

12-2020

Who is left out?: Understanding the Sources of Platform Utilization by the Demographics of the Monterey Bay Region's Entrepreneurs Participating in Programs of the Institute for Innovation & Economic Development

Tzu-Ling Tseng
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Tseng, Tzu-Ling, "Who is left out?: Understanding the Sources of Platform Utilization by the Demographics of the Monterey Bay Region's Entrepreneurs Participating in Programs of the Institute for Innovation & Economic Development" (2020). *Capstone Projects and Master's Theses*. 938.
https://digitalcommons.csumb.edu/caps_thes_all/938

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Who is Left Out? : Understanding the Sources of Platform Utilization by the Demographics of
the Monterey Bay Region's Entrepreneurs participating in programs of the Institute for

Innovation & Economic Development

Tzu Ling Tseng

Collaborative Health & Human Services

Department of Health Human Services and Public Policy

California State University Monterey Bay

December 4th, 2020

Acknowledgements: I would like to thank my advisors, Caitlin Stinneford in the Department of Health Human Services and Public Policy, Jennifer Kuan in the College of Business, and Mary Jo Zenk with the Institute for Innovation and Economic Development (iiED). This research was supported by iiED, an institute of California State University Monterey Bay's College of Business.

Contact information: Tzu Ling Tseng, California State University Monterey Bay, 100 Campus Center, Seaside, CA, 93955. ttseng@csumb.edu.

Abstract

Background

As the United States becomes a more racially diverse country, particular challenges face specific demographics of people. The practical and policy ideas to address the disparities of race/ethnicity, gender, or age. While entrepreneurial startup activity is on the rise, some particular entrepreneurs remain underrepresented. Entrepreneurs of minority, including race, gender, and age, continue to have lower rates of entrepreneurship than their White men counterparts do. The barriers of entrepreneurship among minority people and outcomes are particular challenges and influenced by a combination of factors. Such as family, education, and availability of financial and social support. However, not many studies have been conducted in the Monterey Bay Region, consisting of Monterey, San Benito, and Santa Cruz Counties in the central coast of California, just south of the San Francisco Bay area. Limitations in the research significantly contribute to our lack of understanding of the potential intertwining of factors that likely influences startup-related outcomes among minorities in the Monterey Bay Region.

Purpose

In this study, we aim to understand the demographic background of the entrepreneurs of the Institute for Innovation and Economic Development. To investigate the institute's program sources of platform utilization of the Monterey Region's entrepreneurs by using demographic background and platform sources. This project aims to improve the ability of policymakers and service providers to assist in the planning and implementation of services that meet the diverse entrepreneurial needs of the local population—ensuring that all groups have equal access to entrepreneurship programs.

Methods

In this exploratory study, we conducted 62 entrepreneurial surveys to investigate the demographic factors, including gender, age, racial group (White & non-White), and education level. To identify the relationship of entrepreneurs by different backgrounds and the source of platform utilization that they are used to gathering from the Institute for Innovation & Economic Development's programs.

Conclusion

This paper reveals the relationship between existing challenges from different demographic backgrounds and various platform sources of information on entrepreneurial drive among minority entrepreneurs and the impact of business growth in the Monterey Bay Region. Institute for Innovation & Economic Development could strengthen the market on the school and teacher platform. Additionally, they could collaborate with other related institutes and help them do propaganda among the business ecosystem.

Keywords: Barrier to entrepreneurship, diversity, Minorities

Table of Contents

<i>Abstract</i>	2
<i>Introduction</i>	4
<i>Literature Review</i>	7
<i>Empirical Setting</i>	9
<i>Result</i>	10
<i>Discussion</i>	15
<i>Conclusion & Recommendations</i>	Error! Bookmark not defined.
	References
	18
<i>Appendix A</i>	19
Scope of Work	22

Introduction

The importance of employment to the health and well-being of individuals, families, and communities motivates diverse literature on many barriers people face in attaining a job in the United States (Hall, J. P., & Fox, M. H., 2004). However, Fairlie & Robb (2009) finds that minority entrepreneurs such as Black and Hispanic/Latino have fewer opportunities than white entrepreneurs to acquire valuable pre-business work experience through working in the family business. While many white entrepreneurs can rely on their networks for seed funding and funding to scale, minority entrepreneurs are unable to do so. According to the research conducted, the disparity between demographic backgrounds in the entrepreneurship environment exists. Minority entrepreneurs are still underrepresented among US business owners, and they also underperform compared to non-minority owners. Researchers have suggested that values lead to behavior, supporting the belief that a situation is perceived as relevant to a matter directly related to the self-concept. There is a motivational and cognitive process that takes action (Verplanken, B., & Holland, R. W., 2002). A consideration of individual obstacles' mutability shows substantial variation, ranging from immutable (or less mutable) characteristics such as race, gender, and in some cases, disability (Hall et al., 2017).

Regardless of why minorities start their businesses, most face five significant challenges: disadvantages in education and training, lack of personal qualifications, lack of access to resources, poor business knowledge, insight, and socio-cultural challenges. To understand the barriers to entrepreneurship, the entrepreneurial model refers to creating new business entities to provide work for individuals, or a group of individuals, with a diagnosis of a developmental disability. In this study, we will apply this Entrepreneurship Development Model to determine the entrepreneurial ecosystem's problem in the Monterey Bay region.

Entrepreneurship Development Model

Contributing Factors	Problem	Consequences
Education	There is limited entrepreneurship development in the Monterey Bay region.	Low economic growth
Market		Shortage of various industries
Limited financial and human capital		Shortage of local business

In Monterey County, 59.4% of the population are Hispanic or Latino. According to the survey (US Census Bureau, 2012), Hispanic owned firms represent nearly 30% of all businesses in Monterey county, and Veteran-owned firms represent only 8%. For the gender, men-owned firms represent 50.1%, which is 1.43 times more than women-owned firms in all businesses in Monterey county. The Entrepreneurship Development Model pointed out the problem in the entrepreneurship environment in Monterey Bay. Three essential factors limit entrepreneurial development in this region: a) Education, b) Market, and c) Limited financial and human capital. Consequences include low economic growth, shortage of various industries, and shortage of local business.

Education

Education refers to switching general knowledge into economic knowledge and, thus, innovation. A higher level of entrepreneurship also has increased innovation and technological change (Audretsch, D. B., 2007). According to the report (US Census Bureau, 2018); however, a characteristic of the Monterey county population is that it has a relatively lower rate of residents aged 25 years and over with a bachelor's degree or higher (24.5%) compared to the state population (36%).

Market

The survey (Kauffman Compilation: Research on Race and Entrepreneurship, 2016) pointed out that minority-owned businesses are disproportionately located in urban areas and disproportionately serve ethnic markets. The low macroeconomic environment will hamper progress in these areas. Lack of demand is a crucial factor that investors hesitate to have a long-term investment in Monterey Bay since there is a shortage of economic potential and a stable environment in a short time.

Limited financial and human capital

To a large extent, entrepreneurial intentions are influenced by demographic backgrounds, and researchers have proven that students from business backgrounds are more inclined to become entrepreneurs (SINGHAL, H., 2015). According to the report (Monterey Bay Economic Partnership, 2020), 51.3% of the Monterey Bay Region population is Hispanic. The most common racial or ethnic group living below the poverty line in Monterey county is Hispanic, followed by White and others (US Census Bureau, 2017). As a result, minority entrepreneurs are less likely to be approved for small business loans. When they are approved, they receive lower amounts at higher interest rates compared to their white counterparts.

Low economic growth

Over the past year, Monterey County has seen the job market increase by 1.8%; however, the future job growth over the next ten years is predicted to be 27.1%, which is lower than the US average of 33.5% (Best Places, 2019). Meanwhile, if it shows weak growth signals, that means the economy is doing poorly, which may bring with it falling incomes, lower consumption, and job cuts.

Shortage of local business

Vicariously, low economic growth leads to a shortage of local employment opportunities. The local company can pump more profits from the economic activity back into the community than its chain store counterparts, sparking local economic development. The Local Employment Dynamics database estimates that 68 percent of primary job workers live and work in Monterey County, and nearly 32 percent are employed outside the County.

Shortage of various industries

According to the report (Great Recession and Recovery, 2007-2010, 2010-2017), more diverse economies had lower unemployment rates and recovered faster than less mixed economies. Two of the traditional economic industries-agriculture and tourism- employ a larger proportion of low-skill, entry-level workers.

We will study this problem of entrepreneurial development in the Monterey Bay region. To ascertain eligible study participants for enrollment in this empirical study, the Institute for Innovation and Economic Development (iiED) will offer the list of participants of Startup Challenge 2020 (SC 2020). Our objective is to evaluate the participants of entrepreneurs participating in the iiED events to achieve a diverse environment by demographic factors in the Monterey Bay region. This research used for this study is empirical research with the two following objectives: To build a vibrant and sustainable entrepreneurial ecosystem in social justice and how to implement that. The positive impact of minority businesses can be seen at the national and local levels. This study expects to reach the demographic, including gender, race/ethnicity, age, different status of the entrepreneurs, and promote equal startup opportunities for all Americans. Develop a channel for minorities to access professional, entrepreneurial training programs such as iiED events and workshops.

Literature Review

Significant gaps remain in our understanding of employment barriers due, in part, to multifaceted and multifactorial obstacles to attaining regular paid work. One issue is the reactive approach in the human resources literature to legislation associated with employment barriers, especially Title VII of the Civil Rights Act in the United States. Thus, barriers such as age (Posthuma & Campion, 2009), race, and gender (Goldman et al., 2008) have received considerable attention in the management literature. Research (Singhal, H., 2015) indicated that gender, type of family, family background, and education level, of course, were found to have a significant impact on entrepreneurial intentions.

Although there is some evidence of a rising minority business ownership rate in the past few years, racial disparities remain large, a significant convergence in business ownership rate is unlikely shortly (Fairlie & Robb, 2010). There is still a substantial racial and ethnic gap, and inequality persists among entrepreneurs with different racial backgrounds. Bates et al. (2007) embrace past research on entrepreneurial activity requirements by applying the so-called 3M framework. Accordingly, new venture creation requires the presence of a market, including the opportunity recognition and exploitation in the market (Shane & Venkatesh, 2000), access to money in terms of funding, and management in terms of accessible human capital. Black and Hispanic entrepreneurs have lower education levels and fewer years of managerial experience than Asian and White entrepreneurs, which results in lower success at starting a new business, greater propensity to enter business lines with low entry barriers, and lower business survival rates (The State of Race and Entrepreneurship Research, 2016).

Human capital attributes such as education, relevant experience and specific knowledge have long been argued to be significant for entrepreneurial success (Elert et al., 2015).

Entrepreneurship equips business people with the knowledge, practical skills, and experiences necessary to chart new solutions in education. The relevant literature (Raposo, M., & Do Paco, A., 2011) suggests essential links between education, venture creation, and entrepreneurial performance, as well as between entrepreneurial education and entrepreneurial activity.

Moreover, it also indicated that the relative lack of success among black-owned businesses is attributable to owners who have less startup capital, disadvantaged family backgrounds, and less education. In other words, the relative success of Asian American-owned businesses in the US appears to be mainly due to their relatively high levels of startup capital and owner's education as well. A literature review has provided useful insight on factors shaping entrepreneurial orientation and barriers to entrepreneurship. To the best of the research team's knowledge at the Institute for Innovation & Economic Development, no such study has been conducted for the Monterey Bay region. So far, this contribution is expressly aimed at filling this gap.

Methods

Agency background

The iiED focuses on California State University Monterey Bay (CSUMB) resources, other regional educational institutions, successful entrepreneurs, and other local resources to build and support the Monterey Bay entrepreneurial ecosystem. The mission is to create a sustainable economy in the Monterey Bay region through a vibrant entrepreneurial environment (Institute for Innovation and Economic Development, 2020). The activities of the iiED fall under three categories: a) Entrepreneurship, b) Innovation & Education, and c) Applied Economic Research. Entrepreneurship activities are undertaken to support and explain the entrepreneurial activity within the university and the Monterey region. In addition, the Startup Challenge is an

event that takes place by the iiED, and which is the region's premier new business competition, designed to be an accelerator program inside a competition. Innovation and education are activities explicitly related to the training and development of entrepreneurs and entrepreneurship and encompass activities within the university and in the area and programming offered to extra-regional and international groups. Applied Economic Development activities are projects done for local public and private entities to assess their economic impact and undertake economic development activities. Furthermore, the institution also contributes to creating a diversity and equality entrepreneurial platform to promote social justice in the Monterey Region. Their served population includes CSUMB students, college students, the community, and those willing to start their business. (Institute for Innovation & Economic Development, 2020)

Study design and data collection

This exploratory study is to understand the potential factors that influence the sources of platform utilization. Our study aims to 1) understand the demographic background of entrepreneurs of the Institute for Innovation & Economic Development's events and 2) discuss the relationship of sources of platform utilization and demographic background entrepreneurs. The entrepreneurship development questionnaire was designed and validated by the iiED research team and College of Business of California State University Monterey Bay. Our potential study participants are the attendees who are business owners in the Startup Challenge of the Institute for Innovation & Economic Development's event. The questionnaire collected demographic information, including gender (Male & Female), age (18-24, 25-34, 35-44, 45-54, 55 or older), racial group (White & non-White), an education level (High school diploma and lower, Some college no degree, Associate degree, Bachelor's degree, Master's degree, PhD), employment status (Employed & Not employed), and entrepreneurship experience(No prior

experience, Started a business in the past, Close member owned/owns a business). In addition, we also collected for the platform sources where they knew the Institute for Innovation & Economic Development. From March, 2020 to April, 2020, there were 112 voluntary surveys sent out to the potential participants, those who are the participants of the Startup Challenge event. In May, 2020, we received 62 entrepreneur participants from the Startup Challenge of the Institute for Innovation & Economic Development as voluntary responses. Starting in June, we started working on the data clean and analysis.

Data Analysis

Descriptive statistics were used to describe the demographic background of entrepreneurs and the sources of platform utilization of the Institute for Innovation & Economic Development. Then, we discuss entrepreneurs' background information and sources of platform utilization by gender, age, racial group, education level, employment status, and entrepreneurship experience. SPSS statistical package and EXCEL program were used in all analyses.

Results

Table 1. Demographic characteristic of study participants (n=62)

	Total participants
Gender, n (%)	
Male	31 (51.7%)
Female	29 (48.3%)
Age Range, n (%)	
18-24	9 (15.8%)
25-34	14 (24.6%)
35-44	8 (14.0%)
45-54	12 (21.2%)
55 or older	14 (24.6%)
Race, n (%)	
White	45 (73.8%)
Non-White	16 (26.2%)
Educational Level, n (%)	
High school diploma and lower (e.g. GED)	1 (1.7%)
Some college, no degree	14 (23.3%)
Associate degree (e.g. AA, AS)	4 (6.7%)
Bachelor's degree	18 (30.0%)
Master's degree	16 (26.7%)
PhD	7 (11.7%)
Employment Status, n (%)	
Employed (full time or part time)	29 (61.7%)
Not employed (retired, homemaker)	18 (38.3%)
Entrepreneurship Experience, n (%)	
No prior experience	16 (22.2%)
Started a business in the past	37 (51.4%)
Close member owned/owns a business (Family, Friend, spouse/partner)	19 (26.4%)

* GED: General Equivalency Diploma; AA: Associate in Arts; AS: Associate in Science
 # 2 participants declined to answer their gender and race information; 1 in education level; 5 in their age; 15 in their employment status

In this study, we have a 55.4% response rate of the questionnaire survey. Based on Table 1, Sixty-two (62) participants completed the study in 73.8% of White people and 26.2% of Non-White. There are 51.7% of males and 48.3% of females. The most frequent age groups of this

study are 25-34 years (24.6%) and 55 or older (24.6%), respectively the second frequent is 45-54 years (21.2%), 18-24 years (15.8%), and 35-44 years (14.0%). For the education level, the highest grade completed by 1.7% of participants were high school or lower (e.g. GED), 23.3% had some college, no degree, 6.7% had associate degree (e.g. AA,AS), 30.0% had Bachelor degree, 26.7% had Master's degree, and 11.7% with PhD. Majority (98.1%) of participants in this study were equipped with higher education (≥ 12 years). 61.7% of participants are employed currently including part time and full time, and 38.3% of participants are not employed including retired and homemaker. The entrepreneurship experiences among the participants respectively 22.2% with no prior experience, 51.4% with started a business in the past, and 26.4% with close member owned/owns a business (Family, Friend, spouse/partner).

Table 1. The sources of platform utilization (n=62) (cont.)

Platform sources, n (%)	
Email	6 (8.3%)
Flyer, poster, or postcard	3 (4.1%)
Friend or Family	14 (19.4%)
Meetup	9 (12.5%)
Newspaper	3 (4.1%)
Other vocational service agency	14 (19.4%)
Radio	4 (5.6%)
Social media or Web search	2 (2.8%)
Teacher or school	11 (15.3%)
other	6 (8.3%)

Among all the platform sources that participants obtained the information from Startup Challenge of Institute for Innovation and Economic Development in the Table 1, Friend and school (19.4%) and other vocational service agencies (19.4%) are the most widely used sources, secondly is Teacher or school (15.3%), Meetup (12.5%), Email (8.3%) and other (8.3%), Radio (5.6%), Flyer, poster, or postcard (4.1%) and Newspaper (4.1%), and the less is Social media and Web search (2.8%).

Table 2. The relationship of platform sources and entrepreneurs' demographic information (n=62)

Source	Gender		Age Range					Racial Group	
	Male	Female	18-24	25-34	35-44	45-54	55 or older	White	Non-White
Email	4 (66.7%)	2(33.3%)		2(33.3%)		2(33.3%)	2(33.3%)	6(100%)	
Flyer, poster, or postcard	2(66.7%)	1(33.3%)		2(66.7%)		1(33.3%)		1(33.3%)	2(66.7%)
Friend or family	6(42.9%)	8(57.1%)	2(14.3%)	2(14.3%)	2(14.3%)	4(28.6%)	4(28.6%)	11(78.6%)	3(21.4%)
Meetup	6(66.7%)	3(33.3%)	1(11.1%)	2(22.2%)		2(22.2%)	4(44.4%)	8(88.9%)	1(11.1%)
Newspaper		3(100.0%)					1(100%)		
Other vocational service agency	8(57.1%)	6(42.9%)	2(14.3%)	4(28.6%)	1(7.1%)	3(21.4%)	4(28.6%)	9(69.2%)	4(30.8%)
Radio	3(75%)	1(25.0%)		1(33.3%)	1(33.3%)	1(33.3%)		4(100%)	
Social media and Web search		2(100.0%)		1(50%)	1(50%)			2(100%)	
Teacher or school	5(45.5%)	6(54.5%)	5(45.5%)	2(18.2%)	1(9.1%)	2(18.2%)	1(9.1%)	6(54.5%)	5(45.5%)
other	3(50.0%)	3(50.0%)		3(50%)	2(33.3%)		1(16.7%)	4(66.7%)	2(33.3%)

Table 2. The relationship of platform sources and entrepreneurs' demographic background information (n=62) (cont.)

Source	Educational Level					
	High School	Some college, no degree	Associate degree	Bachelor's degree	Master's degree	PhD
Email		2(28.6%)			4(57.1%)	1(14.3%)
Flyer, poster, or postcard		1(50%)		1(50%)		
Friend or family		4(28.6%)		5(35.7%)	3(21.4%)	2(14.3%)
Meetup		1(11.1%)	1(11.1%)	1(11.1%)	5(55.6%)	1(11.1%)
Newspaper			2(66.7%)		1(33.3%)	
Other vocational service agency	1(7.1%)	3(21.4%)	1(7.1%)	4(28.6%)	4(28.6%)	1(7.1%)
Radio		1(25.0%)	1(25.0%)	1(25.0%)		1(25.0%)
Social media and Web search				1(50.0%)		1(50.0%)
Teacher or school		4(36.4%)		5(45.5%)	1(9.1%)	1(9.1%)
other		2(33.3%)		3(50.0%)	1(16.7%)	

Table 2. The relationship of platform sources and entrepreneurs' demographic background information (n=62) (cont.)

Source	Entrepreneurship Experience			Employment Status	
	No prior experience	Started a business in the past	Close member owned/owns a business (Family, Friend, spouse/partner)	Employed (full time or part time)	Not employed (retired, homemaker)
Email		4(44.4%)	4(55.6%)	4(80%)	1(20%)
Flyer, poster, or postcard		3(75.0%)	1(25.0%)	2(66.7%)	1(33.3%)
Friend or family	3(15.8%)	8(42.1%)	8(42.1%)	8(61.5%)	5(38.5%)
Meetup	1(7.7%)	8(61.5%)	4(30.8%)	4(50.0%)	4(50.0%)
Newspaper		3(75.0%)	1(25.0%)	1(100.0%)	
Other vocational service agency	5(33.3%)	8(53.3%)	2(13.3%)	8(66.7%)	4(33.3%)
Radio	1(16.7%)	3(50.0%)	2(33.3%)	3(100.0%)	
Social media and Web search		1(50.0%)	1(50.0%)	1(100.0%)	
Teacher or school	4(28.6%)	4(28.6%)	6(42.9%)	6(85.7%)	1(14.3%)
other	1(16.7%)	5(83.3%)		1(25.0%)	3(75.0%)

According to Table 2, Friend or family, Teacher or school, and Other vocational service agency are the most three significant sources that participants received the information of Startup Challenge of iiED by gender (male & female), all age range (18 years -55 years or older), all education level (High school diploma or lower - PhD), employed status demographic variables. Particularly for the Teacher or school channel, it had a critical influence on the education level of Bachelor's degree (45.5%) and the age range of 18-24 years (45.5%). Additionally, based on Table 2, it showed that higher education (at least 12 years education) participants had received the news of Startup Challenge from more various sources, including Email, Friends or family, Teacher or school, and Radio. Participants who have started a business in the past obtained the information principle from Friend or family, Meetup, and Other vocational service agencies. Among the racial group (White & non-White), they all gathered information from Friends or family, Teacher or school, and Other vocational service agencies. Teacher or school is the principal source of information in non-White group contrast to other sources of platform utilization. Compared to non-White group, however, White group has a higher proportion of Friend or family (78.6%), Meetup (88.9%), and other vocational service agency (69.2%) sources.

Discussion

Results of the study showed that there is a significant disparity of entrepreneurial event participation between racial groups and education levels. White (73.8%) were more reaching to participate in the Startup Challenge event of iiED than non-White. In the field of minority entrepreneurship, sociologists and economists have written most of the influential studies. Minorities seeking to create viable business ventures have traditionally faced higher barriers than Whites as they sought to exploit the market opportunity, raise financing, and penetrate

mainstream networks (Bates, T., 2011; Fairlie & Robb, 2010; Shane & Venkatesh, 2000).

The proportion of education level, which is a Bachelor's degree or higher (68.4%) is inclined to attend the event compared to the lower than Bachelor's degree (32.6%). The present studies support the result of the study (Elert et al., 2015; Raposo, M., & Do Paco, A., 2011) conducted that educational qualifications also make a significant difference in participants' inclination towards entrepreneurs as their career.

In general, our study also found that Friend or family, Teacher or school, and Other vocational service agencies are the three primary sources of platform utilization. White group (51%) was affected by these three platform sources contrast to non-White. And participants with Bachelor's degrees or higher (54.2%) also were affected by these three sources compared to education levels that were lower than Bachelor's degrees. Source of Teacher or school was also the primary channel that they received the entrepreneurship institute information no matter in which demographic characteristics. These results are in tune with an earlier study (Singhal, H., 2015) that found that entrepreneurial intention will be impacted by gender, type of family, family background, and education level. School is where it inspires creativity and develops students' professional skills, especially for minorities. Result of the study presents that Teacher or school (29.4%) most influenced the non-White population contrast to other platform resources. The lack of appropriate educational credentials holds minorities back in acquiring the personal skills and abilities. Additionally, there is evidence which is in tune with results of entrepreneurial choice (Szerb & Imrech, 2007). People belonging to families having a business background have a higher probability of becoming entrepreneurs as to viewing the strength in the hands of finance and motivation as an experience. Moreover, self-employed parents can provide more financial and social support to their children to start their business as well (Wang et al., 2011). Family

members or friends involved in entrepreneurial activities will also influence an individual's intention in venture creation. The present study also found that participants gain the information of entrepreneurship from other vocational service agencies except for iiED. Various entrepreneurship institutes offer diversified services such as meetup, seminar, and professional business training to their individual agency members, and they are all the people who would like to startup their business. Based on our results, the institute firms' similar nature devoted to the same mission and work together will bring about maximal efficiency to deliver their resources or services. It is unfortunate that there is not enough study to support or contradict this result.

From this exploratory study, study findings were limited by a relatively low survey response rate from some entrepreneur demographic segments. Although 62 entrepreneurs have returned survey, they represent only 14 (26.2%) racial minority (Non-White), entrepreneurs compared to White (76.8%). It may be underestimated the sources of platform utilization in non-Whites.

Overall, our study found that people participating in the event are a shortage of non-White population and lower education level (lower than Bachelor's degree). Friend or family, teacher or school, and other vocational service agency) are the major influences on sources of platform utilization, especially among White and participants with Bachelor's degrees or higher. We recommend that the Institute for Innovation and Economic Development could work on promoting participation in minorities. Besides, throw in more power and resources in Friend or family, Education, and cooperate with other agencies. Similarly, although the number of incubators and accelerators for minority entrepreneurs has increased, more is needed. Programs and organizations that provide their residents with space, networking, and administrative services help them develop business knowledge and skills. However, more resources are needed to help

them develop an entrepreneurial mindset, which will help them become more self-sufficient after they are without assistance and strike out on their own.

References

- Hall, J. P., & Fox, M. H. (2004). What providers and Medical policymakers need to know about barriers to employment for people with disabilities. *Journal of Health & Social Policy*, 19, 37-50.
- Fairlie, R. W., & Robb, A. M. (2009). Gender differences in business performance: evidence from the Characteristics of Business Owners survey. *Small Business Economics*, 33(4), 375.
- Thurik, A. R. (2009). *Entrepreneurship: entrepreneurship, economic growth, and policy*. Entrepreneurship growth and public policy, 219-249.
- Fairlie, R. W., & Robb, A. M. (2007). Why are black-owned businesses less successful than White-owned businesses?
- Verplanken, B., & Holland, R. W. (2002). Motivated decision making: effects of activation and self-centrality of values on choices and behavior. *Journal of personality and social psychology*, 82(3), 434.
- Hall, A., Hickox, S., Kuan, J., & Sung, C. (2017). *Barriers to Employment: Individual and Organizational Perspectives*. In *Research in Personnel and Human Resources Management*. Emerald Publishing Limited.
- Audretsch, D. B. (2007). Entrepreneurship capital and economic growth. *Oxford Review of Economic Policy*, 23(1), 63-78.
- Kauffman Compilation: *Research on Race and Entrepreneurship*. (2016, November 23). Retrieved December 01, 2020, from <https://www.kauffman.org/resources/kauffman-Compilation-research-on-race-and-entrepreneurship/>
- SINGHAL, H. (2015). Demographic variables predicts entrepreneurship development. The role of families, inheritances, and human business capital. *Journal of Labor Economics*, 25(2), 289-323. SINGHAL, H. (2015).
- Regional Data Insights. (2020, August 17). Retrieved December 01, 2020, from <https://mbep.biz/data-insights/>
- Best Places. (2019) (n.d.). Retrieved December 01, 2020, from <https://www.bestplaces.net/economy/county/california/monterey>
- December 13, 2019, & Bennett, R. K. and J. (2019, December 18). Comparing two U.S. economic recessions, recoveries. <https://www.pewsocialtrends.org/essay/two-recessions-two-recoveries/>.

- Posthuma, R. A., & Campion, M. A. (2009). Age stereotypes in the workplace: Common stereotypes, moderators, and future research directions. *Journal of management*, 35(1), 158-188.
- Goldman, B. M., Slaughter, J. E., Schmit, M. J., Wiley, J. W., & Brooks, S. M. (2008). Perceptions of discrimination: A multiple needs model perspective. *Journal of Management*, 34(5), 952–977. <https://doi.org/10.1177/0149206308318613>
- Fairlie, R. W., & Robb, A. M. (2010). *Race and entrepreneurial success: Black-, Asian-, and White-owned businesses in the United States*. MIT Press.
- Bates, T., Jackson III, W. E., & Johnson Jr, J. H. (2007). Advancing research on minority entrepreneurship. *The Annals of the American Academy of Political and Social Science*, 613(1), 10-17.
- Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of management review*, 25(1), 217-226.
- Kennickell, A. B., Bucks, B. K., & Moore, K. B. (2006). Recent changes in US family finances: evidence from the 2001 and 2004 Survey of Consumer Finances. *Federal Reserve Bulletin*, 1-38.
- Fairlie, R. W., & Robb, A. M. (2008). *Race and entrepreneurial success*. Cambridge, MA: The.
- Bates, T. (2011). Minority entrepreneurship. *Foundations and Trends in Entrepreneurship*, 7(3-4).
- Blanchflower, D. G. (2007). *Entrepreneurship in the United States*.
- Department, E. D. (n.d.). Labor Market Information. Retrieved from <https://www.labormarketinfo.edd.ca.gov/>
- Economic Opportunities In Monterey County: Asset Inventory and Opportunity Identification. (n.d.). Retrieved from <https://www.co.monterey.ca.us/Home/ShowDocument?id=3606>
- Institute for Innovation and Economic Development. (n.d.). Retrieved from <https://csumb.edu/iied>
- Monterey County Economic Report Competitive Clusters Status Report. (n.d.). Retrieved from https://mbep.biz/wp-content/uploads/2018/05/Econ-C2-Report_2010-11.pdf
- US Census Bureau. (2018, June 17). 2008. Retrieved from <https://www.census.gov/programs-surveys/acs/guidance/comparing-acs-data/2008.html>
- Social Determinants of Health. (n.d.). Retrieved September 12, 2020, from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>

Chowdhury, S. (2005). Demographic diversity for building an effective entrepreneurial team: is it important?. *Journal of Business Venturing*, 20(6), 727-746.

Minority Entrepreneurs: Challenges and How to Succeed - BusinessTown. Business Town. (2017, May 16).

<https://businesstown.com/shows/barbara-oliver/minority-entrepreneurs-challenges-succeed/>.

Szerb, L., & Imreh, S. (2007). Entrepreneurship Education and Entrepreneurial Attitudes of Hungarian Students: An International Comparison. 5th International Conference on Management, Enterprise and Benchmarking. Budapest, Hungary.

Wang W. Lu. W. & Millington. J.K. (2011). Determinant of Entrepreneurial intention among college students in China & U.S.A. *Journal of global entrepreneurship research*, winter & spring, 1(1), 35-44.

Elert, N., Andersson, F. W., & Wennberg, K. (2015). The impact of entrepreneurship education in high school on long-term entrepreneurial performance. *Journal of Economic Behavior & Organization*, 111, 209-223.

Raposo, M., & Do Paço, A. (2011). Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3), 453-457.

Appendix A

Scope of Work

Activities	Timeline/Deadlines	Supporting Staff
Literature Review	February-August	Jenny
Create the survey	February-March	Mary Jo, Jenny, Lynnette
Send out the survey	April	Lynnette, Mary Jo
Finish the first stage of the recruitment	May	Mary Jo, Lynnette
Clean the first stage of responses	May	Mary Jo, Lynnette
Send out the survey a second time,	June	Mary Jo, Lynnette
Populate the data to the database	July-August	Mary Jo, Lynnette
Project organization/planning	Aug-September	Mary Jo, Lynnette, Jenny, Caitlin
Evaluate and clean the database	September	Mary Jo, Jenny, Caitlin, Mina
Start the data analysis process	October	Mary Jo, Jenny, Caitlin, Mina
Draft the abstract, method, result, and discussion	October	Mary Jo, Jenny, Caitlin, Mina
Continue working on the paper.	October-November	Mary Jo, Jenny, Caitlin, Mina
Prepare the capstone and proofread the paper.	November-December	Mary Jo, Jenny, Caitlin, Mina
Publish the project	December	Mary Jo, Jenny, Caitlin, Mina