



# Evidence in Action

## *A K20 Center Research Brief*

### Entrepreneurship Education as a Vehicle for K-12 Inclusion: A Case with Boys & Girls Clubs of America

*Slatten, L. A., Stewart, G., Lanier, P., Credo, K. R., & Bendickson, J. S.*  
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#### Introduction

The authors developed an entrepreneurship education initiative in collaboration with the Boys & Girls Clubs of America (BGCA) to address three key challenges:

- University-Community Engagement: Leveraging entrepreneurship education to strengthen university ties with local communities.
- K-12 Entrepreneurship Gap: Addressing the lack of entrepreneurial programming in K-12 education.
- Inclusive Programming: Promoting diversity, equity, and inclusion through accessible entrepreneurship education.

The literature cited highlights the growing recognition of entrepreneurship as a multidisciplinary and inclusive field, with potential to empower underrepresented youth and reduce poverty through skill-building and exposure to entrepreneurial thinking.

#### Methodology

##### Research Design:

The project followed a community-engaged, experiential learning model. It was structured around a series of collaborative activities between university faculty and BGCA youth, emphasizing hands-on learning and campus immersion.

##### Sample:

Participants included K-12 students (primarily grades 5-10) from BGCA clubs in a lower-income area in the Southeastern U.S. Faculty from various business disciplines and university students also participated.

##### Dosage:

The intervention spanned a semester and included:

- Three structured campus visits
- On-site business consultations
- Follow-up surveys and feedback sessions



### Data Analysis:

Qualitative feedback was collected via open-ended surveys and faculty debriefs. While no formal statistical analysis was conducted, thematic insights were drawn from student and faculty reflections.

## Results

The intervention yielded several practitioner-relevant outcomes:

- **Student Engagement:** Youth reported increased interest in entrepreneurship and higher education. Activities like business simulations and classroom observations were particularly impactful.
- **Skill Development:** Students gained exposure to financial literacy, teamwork, communication, and entrepreneurial thinking.
- **Inclusion and Access:** Many students experienced a college campus for the first time, helping demystify higher education and broaden their aspirations.
- **Community Impact:** The program fostered stronger ties between the university and local BGCA clubs, aligning with institutional goals for outreach and diversity.

## Application Into Practice

To replicate this intervention, schools can:

1. **Partner with Local Youth Organizations:** Collaborate with nonprofits like BGCA to identify student needs and co-design programming.
2. **Leverage University Resources:** Engage faculty and students from business or education departments to lead workshops and mentorship.
3. **Design Experiential Activities:** Include hands-on projects (e.g., business simulations, product development) and campus visits to inspire and educate.
4. **Ensure Inclusivity:** Tailor content to diverse age groups and backgrounds. Consider splitting participants by age for more targeted instruction.
5. **Collect Feedback:** Use surveys and reflection sessions to refine programming and measure impact.

## Work Cited

Slatten, L. A., Stewart, G., Lanier, P., Credo, K. R., & Bendickson, J. S. (2022). Entrepreneurship Education as a Vehicle for K-12 Inclusion: A Case with Boys & Girls Clubs of America. *Entrepreneurship Education and Pedagogy*, 6(3), 534-545.  
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