identified as frequently used. The dependence on a written business plan as preparation for starting a business is a limiting educational approach. However this is often the only answer in both high schools and colleges.

In response to the question "Which of the following sources of data regarding the development of the entrepreneurial climate of your state have you used during the past couple of years ", the Consortium came out tops with 78%, followed by universities with 74%. We feel the Consortium's support for entrepreneurship education across the nation during the last 30 years with the mission to provide assistance to educators has been demonstrated in this item alone.

IN SUMMARY - We thank the states that have taken leadership to add this 21st Century Skill challenge to their state standards. Without this primary state support it becomes very difficult for individual teachers, no matter how motivated they are, to be allowed to teach their students about the opportunities of becoming self-reliant and creating their own jobs. Thus it is an uphill battle for them in their schools to get support, funding, and visibility for their initiatives to empower their students with this growing career option.

The Consortium has provided resources and assistance to all interested states for the past 30 years and will continue to encourage states and local school systems to find creative ways to provide real-world experiences that show the way to becoming an entrepreneur sometime in their lives, or at least a creative and knowledgeable employee for an existing business. World-wide competition will challenge our students to be able to demonstrate creative thinking and problem solving related to any career choice.

Readers are welcome to quote the data in this report with credit attributed to: The Consortium for Entrepreneurship Education, Columbus, OH. February 2012.

Report - The State of Entrepreneurship Education 2012

Survey of State Directors of Career and Technical Education (or their designated key staff)

February 2012

The Consortium for Entrepreneurship Education is pleased to publish this report on the state of Entrepreneurship Education in 2012. You will note that it is based on responses from state leaders in entrepreneurship education that are responsible for career and technical education programs. We chose these leaders as the respondents because they are the primary adopters of entrepreneurship education over the past 30 years and have connections to all levels of education and training. They are uniquely able to include entrepreneurship because they have the option to include entrepreneurship education as a result of federal funding in the latest Perkins Act.

We are pleased to have 40 responses from a potential total of 50 states plus DC...a little over 78% of the states. We might assume that those that did not respond have less interest in entrepreneurship education, but cannot be sure. We still hope to hear from AR, CT, FL, HI, IN, KS, LA, ME, MD, NM, and PA, and will continue to add their responses to this report before it is final. No individual respondents will be identified in this report.

Following are the complete details of responses to the survey. Many of the comments are instructive as well as the overall response percentages. Readers are welcome to quote the data in this report with credit attributed to: The Consortium for Entrepreneurship Education, Columbus, OH. February 2012

Question #1 -

Which of the following statements BEST describes how important entrepreneurship education is as a career opportunity in your state?

	Response Percent	Response Count
a. Extremely important skills for the future.	80.0%	32
b. A suitable career choice for some students.	17.5%	7
c. Not important for students at high school age.	2.5%	1
Why do you feel this way? When should entrepreneurship education experiences begin? Show Responses		29

Comments: Why do you feel this way? When should entrepreneurship education experiences begin?

I believe entrepreneurship education should begin in the 9th grade. I think we should begin our students to think about business ownership orientation rather than working for an organization as a viable career option

Entrepreneurship is the engine of economic growth and the fabric of our nation as a society and culture.

Traditional education systems are in need of repair. More and more ISDs are recognizing that various forms of technical education are needed to fill the void for a larger percentage of students. Entrepreneurship education has desirable components for both groups (academic and technical).

To me it is essential and should be a "core" requirement - however, we have very few schools that offer it and continue to have schools eliminate Business courses.. as they have other standards... requirements..

Economic conditions make this a more important career choice.

We recently updated all pathways and pathway standards for all 15 CTE industry sectors in CA. Entrepreneurship is an anchor standard for all sectors and entrepreneurship is embedded in many sectors' specific pathway standards, including manufacturing. There is also a stand-alone pathway for Entrepreneurship and Business Ownership. We believe that traits, knowledge and skills that make a successful entrepreneur, also help all students in managing their own life and careers.

We have developed Career Majors within the entrepreneurship area for our programs across the state to use. We have adult programs and secondary programs for our state.

Entrepreneurship education should be taught at every level of education. It is a part of the Governor's blueprint "One Unshakable Vision: World Class Schools for Iowa".

Entrepreneurship education is a key component of many of our secondary and postsecondary career and technical education programs; however, funding for education, including entrepreneurship education, is not a priority of our state policy makers.

Whether it is marketing technical skills in a small rural community or a high tech innovation, entrepreneurship knowledge and skills make it possible for individuals to earn a living with their career technical skills or their talents.

Entrepreneurship relates to many career clusters.

"Utah's business-friendly environment and innovative culture have again put Utah in the national spotlight. In its latest issue, Forbes ranked Utah as the No. 1 Best State for Business and Careers. This is the second time the Beehive State has come out on top of this prestigious ranking." (Utah Business Magazine December 2011) Utah's education system can help prepare students for success in this exceptional environment for entrepreneurial success. Student exposure to entrepreneurship education and experiences should begin in the early grades and be repeated throughout secondary courses.

Entrepreneurship education should begin as early as the elementary and middle grades.

I feel that entrepreneurship education teaches skills for life - problem solving and creative thinking. These experiences should begin in grade school.

There are more small businesses in our state than large businesses. We need to prepare our students to continue this strong economic issue to make sure we have strong small business opportunities in the future. Middle school is the best time to begin the talk with addition in-depth experiences in high school.

Start in middle school.

Entrepreneurship skills are important to all students. They may become entrepreneurs earlier or later in their careers or decide entrepreneurship is not for them. In any case, the skills will help them understand business and be a better employee. Entrepreneurship content fits very well with social studies-economics standards k-12.

Begin introducing the entrepreneurial concepts at the elementary level so students can investigate possibilities to advance their career goals.

As the workforce changes, more people are going to find themselves becoming entrepreneurs. For example, Microsoft hires contractors for projects so they do not have to maintain extended employment, and they are able to fluidly shift qualified staff as needs arise. More companies are going to go to this just in time staffing model as a cost-saving measure.

Michigan believes that Entrepreneurship is a "way-of-thinking" and we are working to integrate entrepreneurship throughout our K-12 curriculums in addition to Career and Technical Education Programs.

The Nebraska Department of Education (NDE) was a charter member state in the establishment of the Consortium for Entrepreneurship Education. The Lifelong Learning Model developed by the Consortium has provided the rationale for incorporation of entrepreneurship competency development at all stages from K-12 through postsecondary and adult education. Studies such as "Entrepreneurship in Nebraska: Conditions Attitudes, and Actions" by Thompson and Walstad (2008) and the Nebraska Competitive Advantage Assessment (October 2010) by the Battelle Technology Practice Partnership have strongly indicated the importance of entrepreneurship and innovation in sustaining and growing the Nebraska economy. Perceptions studies conducted with educators and members of the general public in 2010 provided strong support for offering entrepreneurship education in Nebraska Career-Technical Education programs.

Elementary school should be a good beginning to introduce concepts of entrepreneurship.

The majority of business in our state are small businesses. Middle school would be an appropriate age to begin some entrepreneurship education experiences.

Entrepreneurship is what will bring more jobs to NV, particularly high skill/high wage ones. This is what will diversify our economy. I believe stronger programs in business and entrepreneurship will help this effort, however, limited school budgets have reduced opportunities for these types of programs as well as all CTE programs. This is just my opinion.

According to the Georgia Department of Economic Development, small businesses comprise 97% of the state's companies. Georgia has developed "Entrepreneurship Friendly Communities" to assist budding entrepreneurs. Georgia has legislative support for entrepreneurship and entrepreneurship education.

Our state puts a lot of emphasis on what I call the academic courses. Entrepreneurship course has to be a passion of the teacher. Entrepreneurship can start in elementary by making them create something.

Whether our future generation will become employed or start their own business, entrepreneurship skills are critical to the US economy. Massachusetts has an very strong entrepreneurship and innovation ecosystem. Whether entering that

system as an employee or an entrepreneur, innovation is going to be a required skill to remain competitive in the global economy.

We believe in teaching "All Aspects of Industry" in our CTE programs, which includes the business/entrepreneurial aspect of the industry relative to the program of study. That element is met with varying degrees of intent and success.

The backbone of the American Economy.

Question #2.

If entrepreneurship education is important in your state, which of the following is true:

	Yes	No	Not Sure	Response Count
a. Entrepreneurship is only taught in business and marketing classes.	28.9% (11)	60.5% (23)	10.5% (4)	38
b. We have state standards that include entrepreneurship competencies.	68.4% (26)	23.7% (9)	7.9% (3)	38
c. All CTE teachers are expected to include entrepreneurship in their programs.	24.3% (9)	59.5% (22)	16.2% (6)	37
d. Entrepreneurship courses are available as a separate class	76.3% (29)	10.5% (4)	13.2% (5)	38
e. High school students are required to develop a business plan for a personal venture as a graduation requirement.	2.6% (1)	86.8% (33)	10.5% (4)	38
f. Elementary and middle school students have entrepreneurship experiences	36.8% (14)	18.4% (7)	44.7% (17)	38
g. Entrepreneurship education is available in our colleges	90.0% (36)	0.0% (0)	10.0% (4)	40
			Comments on any of the above: Show Responses	14

Comments:

WI has a new set of standards, but in 424 districts for the most part, teachers sometimes opt to take a real initiative in leading CTE in a proactive way. More work needs to be done that this is adopted and pushed by all districts with the encouragement of some type of means of recognition and/or compensation of some kind.

The Yes responses above are only in a very limited number of schools...entrepreneurship education is not very prevalent across the whole state. In those cases where a no response implies that entrepreneurship is taught it is very limited.

a) usually is taught in business and marketing classes - b) state standards are being considered c) entre courses are available in some schools as separate classes d) All CTE - expected to teach -- yes, this they need to incorporate some

Entrepreneurship will be taught in all CTE courses, due to updates in our standards

Although Iowa has adopted model core standards, we are still a local controlled education systems where all districts have their own requirements for graduation.

We encourage and provide resources for all CTE teachers to include entrepreneurship in their programs but it is not mandated.

There are many opportunities for students to experience entrepreneurial learning/experience through all of our CTE programs. Illinois is transitioning to the common core.

The experiences through middle school are very limited at this time but there is some exposure.

Those entrepreneurial experiences (elementary and middle school) are available to students who take certain courses, such as: Entrepreneurship and Advanced Entrepreneurship in high school and Make It Your Business in middle school. In elementary school, 5th grade History and Social Science covers entrepreneurial competencies.

While entrepreneurship is not a required component of CTE courses, most programs offer entrepreneurship as an option in the required career exploration component. Some elementary and middle school programs offer entrepreneurship experiences.

We are a local control state, so each district sets its own policies on curriculum.

We plan to develop entrepreneurship standards at the state level. Only some colleges offer entrepreneurship programs or classes. UNLV has a great Global Entrepreneurship program with a scholarship attached.

In addition to specific courses, entrepreneurship concepts are embedded in all of the Marketing Education curriculum and much of the Business & Computer Science curriculum.

These are very broad statements that do not have yes or no answers--so my responses are couched in "the majority of..."

Question #3.

Are you aware of the Consortium for Entrepreneurship Education (CEE)

	Yes	No	Not Sure	Response Count
a. Currently we are members of the Consortium.	25.6% (10)	56.4% (22)	17.9% (7)	39

b. We have been members of the Consortium.	57.5% (23)	22.5% (9)	20.0% (8)	40
c. Staff have attended the annual Entrepreneurship Education FORUM.	57.5% (23)	30.0% (12)	12.5% (5)	40
d. Our state participates in National Entrepreneurship Week.	60.0% (24)	27.5% (11)	12.5% (5)	40
e. Our state has incorporated the National Entrepreneurship Content Standards.	42.1% (16)	47.4% (18)	10.5% (4)	38
f. We receive and read the Consortium's Entrepreneurship Education Update newsletter.	67.5% (27)	27.5% (11)	5.0% (2)	40
Please comment here on Consortium benefits and membership. Show Responses				10

Comments:

Always great to see what is new and trends in EE around the country.

Some institutions are members but not very many.

a) the State is a member e) in some cases yes

Some of our secondary Montana DECA chapters participate in activities for National Entrepreneurship Week

We appreciate the opportunity to participate in the Consortium's Entrepreneurship activities. We do celebrate Entrepreneurship Week with the Governor.

Leadership, curriculum, best practices, new business developments, collaborative learning from other states,

Due to budgetary restraints, we are no longer a member of the Consortium.

We were only members one year with another organization who funded the membership. Someone from NV attends the Forum each year. We will be using the standards when we develop our state standards.

South Dakota's entrepreneurship standards come from a variety of resources and CEE was one of those resources.

We are a local control state; curriculum decisions are made at the program level. Some teachers celebrate and participate in Entrepreneurship Week activities. But it is not a mandate. Some of our teachers are members of CEE; we don't have state membership. Some teachers use the CEE standards for their program of study. Most use our Oregon Skill Sets (based on the Career Clusters skill sets).

Question #4.

If you have incorporated the Consortium National Entrepreneurship Education Competencies into curriculum in your state, which of the following is true?

	Yes	No	Not sure	Response Count
a. Some of the competencies are included in Career & Technical Education only.	58.6% (17)	17.2% (5)	24.1% (7)	29
b. Some of these competencies are included in core-academic courses.	14.3% (4)	21.4% (6)	64.3% (18)	28
c. Some are included in arts education (music, performing arts, arts & crafts for sale).	0.0% (0)	25.0% (7)	75.0% (21)	28
d. Some are included in STEM programs in this state?	28.6% (8)	21.4% (6)	50.0% (14)	28
e. Entrepreneurship competencies are used to prepare students via problem-based learning with appropriate career experiences?	53.6% (15)	10.7% (3)	35.7% (10)	28
What other ways are entrepreneurship competencies included in your state? Show Responses				10

Note - Twelve of the respondents did not answer this question, indicating they have not incorporated the Consortium's National Entrepreneurship Standards in their programs....hence we can assume that 70% have done so in some ways. But so many are "not sure" about entrepreneurship being available in academic education and the arts, in fact anywhere except career and technical education.

Comments:

The WI Youth Entrepreneurs Network's goals and vision are largely in line with standards developed at the CEE. We have broken the state into its districts, sites and academic levels and are developing age-appropriate tools for entrepreneurship and related career development for students in K12 education.

Generally where teachers have been certified as VT REAL Entrepreneurship teachers -- they incorporate some of the standards.

Through our network of Virtual Enterprise centers and through local programs that have small business, business ownership, virtual enterprise or entrepreneurship courses. California career technical education has pathway standards for Entrepreneurship, and these are used.

Some students can do a business plan for a business venture for a senior project but we have no way of knowing how many students statewide choose to do this.

The e standards are under consideration.

Entrepreneurship competencies begin in 5th grade History and Social Science.

The Content Standards for Entrepreneurship Education were shared with Standards writing teams for career clusters during the last two years. To varying degrees, the standards were referenced and were used in the development of the cluster standards, primarily in the Business, Marketing and Management career field areas of (1) Business Management and Administration and (2) Marketing. The entrepreneurship competencies are incorporated into the common course syllabi and content of the six entrepreneurship courses were developed by the Curriculum Committee of NET-Force and which have been approved by the six Nebraska community college's Chief Instructional Officers. These syllabi and competencies are also incorporated into articulated/dual enrollment courses offered in Nebraska high schools and in courses offered by a number of Nebraska 4-year colleges. In addition, the competencies were used in the development of the University of Nebraska Extension 4-H Curricula, including the ESI: Entrepreneurship Investigation curriculum for ages 10-19, LEAP into Careers upper elementary activity guide, and the Blueprint for Success advanced entrepreneurship curriculum currently in the final stages of development.

Business and Marketing courses.

We hope that our teachers use problem-based learning.

Again, as teachers at the secondary level work with their post-secondary partners to develop programs of study, they may refer to the CEE standards for the entrepreneurial aspect of their program--though that happens infrequently (mostly in marketing or agricultural programs).

Question #5.

Does your state teacher training/certification have requirements for teacher preparation to support entrepreneurship education?

	Response Percent	Response Count
a. Yes	20.0%	8
b. No	47.5%	19
c. Not sure	32.5%	13
Comments about teacher training Show Responses		7

Comments:

Only as it relates to career and technical education as a specific certification. It is the WYEN project's goal to bring entrepreneurship education into every core curriculum as it relates to that curriculum.

Teachers must have a marketing or business education license. There is no separate entrepreneurship license.

Open for all teachers.

Not sure if it is part of the required curriculum of all CTE teachers. It certainly is in Business and Marketing, Family and Consumer Science Programs and Agriculture and National Resources.

Entrepreneurship competencies are included in all CTE courses in Virginia so there is not a separate endorsement.

Parts of chapter 74 vocational technical education licensure

Every teacher program is different

Question # 6.

Entrepreneurship education in our state includes the following:

	Yes	No	Not sure	Response Count
a. A series of experiences documented in a student portfolio	26.3% (10)	39.5% (15)	34.2% (13)	38
b. Optional use of business plan development in various courses	75.0% (30)	7.5% (3)	17.5% (7)	40
c. Related questions on state tests	27.5% (11)	45.0% (18)	27.5% (11)	40
d. Summer camps for selected students	43.6% (17)	33.3% (13)	23.1% (9)	39
e. Advanced Placement for students with local college credits	15.4% (6)	38.5% (15)	46.2% (18)	39
			Comments on any of these options: Show Responses	11

Comments:

Business plans that are optional are entirely up to teachers and departments.

Very very limited number of opportunities

All career-technical programs, including entrepreneurship, must have an articulation agreement.

There are not standardized programs at every school in California. There is a varied and diverse mix of offerings for entrepreneurship, including local, regional and state level student leadership organizations' activities, Local seminars and hundreds of courses in our high schools, alternative schools and regional occupation programs.

Local board of control at school determines several of these factors, therefore, I anticipate all to be an opportunity.

A number of the ideas above are under consideration.

e. We have dual enrollment opportunities in entrepreneurship in school divisions across the state. However, these courses are not classified as "Advanced Placement."

Local control state - school districts and postsecondary may or may not include any of these experiences in their curriculum.

Entrepreneurship courses offered at a number of Nebraska high schools have been articulated to area community colleges and have been recognized for dual enrollment. Nebraska does not have statewide

State NDE has organized CTE courses, pathways and standards. Districts will now select programs from a "menu" of options. New pathway for Entrepreneurship is one option for schools beginning 2012-13. For the past few years, several schools have offered Entrepreneurship courses.

I can't think of any AP or dual credit Entrepreneurship arrangements off the top of my head, but that isn't to say there isn't one or a dozen out there.

Question # 7.

Which leader(s) in your state annually proclaim National Entrepreneurship Week as a week of celebrating the contributions of entrepreneurs and the value added by Entrepreneurship Education?

	Yes	No	Not sure	Response Count
a. Governor	50.0% (19)	28.9% (11)	21.1% (8)	38

b. Legislator(s)	20.6% (7)	35.3% (12)	44.1% (15)	34
c. Mayor(s)	12.5% (4)	34.4% (11)	53.1% (17)	32
d. Chief State School Officer	18.2% (6)	45.5% (15)	36.4% (12)	33
e. President of the Community College State System	6.3% (2)	34.4% (11)	59.4% (19)	32
f. Head of Commerce Department of State	11.8% (4)	29.4% (10)	58.8% (20)	34
g. Local School Superintendents	9.4% (3)	34.4% (11)	56.3% (18)	32
h. Chamber of Commerce	20.6% (7)	23.5% (8)	55.9% (19)	34
i. County Commissioner	3.1% (1)	31.3% (10)	65.6% (21)	32
See www.entre-week.org to identify who is actively responsible for your state page, and suggest other persons below to contact. Show Responses				11

Comments:

Some mayors and county commissioners declare NEW. Most of the others do, but there is little real substance supported. Our WYEN project aims to change this.

Might be in some schools but not aware of any...unfortunately we are more focused on investing in big business in this state

Local activities vary. Our Small Business Development Center network and our Governor and his small business advocate take the lead at the state level. CA celebrates Entrepreneurship at another time of year also. That gets confusing!

We have a new State Head of the Commerce Department. I think he will be getting more involved in entrepreneurship activities in the future.

Virginia Department of Education, Marketing Specialist and related career clusters, is responsible for the state page.

WA DECA and WA FBLA - National Entrepreneurship Week participation.

Nevada Center for Entrepreneurship and Technology spearhead efforts. FBLA and DECA promote the week somewhat.

We have had programs at the capitol in recognition of National ENT Week. Many local programs that offer entrepreneurship either through Marketing Education or Business & Computer Science conduct activities in

celebration of National ENT Week. Marketing Education teachers are always reminded to participate in ENT Week and to use the resources on your Consortium to do so.

Again, the question format is unfortunate, as there is isn't a response for "Once in awhile" or "Depends on who's in office" or "In some towns/schools/departments, but not others"

Question # 8.

Which of the following sources of data regarding the development of the entrepreneurial climate of your state have you used during the past couple of years?

	Yes	No	Not sure	Response Count
a. US Department of Commerce	46.9% (15)	28.1% (9)	25.0% (8)	32
b. US Small Business Administration	60.6% (20)	18.2% (6)	21.2% (7)	33
c. Chambers of Commerce	51.4% (18)	25.7% (9)	22.9% (8)	35
d. Universities	73.5% (25)	8.8% (3)	17.6% (6)	34
e. State Department of Commerce	55.9% (19)	26.5% (9)	17.6% (6)	34
f. Consortium for Entrepreneurship Education	77.8% (28)	5.6% (2)	16.7% (6)	36
g. Kauffman Foundation	42.9% (15)	22.9% (8)	34.3% (12)	35
		Others (please specify)		7
		Show Responses		

What other Resources do you use:

JA, WEDCs, ...

We have not conducted a survey to see what is being done in this area. Again, we think entrepreneurship competencies and activities are very important, but we are a local control state and local districts have the final say on what is taught. At the technical college level we do include entrepreneurship.

State Department of Labor

US Department of Labor, US Bureau of Labor Statistics, CTE Advisory Committee Members, Workforce Training and Education Coordinating Board.

Recently, a report from governor's office on economic diversity and development.

Question #9.

Who are the two to three entrepreneurs who have recently been recognized in the press and by the media for their entrepreneurial efforts in your state? Please provide Name, Company, City, Contact Information if possible.

Ben Hobbins, Executive Director WYEN, 2011 Jefferson Award for public service, 2010 WI Innovation Champion Award, Popular Science Top 10 Invention Award

Gio Hobbins, 2012 Toronto -Queen's Entrepreneurship Contest Winner, Campus Bubble (Oshkosh/Emory Atlanta)

Steve Jobs

Dennis Albaugh, Ankeny

Doug Sayor, CEO, Premier Industries, Blackfoot, Idaho

Bob Lokken, CEO, High Tech Engineering Company in Boise, Idaho

Ron Neilson, CEO, Groundforce Manufacturing Co. , Post Falls, Idaho

Alex Ray Founder Common Man Restaurants POBX 581 Ashland NH 03217 603-968-9330

Jeremy Andrus, CEO, Skullcandy Inc.

Chef Dana Herbert, Desserts by Dana, Wilmington, DE 302-721-5798, chef.herbert@dessertsbydana.com

Rachel Weeks, School House, Durham, 1-800-278-2960

P. C. Amin, Shamin Hotels, 2000 Ware Bottom Spring Road, Chester, VA 23836; 804.777.9000;
<http://www.chesterfieldobserver.com/news/2008-09-03/home/001.html>

Gail Johnson, National Association of Women Business Owners' 2011 Hirschler Fleischer Entrepreneur of the Year, President of Rainbow Station, Innsbrook Centre, 4551 Cox Road, Suite 310, Glen Allen, VA 23060; 804.747.5900; info@rainbowstation.org or gwi@rainbowstation.org

Karen Booth Adams, Genesis Consulting and partner in five other successful firms in Richmond, VA. Genesis Consulting, 5207 Hickory Park Drive Suite E, Glen Allen, VA 23059; 804.523.8007
<http://www.ladieswholaunch.com/magazine/karen-booth-adams/3044>

Ken and Kyle Dunmire- Tacoma News Tribune

Nebraska Global, 151 N 8th Street, Suite 300, Lincoln, NE 68508, 402-325-1525, nebraskaglobal.com (Douglas Durham and Patrick Smith, Executive Directors)

Silicon Prairie News, 5018 Leavenworth St. Omaha, NE 68106, (402) 500-0776, (877) 350-3072 (Jeff Slobotski and Dusty Davidson)

Agile Sports, 151 N. 8th St., Suite 250, Lincoln, NE, 68508, (402) 817-0060, www.hudl.com (David Graff, Chief Executive Officer)

Dutch Fork Teacher of the Year in SC

Jimmy Bailey for YES Carolina

John Harthorne, Founder and CEO of MassChallenge (accelerator and competition), 1.888.782.7820

los angeles •Frank Addante, The Rubicon Project, Inc; Orange county-•Richard Ham, US Lighting Tech

Nor cal- •Jeff Weiner & Reid Hoffman, LinkedIn; san diego-• Kirk Haney, SG Biofuels

John Olson Whelen Co. 99 Cedar Rd. Charleston NH 03603 603-826-4005

Patrick Byrne, CEO, O.co (Overstock.com)

Cher Przelomski, COE, Planning Factory International, 302-656-8400, cher@planningfactory.com

Donna Lowry, Caring Touch Home Health Care, 910-521-9175

Paul Galbinski: Michigan Teacher of the Year

Cheryl Peters: Generation E Institute

Question #10.

The greatest thing(s) we brag about related to entrepreneurship and entrepreneurship education are:

Note - Only 50% answered this question. But there were so many great comments made, especially those we have highlighted.

The first set of comments were:

That we have great students and teachers who support EE

Creates jobs and wealth

MADE Entrepreneurship Competition

Multiple pathways to achieve some level of competencies, introducing statewide standards by June 20

CA has the largest percentage of gazelle companies in the United states

We have established an Entrepreneurship Program of Studies for High School Students

Entrepreneurs can find the silver lining in any economic situation.

Our summer camp is a real life entrepreneurial experience - students run their own businesses.

Drives economy in down times

Creative thinking

Entrepreneurship education provides opportunities for students to be innovative.

Entrepreneurship competencies are present in all Virginia CTE courses.

Mercer Island High School- Mercer Island Trading Company

Integration into the Core Curriculum

Nebraska Entrepreneurship Task Force (NETForce)

What students need to know to open a business

Nevada High School Business Plan Competition winners

Curriculum standards/elements in ENT for Marketing Education and Business & Computer Science.

Business Plan competition sponsored by the SD Bankers Association

We have a great investor network waiting to hear our entrepreneurs' ideas

*** Second set of comments:**

That we have a state superintendent who supports EE

EE creates opportunities outfits students with entrepreneurship skills beyond traditional classroom subjects

Entrepreneurship Challenge

CA has the largest percent of research dollars in the US

All teachers, any grade - any content area, can add a scoop of entrepreneurship education to enrich their curriculum.

Our entrepreneurship program has expanded into after school programs

Running your own business

We have the support of the Governor's office for entrepreneurship opportunities.

Mead School District- Entrepreneurship

Accessibility of resources for our educators

What students need to know to do a business plan

Have had ENT Seminars in the past

Youth Business Adventure (YBA). Week long for one week at two different universities. SD Chamber sponsor this event.

We have a great mentor network willing to share their expertise

Third set of Comments:

That our state government supports EE

Offers rural areas competitive advantages for economic development

Entrepreneurship curriculum for high school course

CA spends state funding connecting small business resources to high schools

Our entrepreneurship program has been presented as part of a 7th grade Leadership curriculum.

Entrepreneurship courses lead to a completer status in several program areas when taken with another CTE course. We also have a stand-alone two year completer program in Entrepreneurship at the high school level with a course offered in the middle school to introduce entrepreneurship.

DECA, FBLA, FFA, and SkillsUSA entrepreneurship activities

Michigan's continued support of Entrepreneurial Pursuits within our State

Nebraska Career Education Model (visually incorporates both entrepreneurship and employment as the end result of career-technical education).

What students need to know to be independent.

Governor's Giant Vision--where individuals can win \$20,000 or college (even high school) students can win \$5,000. The awards money goes down to 5th place.

We have great teachers that have been there and done that relative to entrepreneurship in our Universities.

SUMMARY COMMENTS - In an analysis of the responses from those states that are or have been a member of the Consortium (n = 23) we find that their responses are at least 10% more positive in every case. Major

differences included whether the Consortium's entrepreneurship competencies are included in their curriculum (75% yes versus 58% yes overall) and if entrepreneurship is taught via problem-based learning (73% yes versus 53% yes for all respondents). Those who are or have been members said staff attended the annual professional development conference (the FORUM) far more than those who had not been members (91.3% versus 57.5% overall).

Those that had not been members of the Consortium were much more likely to respond with "not sure" to many of the questions. For example, although a very small number, it is interesting that almost all are "not sure" where entrepreneurship is available.

	Yes	No	Not sure	Response Count
a. Some of the competencies are included in Career & Technical Education only.	42.9% (3)	0.0% (0)	57.1% (4)	7
b. Some of these competencies are included in core-academic courses.	0.0% (0)	14.3% (1)	85.7% (6)	7
c. Some are included in arts education (music, performing arts, arts & crafts for sale).	0.0% (0)	14.3% (1)	85.7% (6)	7
d. Some are included in STEM programs in this state?	14.3% (1)	14.3% (1)	71.4% (5)	7
e. Entrepreneurship competencies are used to prepare students via problem-based learning with appropriate career experiences?	28.6% (2)	14.3% (1)	57.1% (4)	7
What other ways are entrepreneurship competencies included in your state? Show Responses				2

In the years to come the Consortium hopes to stimulate interest in entrepreneurship education throughout the entire K-16 and adult education system, with Career Technical Education leading the way.

"The entrepreneurs of tomorrow are in our schools today!"

Many thanks to the leaders of Career & Technical Education in 40 states who took the time to respond to our survey about entrepreneurship education. Your responses help all of us to determine where the entrepreneurship education path should take us next. And more important, it helps us see what impact we may have made in the past 30 years.

If you wonder why the emphasis of Career Technical Education, we wish to point out that these programs have a special opportunity to merge entrepreneurial skills with career skills and decision making. Over the past years the Student Organizations (DECA, FBLA, FFA, FCCLA etc.) have included entrepreneurship in their state and national competitive events. In addition, CTE teachers are required to have some business experience prior to teaching. So it is only natural that teachers are open to and students are interested in the career opportunities that starting your own business present for the future.

The following states have made a major contribution to the celebration of National Entrepreneurship Week 2012 with their participation in this survey : AK, AL, AZ, CA, CO, DE, DC, GA, ID, IL, IA, KY, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NY, NC, ND, OH, OK, OR, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, and WY.

Readers are welcome to quote the data in this report with credit attributed to: The Consortium for Entrepreneurship Education, Columbus, OH. February 2012.

For further information contact:

Dr. Cathy Ashmore
Executive Director

Consortium for Entrepreneurship Education
Columbus, OH

614-486-6538
cashmore@entre-ed.org
www.entre-ed.org



Consortium for
**Entrepreneurship
Education**



**National
Entrepreneurship
Week**