College and Career Readiness

Strategic Plan

DISTRICT GOAL ONE
Expand Early Childhood Education to Enhance School Readiness and Early Learning

DISTRICT GOAL TWO
Extend College and Career Readiness to Advance Rigor and Relevance

DISTRICT GOAL THREE
Engage STEM Education to Strengthen Global Awareness and 21st Century Learning Skills

DISTRICT GOAL FOUR
Elevate Talent Management to Augment a Highly Qualified Workforce

DISTRICT GOAL FIVE
Narrow the Achievement Gap on Statewide Accountability Assessments

DISTRICT GOAL SIX
Maintain Fiscal Responsibility

Today’s Learners - Tomorrow’s Leaders

CCPS | Collier County Public Schools
History of the Entrepreneurship Program

2011-12
Realization of the importance of Entrepreneurship in Collier County

2012-13
Development of a course and curriculum

2013-14
CCPS offers the first course of entrepreneurship, culminating in the business plan competition and showcase

2014-15
CCPS offers 2 levels of entrepreneurship, culminating in a business plan competition and showcase and a business ownership competition

2015-16
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Culminating Activities

Business Plan Competition & Showcases

2013-14
• Business Plan Competition and Showcase

2014-15
• Business Plan competition and Showcase
• Business Ownership Competition

2015-16
• Minimum Viable Pitch (MVP)
• Pitch Night

Year 1

Year 2

Year 3
2015 Business Plan Competitions

2015 Business Ownership Competition (http://www.collierschools.net/Page/3844)
Immokalee High School

“Failure is simply the opportunity to begin again, this time more intelligently.”

Inspire

Today’s Learners - Tomorrow’s Leaders

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Palmetto Ridge High School

“All our dreams come true, if we have the courage to pursue them.”

—Walt Disney, Founder of Disney

“I knew that if I failed I wouldn’t know the one thing I might regret.”

—Walt Disney, Founder of Disney

Today’s Learners - Tomorrow’s Leaders

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“Think Tanks”
Student Enrollment

Entrepreneurship Student Participation

- 2013-2014: 176
- 2014-2015: 288
- 2015-2016: 601 requests
Curriculum

39 Total Lessons

20 “Coach Recommended Lessons” to be co-taught with teacher

INCuBAtoredu Units:

- Ideation
- Customer Discovery
- Customer Connections
- Dollars & Cents

- Building your MVP
- Validation- Experimentation
- Promotion
- Scaling - Presentation
# Lean (Agile) Start Up Model & MVP Pitch

<table>
<thead>
<tr>
<th>Customer Problems</th>
<th>Solution</th>
<th>Unique Value Proposition</th>
<th>Customer Relationships</th>
<th>Customer Segments</th>
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<tr>
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<td>Key Metrics</td>
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<td>Channels</td>
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<th>Cost Structure</th>
<th>Revenue Streams</th>
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<td>Start Up Costs</td>
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*Today's Learners - Tomorrow's Leaders*
The Coach Model

## Coach Modules Summaries

<table>
<thead>
<tr>
<th>Module</th>
<th>Days</th>
<th>Approx. Timing</th>
<th>Summary</th>
<th>Recommended Coach Skill Set</th>
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<tbody>
<tr>
<td>1.3 Group Ideation</td>
<td>4-5</td>
<td>Early Sept</td>
<td>Inspire group to begin identifying meaningful problems to solve</td>
<td>Strong communicator, very articulate, high energy. Could have sales background, or entrepreneur. Guiding students to craft a concise message about the problem they are solving and potential solution. Guides on elevator pitch creation, presentation, and evaluation.</td>
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<td>that will become the source of their business opportunities. It is</td>
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<td>important to start the process by generating the</td>
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<td>Topics/Opportunities to ideate around. Students need to</td>
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<td>understand the importance of consumer insight, &quot;the why&quot; behind</td>
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<td>strong product/service ideas. Once teams are clear on what</td>
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<td>problems are worth solving, then they can begin generating ideas</td>
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<td>that represent potential solutions to the problem.</td>
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<td>1.6 Value Proposition</td>
<td>5</td>
<td>Mid Sept</td>
<td>Develop and present the team’s elevator pitch for their business</td>
<td>Marketing or advertising background. Someone who can lead exercises and push students to creatively develop customer profiles (personal) which students can reference and use to guide their communication, and product development decisions that will most resonate with their target group because they have deep understanding of them.</td>
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<td>model. Students will create a unique and meaningful Unique Value</td>
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<td>Proposition (UVP). UVP is what makes the students’ products/service</td>
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<td>different from their competitors. Students need to understand and</td>
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<td>define their customers beyond using a demographic label. The</td>
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<td>students will have a better understanding of their customers and will</td>
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<td></td>
<td></td>
<td>be better prepared to get out and talk with these customers.</td>
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<td>2.1 Customer</td>
<td>2</td>
<td>Late Sept</td>
<td>Students identify the market opportunity for their business idea by</td>
<td>High analytical skills, spreadsheet estimating. Understanding purpose and concept of sizing a potential market as a business investment. Could be marketing professional, investment specialist. Comfortable directing students to online resources to estimate buyers, population, geographic segmenting. Comfortable directing students to make strategic choices.</td>
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<td>Segmentation</td>
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<td>estimating market size.</td>
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<td>2.4 Market Sizing</td>
<td>3</td>
<td>Mid Oct</td>
<td>Students need to understand the link between product, brand, and</td>
<td>Marketing or advertising background. Large, small agency or corporate experience can relate to this content. Understanding of product positioning in market, brand benefits, brand messaging and translating positioning into communication plans.</td>
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<td>positioning statement and how that translates to what they see about</td>
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<td>that brand in the marketplace. Students should be able to describe</td>
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<td>how they want their customer target to THINK, FEEL, and CONNECT</td>
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<td>with their product/service.</td>
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<tr>
<td>3.1 Positioning</td>
<td>2-3</td>
<td>Late Oct</td>
<td>Students will understand what options they should consider as</td>
<td>High level of proficiency in digital marketing. Understands tactics of how to promote business on line, via social media, and uses emotions and the power of language and storytelling.</td>
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<td>motivational talking points to not undermine success interaction and</td>
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<td>3.4 Basics of</td>
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<td>Internet</td>
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Teacher Professional Development

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• Teachers participate in ongoing professional development throughout the school year

• Summer
  • Teachers participate in INCubatoredu training
  • Teachers participate in Entrepreneurship - Lean Start Up model training led by Dr. Kauanui at FGCU

• School Year
  • 2 (1 per semester) Career & Technical Education Development Days
  • Quarterly teacher meetings
  • Monthly video conference meetings
Community Needs
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Roles

School Champion
Works with district to secure and facilitate coaches and mentors and advisors

Teacher
Continuity
Class Manager

Mentors
Advisor to student team

Coaches
Subject matter experts

Student

Board of Directors / Advisors
Advisors at MVP and Pitch stages
Non-Traditional Funding

- Minimum Viable Product (MVP)
- Program Costs
- Supplemental Resources

- Classroom Environment for Enhanced Student Experiences
- Angel Investors for Final Pitches
Questions & Discussion
For additional information, contact

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Phone: (239) 377-0109
Email: StahlC@collierschools.com