

ESHIP PATHWAY

FACILITATION

GUIDANCE FOR INSTRUCTORS



2024

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Getting Started

Introduction to the Entrepreneurship and Innovation Pathway

Hello and welcome! We're so excited you're here.

Career and technical education (CTE) provide students with hands-on training in technical and vocational fields. To complement this, the West Virginia Department of Education (WVDE) has launched the Entrepreneurship and Innovation Pathway (ESHIP Pathway). It prepares the technically skilled, professionally prepared CTE workforce with entrepreneurial preparation to provide students an additional pathway to future career success. Whether they plan to enter the existing workforce or want to pursue launching their own businesses post-graduation, the ESHIP Pathway is a valuable opportunity for students to explore their entrepreneurial potential and expand their career horizons.

This guide is designed to support CTE educators in successfully navigating and teaching the hands-on curriculum of the ESHIP Pathway. It brings CTE educators with little to no experience in entrepreneurship to a higher level in entrepreneurship competencies and entrepreneurship education pedagogy through robust resources and helpful tools. It is designed to be complementary to the existing lessons, curricular supports, and professional development provided to educators that have received WVDE's Advanced Credential to teach the Entrepreneurship and Innovation Pathway.

The Need for Entrepreneurship Education

Entrepreneurship education is becoming increasingly important in today's world as more people seek to start their own business and become their own boss. However, effective entrepreneurship education is about more than just teaching people how to start a business. It requires a focus on building the *knowledge, skills, and abilities (KSAs)* necessary to succeed as an entrepreneur.

KSAs are essential competencies that individuals need to be successful in their chosen field. In entrepreneurship, KSAs include skills like analytical thinking, innovation, critical thinking, collaboration, problem-solving, creativity, initiative, self-reliance, flexibility, communication, future orientation, adaptability, opportunity recognition, comfort with risk, and resilience. Effective entrepreneurship education should focus on developing these KSAs in students, as they are the foundation upon which successful entrepreneurial ventures are built.

These KSAs are increasingly missing from today's workforce, making entrepreneurship education even more critical. A report by the World Economic Forum identified resilience, flexibility, analytical and creative thinking as some of the most in-demand yet lacking skills among job seekers. Employers often struggle to find candidates who possess these qualities, which are essential not only for entrepreneurship but also for innovation and growth in any business environment.

Moreover, the impact of small businesses on the economy underscores the importance of robust entrepreneurship education. According to the U.S. Small Business Administration (SBA), small businesses of 500 employees or fewer account for 99.9% of all U.S. businesses, 44% of U.S. economic activity and create two-thirds of new jobs. Small businesses play a

crucial role in West Virginia's economy. In 2020, small businesses made up over 99% of all businesses in the state and employed nearly 50% of the workforce. According to the Kauffman Foundation's Indicators of Entrepreneurship, West Virginia has a high *opportunity share* – meaning individuals in West Virginia start their business because they want to, not because they need to – new entrepreneurs, but low rate of business actualization (the lowest in the country). The resulting Kauffman Early-Stage Entrepreneurship (KESE) Index score of -2.78 indicates an opportunity to expand and strengthen entrepreneurial supports across the Mountain State to advance entrepreneurship-led economic development. These businesses drive innovation and competition in many industries. By equipping future entrepreneurs with the necessary KSAs, we can ensure a steady pipeline of innovative and resilient small business leaders who will continue to fuel economic growth and job creation.

Entrepreneurship education must, therefore, be designed to fill these gaps in the workforce. This involves not only traditional business training but also experiential learning opportunities such as internships, mentoring, and hands-on projects that simulate real-world entrepreneurial challenges. By fostering a comprehensive skill set in potential entrepreneurs, educational institutions can play a pivotal role in shaping a dynamic and adaptable workforce capable of meeting the demands of the modern economy.

Meet The Design Team

The Entrepreneurship and Innovation Pathway curricula was collaboratively developed by:



Learn more about the design partners via their websites:

- [The West Virginia Department of Education](#)
- [Marshall University's iCenter](#)
- [The EdVenture Group](#)
- [West Virginia University John Chambers College](#)
- [WVU Encova Center for Innovation and Entrepreneurship](#)
- [WVU Morris L. Hayhurst LaunchLab](#)

Pathway Overview

Core Courses

The ESHIP Pathway requires four sequential courses for pathway completers. To teach the full pathway, educators must complete their Advanced Credential through the West Virginia Department of Education's in-person and online credentialing opportunities. Note: ESHIP 1 may be taught individually by any business credentialed instructor.

Figure 1: ESHIP Pathway Course Sequence



ESHIP 1: Introduction to Entrepreneurship

This course serves as an introduction into the nature of entrepreneurship, entrepreneurial mindsets, problem framing (identifying, clarifying, and contextualizing problems), and the design thinking process. Focus will be on the local community context with a core theme of the discovery of entrepreneurial opportunities. The course will equip students with an overview of entrepreneurship, help assess and develop their entrepreneurial mindset, and provide a foundation of problem framing and customer discovery through the design thinking process. The goal is to provide students with a thorough understanding of the entrepreneurial discovery process and how to apply iterative processes to the development of new ventures.

ESHIP 2: Designing a Desirable Venture

This course helps students create a business that customers will desire by helping students identify who their customers are, their unique needs and wants, and how to build a business that meets those needs. The course introduces students to the Business Model Canvas (BMC), a tool used to map a business idea. The course will equip students with the ability to target different customers through creative marketing approaches and the development of a value proposition to describe why customers should purchase their product or service. From this, students will build their marketing, branding, and sales strategies for their venture. The course will conclude with an overview of distribution and channels, or how to get the product to customers, as a segue to the continued development of their BMC in ESHIP 3.

ESHIP 3: Creating a Business Foundation

This course emphasizes business feasibility and viability (Is it possible and will it work?) through a focus on how to set up your business using the Business Model Canvas (BMC). The course also introduces entrepreneurial finance as a core component of determining whether a business will be successful. The course will equip students with the required knowledge and skills to identify and secure key resources and partners for a successful launch. An in-depth approach to entrepreneurial finance will prepare students to develop a competitive revenue model and cost structure for their venture with an understanding of start-up, fixed,

and ongoing costs. Students will exit the course with a functional financial model and a strong understanding of accounting and finance tools, such as Inuit Quickbooks, that are essential to small business functions. By the conclusion of ESHIP 3, students will have a completed BMC, financial model, and marketing plan for their venture.

ESHIP 4: Launching a Successful Venture

The final course of the entrepreneurship pathway prepares and supports students in the required steps to officially launch their business in the real world. Students will learn the technical aspect of the launch, including required business licenses, the best business structure to support their idea, intellectual property to protect their ideas, and who they can connect with to support the growth of their business. The course will also help students gain an understanding of how to manage a new business, including essential functions of business operations, human resources, team development, employee relations, and product/service management. By the conclusion of the pathway, student ventures will be developed to a point where they are capable of being fully launched and funded by external sources.

Enrichment Courses

In addition to the four core courses of the ESHIP Pathway, the design team has collaborated to create two additional entrepreneurship enrichment courses designed to be adaptable for environments that do not have the ability to offer the formal pathway. These courses, in addition to ESHIP 1, can be placed into any academic schedule and taught by a certified business educator.

1472 – Principles of Entrepreneurship

Principles of Entrepreneurship is a dynamic CTE Enrichment Course designed to immerse students in the entrepreneurial mindset and cultivate their innovative potential. The course explores key concepts such as design thinking and the entrepreneurial process, guiding students from ideation to execution. Through hands-on activities and real-world applications, learners will engage in critical thinking, problem-solving, and creative design. The course culminates in experiential learning opportunities where students pitch a mock business idea, synthesizing their knowledge and skills in a practical, impactful presentation.

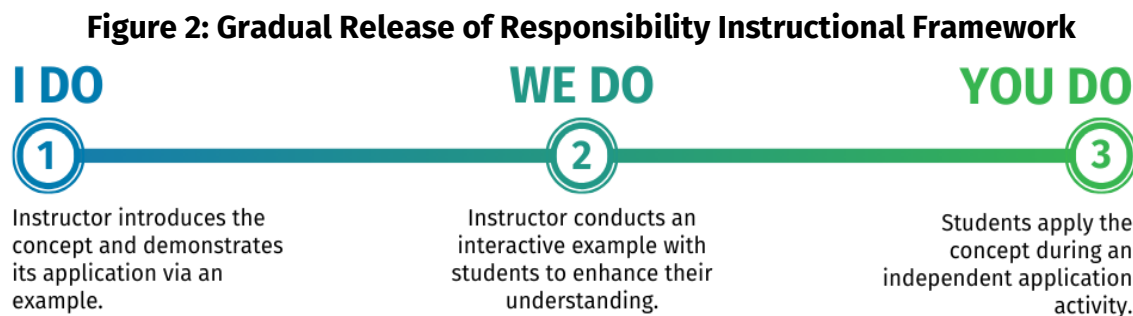
0523 – Entrepreneurship Preparedness

Entrepreneurship Preparedness is an intensive CTE Enrichment Course designed to equip students with the essential tools and knowledge to transform a business idea into a viable enterprise. This course guides students through the critical stages of business plan development, ensuring they create comprehensive and strategic blueprints for their ventures. Additionally, it covers the intricacies of licensure/regulatory requirements and financial considerations, providing a clear understanding of the legal and financial landscape entrepreneurs must navigate. The course also emphasizes the importance of network development, helping students build valuable connections with mentors, industry professionals, and potential investors, setting a strong foundation for their entrepreneurial journey.

Pathway Curriculum Structure


The ESHIP Pathway curriculum is designed to be adaptive to the unique learning environment in which it is being implemented and the audience with which it is engaging. Its flexible lessons allow the adaptation of session content to meet varying school schedules and time requirements. Course curriculum is structured into units and aligned lessons. All lessons are adjustable to 45- and 90-minute increments. Each lesson and unit is scaffolded to prepare students for application of their learning through various activities and assignments, with lesson frameworks providing educators detailed instruction, linked and embedded resources, and aligned handouts and assessment tools where appropriate.

The *Gradual Release of Responsibility (GRR)* instructional framework (Figure 2), often referred to as the "I do. We do. You do." method, is used by educators to guide students through the process of learning and mastering new skills or concepts. This is a structured approach that gradually shifts the responsibility for learning from the facilitator to the students. This method is particularly effective in promoting active engagement and independent learning and is integral to the ESHIP Pathway lessons. The Gradual Release of Responsibility method is rooted in the idea that learning is a process that involves a transition from dependence to independence. By providing explicit instruction, guided practice, and opportunities for independent application, this method helps students build both competence and confidence in their abilities, empowering them to take on greater responsibility for their own learning.



Additional scaffolding recommendations and materials are also included within each lesson (under Teacher Notes) to provide more information and resources regarding the corresponding lesson objectives. Figure 3 displays a current lesson and accompanying lesson assets available to instructors of the ESHIP Pathway.

Figure 3: ESHIP 1 Lesson 1.1.5 Creativity and Innovation

ESHIP 1.1.5	Name: _____ Date: _____
Creativity and Innovation	<h2>Creativity & Innovation</h2>
Lesson Introduction: Creativity and innovation is defined as "...the ability to think of ideas and create solutions to problems without clearly defined structures." It's the use of imagination and original ideas to be inventive in making new products to solve existing problems.	What hobbies or passions did you have when you were little? Do you still have them? _____ _____
Learning Outcomes: Students will be able to... • Connect creativity and innovation to entrepreneurship. • Challenge themselves to solve problems creatively.	What is your favorite subject in the hierarchy? Why? _____ _____
Timing Options 1 x 45 minute	Do you think you can multitask well? Why or why not? _____ _____
Materials: • Post-it notes • Paper • Markers • 1.1.5 Creativity + Innovation Worksheet • TED Talk: Do Schools Kill Creativity?	How can we nurture creativity? _____ _____
Essential Vocabulary: • Innovation • Nurture • Prototype • Storyboard	
Teacher Notes: The TED talk " Do Schools Kill Creativity " raises strong points when it comes to the encouragement of children and their future. We should all want to create an education system that nurtures instead of undermines creativity. We encourage you to watch it, even if you decide not to show this TED talk to the class. The video is approximately 20 minutes long. Children aren't often encouraged to be an artist or musician because they "won't make money". Some children will be diagnosed with learning challenges when they just need to adapt their method of learning. This lesson allows all students to use their creative abilities depending on their learning style.	
Standards + Competencies: Describe the nature of entrepreneurship. • Discuss the influence of problem framing on venture development. • Explain the importance of empathy in entrepreneurship Generate venture ideas.	
Discussion Points/Key Takeaways: • Do you think people are born creative? Can they be taught to be creative? • Is innovation key to being a successful entrepreneur?	

Pathway Skills Sets and NOCTI Assessment

The following links will direct you to the West Virginia Department of Education's required skills sets for the ESHIP Pathway core courses and enrichment courses. The NOCTI assessment associated with the ESHIP Pathway is the [A*S*K Institute's Concepts of Entrepreneurship assessment](#).

- **Core Course Standards:** ESHIP 1, ESHIP 2, ESHIP 3, ESHIP 4
- **Enrichment Course Standards:** 1472, 0523

Dual Credit Opportunities

Students in the ESHIP Pathway are eligible for up to six hours dual credit through partnership with Marshall University. Students who complete ESHIP 1-3 are eligible for the BUSN100 course credit. Students who complete ESHIP 4 are eligible for ENT220 course credit.

- **BUSN 100 Introduction to Business, 3 Credit Hours**
Introduction to the business disciplines including the importance of each individually and the synergy of working together. Utilizes experiential learning to solidify the concepts and incorporates career exploration.
- **ENT 220 Creativity & Innovation, 3 Credit Hours**
Introduction to creativity theory, including exposure to basic frameworks, concepts, and obstacles to creativity. Through practical application, the relationships between creativity, innovation and entrepreneurship are explored.

ESHIP Pathway Value Proposition

The ESHIP Pathway delivers comprehensive entrepreneurship education to equip students with the essential knowledge, skills, and abilities necessary for entrepreneurial success. It provides hands-on, experiential learning opportunities that foster innovation, critical thinking, problem-solving, and resilience. By bridging the gap between theoretical knowledge and practical application, it prepares students to successfully launch and manage their own businesses and become valuable contributors within dynamic work environments.

For students, the pathway offers:

- Experiential, hands-on learning in a fun, fast-paced environment that’s “not your typical classroom”,
- Mentorship and networking with experienced entrepreneurs, business leaders, and industry professionals,
- Opportunity to explore and monetize passions, whether as a side hustle, a viable career pathway post-graduation, or a long-term interest,
- In-demand skills training in design thinking, creativity, and innovation strategy, making them competitive in any workplace, and
- Competitions and challenges that boost professional portfolios and provide opportunity for investment and financial support.

For educators, the pathway offers:

- Comprehensive curricula that covers all aspects of entrepreneurship, from ideation to execution, incorporating several business principles such as marketing, finance, etc. into one pathway,
- Collaborative and practical learning opportunities focused on real-world experience and business environments,
- Extensive network and relationship building with business leaders across West Virginia, and
- Robust curricular supports, including detailed lesson frameworks, downloadable assets, and technical assistance.

For employers, the pathway offers:

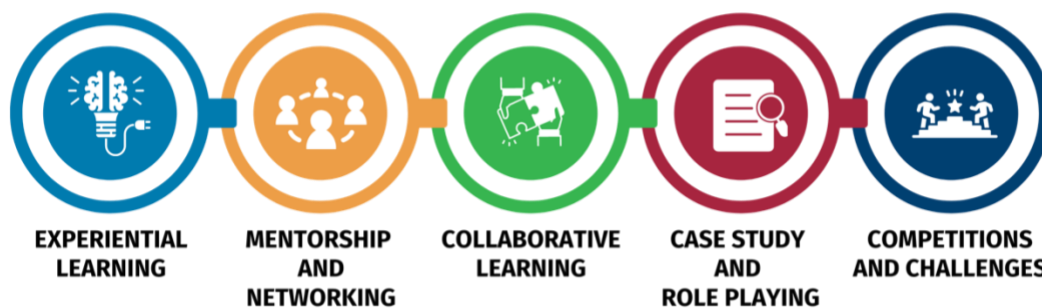
- A pipeline of highly skilled, innovative, and adaptable graduates for employment,
- Opportunities to collaborate on real-world projects and strengthen relationships with local school systems, and
- Thought partnership and influence on teaching priorities and strategies for long-term economic growth.

Instructional Support

Teaching Entrepreneurship: A Shift in Strategy

Teaching entrepreneurship effectively requires moving beyond traditional textbook-based courses to embrace hands-on, experiential learning methods. These approaches engage students in real-world challenges and help them develop the practical skills and mindset necessary for entrepreneurial success. Figure 4 outlines the required elements of an effective entrepreneurship education learning environment.

Figure 4: Required Elements of an Effective Eship Edu Learning Environment



Experiential learning, such as business simulations and real-world projects, allows students to start and run virtual businesses or work on actual problems with local businesses and community organizations. This provides practical experience in applying concepts gained in the classroom, such as developing marketing plans, conducting market research, or creating new product ideas.

Mentorship and networking must be infused into an effective entrepreneurship learning environment. Mentorship connects students with experienced entrepreneurs and business leaders who offer invaluable insights and guidance, as well as lived experience to help craft student perception of entrepreneurship as a viable career pathway. Networking events, such as conferences and pitch competitions, should be encouraged and incorporated as opportunities for students to build professional networks and stay current with the latest trends and innovations.

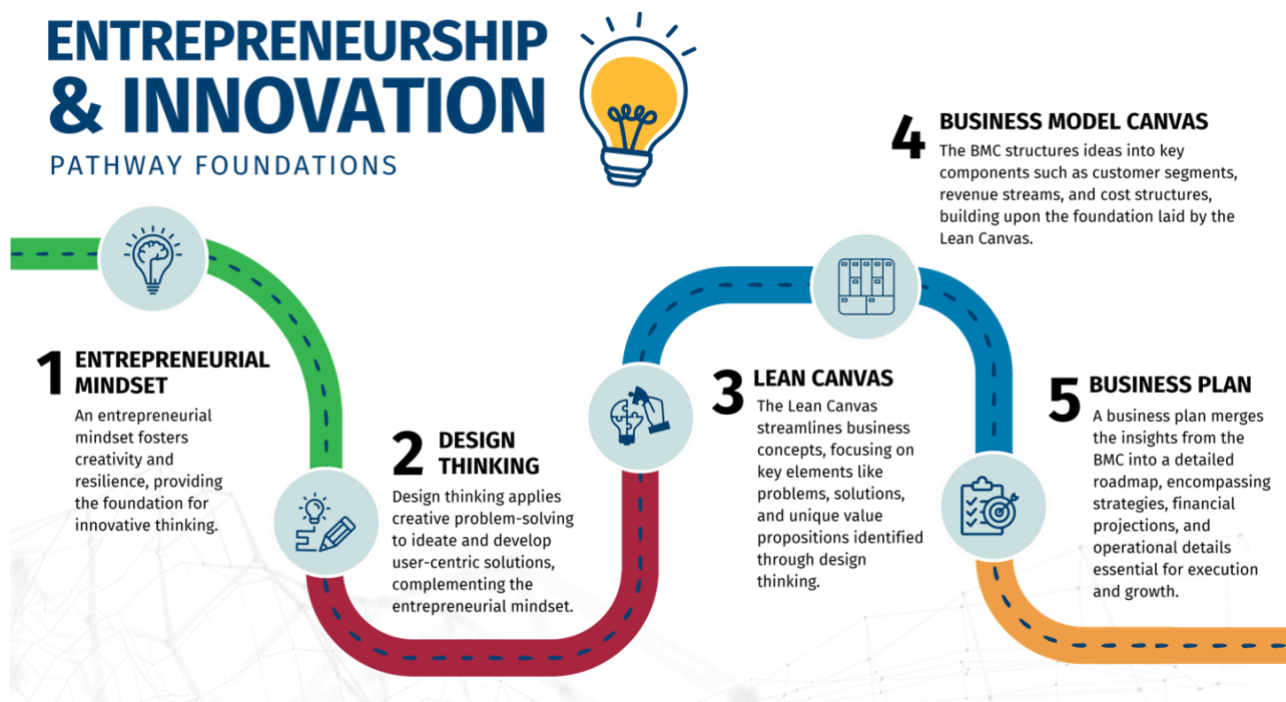
Collaborative learning requires team-based projects and activities, fostering competitive, in-demand skills like critical thinking, project management, and effective communication. Peer-to-peer learning encourages students to share experiences and insights, fostering a collaborative learning environment and enhancing problem-solving skills.

Case studies and role-playing exercises further enrich the learning experience. Analyzing real-world business scenarios helps students understand the complexities of entrepreneurial decision-making, while role-playing allows them to develop empathy, negotiation skills, and a deeper understanding of business dynamics.

Competitions and challenges, such as business plan competitions, gamify the learning experience and require students to develop and pitch their business ideas externally, promoting creativity, self-reliance, and professionalism.

By integrating these hands-on elements into entrepreneurship education, the pathway creates a dynamic learning environment that equips students with the essential KSAs needed for entrepreneurial success. This approach not only prepares students to launch their own ventures, but also makes them valuable assets in any innovative and fast-paced work environment. The core foundations of the ESHIP Pathway are outlined in Figure 5. These foundations, in addition to Entrepreneurial Discovery, are outlined as quick references below to support implementation in the classroom.









Figure 5: ESHIP Pathway Core Foundations



Quick Reference: Entrepreneurial Mindset

The ESHIP Pathway adopts the Network for Teaching Entrepreneurship, or [NFTE](#)'s, definition and characteristics for entrepreneurial mindset. NFTE defines *entrepreneurial mindset* as: "...a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings." Table 1 below outlines the entrepreneurial mindset characteristic and its associated definition for easy reference.

Table 1: Entrepreneurial Mindset Characteristics

 <p>Critical Thinking & Problem Solving</p>	<p>The process of applying higher-level, process-oriented thinking skills and using applied reasoning to make decisions.</p>
 <p>Flexibility & Adaptability</p>	<p>The ability and willingness to change actions and plans to overcome present and future challenges.</p>
 <p>Communication & Collaboration</p>	<p>The ability to clearly express ideas to an intended audience, including persuading others to work towards a common goal.</p>
 <p>Comfort with Risk</p>	<p>The capacity to move forward with a decision despite inevitable uncertainty and challenges.</p>
 <p>Initiative & Self Reliance</p>	<p>The power to take ownership of a project without input or guidance and to work through obstacles independently.</p>
 <p>Future Orientation</p>	<p>An optimistic disposition with a focus on obtaining the skills and knowledge required to transition into a career.</p>
 <p>Opportunity Recognition</p>	<p>The practice of seeing and experiencing problems as opportunities to create solutions.</p>
 <p>Creativity & Innovation</p>	<p>The ability to think of ideas and create solutions to problems without clearly defined structures.</p>

Quick Reference: Entrepreneurial Discovery

Entrepreneurial opportunity is defined as “... an apparent way of generating value through unique, novel, or desirable products, services, and even processes that have not been previously exploited.” The ESHIP Pathway utilizes the *4 I's of Entrepreneurial Opportunity* to provide context to our ideas and determine how novel or valuable they are to others. High value and usefulness are required in entrepreneurship to be successful. Figure 6 outlines the Four I's and provides an example of their application to the music technology industry.

Figure 6: 4's I's Music Industry Example



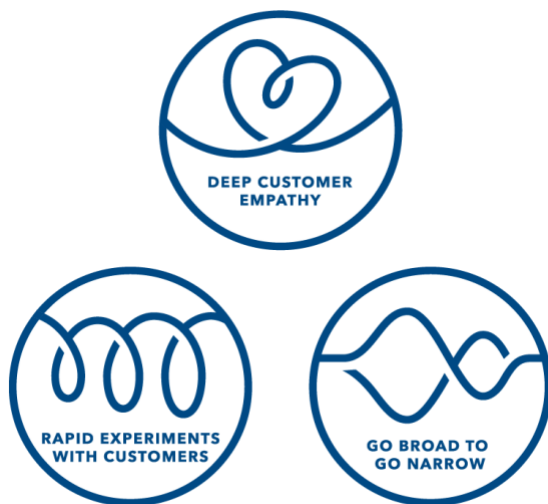
In Figure 6, the gramophone, while a significant invention at its time, wasn't widely used until advancements made it more practical and accessible to the general public. This paved the way for further innovations like record players, CDs, cassettes, Walkmans, iPods with downloadable music, and many others. These advancements rendered the gramophone obsolete for everyday use.

Record players themselves might be considered irrelevant for current music consumption, but they hold value for some due to the element of nostalgia.

Quick Reference: Design Thinking

Once students understand the importance of entrepreneurial discovery, they are introduced to a process called design thinking. *Design thinking* is "...human-centered, iterative approach for solving complex problems (problems with no apparent answers). Design thinking helps better understand the unmet needs of the individuals for whom you are creating, reduce the risk associated with launching new ideas, products, and services, generate solutions that will go beyond solving a problem for people and be something that customers really love, and learn and iterate faster. The ESHIP Pathway utilizes Intuit's Design for Delight (D4D) framework (Figure 7) as the foundational methodology for design thinking. D4D includes three steps:

Figure 7: Intuit's D4D Framework



Deep Customer Empathy fosters shared understanding, insights, and motivation to improve the lives of customers. Empathy is gained by observing people where and when they are experiencing pains or problems.

Go Broad to Go Narrow focuses on what is important. Students "go broad" by using their creativity to explore a variety of solutions, then "go narrow" by focusing on bold solutions most likely to delight the customers.

Rapid Experiments with Customers tests solutions quickly. By running experiments with real customers, students quickly learn what does and does not work, saving valuable time and resources when making decisions.

Quick Reference: The Lean Canvas

The *Lean Canvas* is “...a strategic management and entrepreneurial tool used to describe, analyze, and plan a business model.” It is a great tool to transition student thinking from their design thinking solution to a broader business structure. The Lean Canvas (Figure 8) is composed of nine key elements, recommended to complete in this order: 1) customer segments, 2) problem, 3) solution, 4) unique value proposition, 5) unfair advantage, 6) channels, 7-8) revenue streams and cost structure, and 9) key metrics.

Figure 8: The Lean Canvas










PROBLEM		SOLUTION	UNIQUE VALUE PROPOSITION	UNFAIR ADVANTAGE	CUSTOMER SEGMENTS
List your customer's top three problems.		Outline a possible solution for each problem.	Create a single, clear, compelling statement that turns an unaware visitor into an interested prospect.	Identify something that can't be easily copied or bought.	List your target customers and end users.
Existing Alternatives List how these problems are solved today.	KEY METRICS	High Level Concept List your X for Y analogy. (e.g. Chewy = Amazon for pets.)	CHANNELS List your path to your customers.	Early Adopters List characteristics of your ideal customer.	
	List key numbers telling how your business is doing.				
COST STRUCTURE List your fixed and variable costs.			REVENUE STREAMS List your sources of revenue.		


The Lean Canvas is the foundation of ESHIP 2. Within the curriculum, fillable templates and several examples have been provided, ranging from large companies to fictional businesses relevant to local, rural economies.

Quick Reference: The Business Model Canvas

The *Business Model Canvas* (Figure 9) builds upon the Lean Canvas to provide additional information related to business structure and necessary components for success. Like the Lean Canvas, the Business Model Canvas is composed of nine elements, designed to be completed in this order: 1) Customer Segments, 2) Value Propositions, 3) Customer Relationships, 4) Channels, 5) Key Activities, 6) Key Resources, 7) Key Partners, 8-9) Revenue Streams and Cost Structure.

Figure 9: The Business Model Canvas

The Business Model Canvas		Designed for:	Designed by:	Date:	Version:
Key Partnerships 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 	
	Key Resources 		Channels 		
Cost Structure 				Revenue Streams 	

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The Business Model Canvas is the foundation of ESHIP 3, where students will build out their individual venture ideas. Within the curriculum, fillable templates and several examples have been provided, ranging from large companies to fictional businesses relevant to local, rural economies.

Quick Reference: Business Plan

The final ESHIP Pathway foundation is a business plan. A *business plan* is “...a formal written document that outlines the goals, strategies, market analysis, financial projections, and operational plans for a business.” It serves as a roadmap for the business, guiding its growth and development and is often used to secure funding. While business plans are typically customized to the unique needs of the business, essential components of a business plan include the following:

- **Executive Summary:** business name, location, mission statement, and an explanation of product/service being offered,
- **Business Description:** history, structure, vision, and goals and objectives,
- **Market Analysis:** industry description, target market, market needs and growth, and competition analysis,
- **Organization and Management:** organizational chart, ownership information, and structure for leadership,
- **Products or Services:** detailed description of products or services, benefits, and any research and development activities,

- **Marketing and Sales Strategy:** marketing strategy (pricing, promotion, distribution), sales strategy, and customer relationship management,
- **Funding and Financial Projections:** current and future funding needs, funding sources, income statements, break-even analysis, and assumptions.

Within the curriculum, several example business plans will be provided, including those sourced from local West Virginia entrepreneurship competitions. Educators will be provided templates for use to streamline assessment and review.

Student and Classroom Management

In an entrepreneurship education environment, fostering a dynamic and interactive classroom is crucial for student engagement and success. This section provides innovative student and classroom management tips tailored to the unique demands of entrepreneurial learning, emphasizing flexibility, collaboration, and real-world application. The following tips equip teachers with strategies to promote active learning through group and paired activities, encourage class participation, cultivate collaboration, and address student motivation and apathy.

Promote Active Learning: Group & Paired Activities

The incorporation of group work into paired activities in this learning environment encourages peer learning and knowledge sharing, while developing communication and collaboration skills. It also promotes diverse perspectives and problem-solving approaches, increasing student engagement and accountability.

Tips for Group Work & Paired Activities:

- *Variety is Key:* Mix up group sizes and formats (jigsaw activities, think-pair-share, etc.) to cater to different learning styles and keep things engaging.
- *Clear Roles & Goals:* Assign roles within groups (facilitator, recorder, timekeeper) and establish clear expectations and learning objectives in addition to clear instructions for the activity.
- *Accountability Structures:* Use rubrics or peer review to hold individuals accountable for their contributions within the group.
- *Scaffolding:* Provide clear instructions, templates, or guiding questions to support initial understanding.
- *Formative Assessment:* Circulate during group work to observe dynamics and address any emerging issues.

Encourage Class Participation

Class participation enhances critical thinking and communication skills while deepening understanding through active listening and discussion. It also creates opportunities for diverse voices to be heard.

Tips for Class Participation:

- *Warm-up Activities:* Start with engaging activities to break the ice and encourage participation.

- Icebreakers & Energizers: Incorporate short icebreakers or energizers throughout lessons to promote engagement and refocus attention.
- *Wait Time*: After posing a question, allow students sufficient time to formulate their responses before calling on someone to encourage student reflection and participation.
- *Open-Ended Questions*: Go beyond factual recall and use questions that encourage critical thinking and discussion.
- *Random Selection*: Utilize popsicle sticks, online randomizers, or other methods to choose respondents fairly.
- *Alternatives to Verbal Participation*: Incorporate non-verbal responses such as thumbs up/down, written responses, drawing, exit tickets, quick writes, or polls to gather student input and cater to different communication styles.
- *Hand-Raising Variations*: Supplement hand-raising with alternative participation methods like thumbs-up/down for quick checks, choral responses for key concepts, or using online polling tools for anonymous participation.
- *Positive Reinforcement*: Acknowledge and celebrate student participation, effort, and insightful contributions.
- *Equity and Inclusion*: Create a safe learning environment where all students feel comfortable sharing their ideas. Utilize random calling or volunteer pools to ensure participation is spread across the class.
- *Movement and Engagement*: Incorporate movement breaks or short activities to increase energy levels and refocus attention.
- *Technology Integration*: Utilize educational technology tools like online polls, quizzes, or gamified learning platforms to make learning interactive and engaging.
- *Sticky Notes*:
 - *Brainstorming*: Use sticky notes for individual brainstorming within groups before group discussion. This allows quieter students to contribute without feeling pressure to speak up immediately.
 - *Questions*: Provide students with sticky notes to anonymously write down questions throughout the lesson. Address these questions periodically or dedicate a specific time for clarification.
 - *"Think-Pair-Share" with Sticky Notes*: During independent thinking time, have students jot down ideas on sticky notes. Then, in pairs, students share their notes and discuss before sharing key takeaways with the class.

Cultivate Collaboration

Collaboration develops teamwork, communication, and problem-solving skills while fostering a sense of community and shared responsibility. It also teaches students to value diverse perspectives and compromise.

Tips and Tools for Effective Collaboration:

- *Collaborative Learning Goals*: Clearly define learning goals that require collaboration and teamwork.
- *Collaborative Skills Instruction*: Explicitly teach and model collaborative skills like communication, conflict resolution, and active listening.
- *Collaborative Tools & Platforms*: Utilize online collaborative tools (Google Docs, Padlet) for real-time collaboration and shared document creation.

- *Collaborative Documents*: Utilize online collaborative documents like Google Docs for group projects, allowing real-time co-creation and facilitating communication and shared responsibility.
- *Discussion Boards/Posts*: Utilize online discussion boards or platforms for students to submit written contributions, pose questions, or engage in asynchronous discussions outside of class time.
- *Ground Rules*: Establish ground rules for respectful communication, active listening, and shared decision-making within groups.
- *Positive Interdependence*: Structure activities such that students rely on each other's contributions to achieve success.
- *Team Building Activities*: Incorporate short team-building exercises to help students learn how to collaborate effectively.
- *Conflict Resolution Skills*: Equip students with strategies to address disagreements constructively.
- *Peer Assessment*: Use peer assessment tools to encourage accountability and self-reflection within groups.
- *Recognition & Rewards*: Acknowledge and celebrate successful group work to reinforce the value of collaboration.

Address Student Motivation & Apathy

Understanding student apathy and motivation is crucial in an entrepreneurial education environment, as it directly impacts engagement and learning outcomes. Addressing these factors helps tailor teaching strategies to inspire and maintain student interest, fostering a more dynamic and productive classroom. By recognizing and responding to motivational challenges, educators can create an environment that nurtures entrepreneurial spirit and drives students to achieve their full potential.

Tips to Address Apathy and Increase Student Motivation:

- *Relevance*: Connect learning materials and activities to students' interests and real-world applications to foster a sense of purpose and relevance.
- *Choice & Ownership*: Offer students some degree of choice in activities, projects, or learning pathways to increase engagement.
- *Differentiation*: Adapt instruction to cater to different learning styles and abilities by providing varied learning pathways and activities.
- *Positive Feedback & Recognition*: Provide specific and encouraging feedback to acknowledge student effort and growth. Acknowledge and celebrate individual and group successes to foster a sense of accomplishment.
- *Building Relationships*: Build positive and trusting relationships with students, demonstrating care and concern for their individual needs. Create a positive and supportive classroom environment where students feel comfortable taking risks.
- *Addressing Underlying Issues*: Identify and address any potential reasons behind student apathy, such as learning difficulties or external stressors, that are hindering student motivation.
- *Growth Mindset*: Cultivate a growth mindset by emphasizing the power of effort and perseverance over innate ability.

By implementing these strategies, you can create a dynamic learning environment that fosters active participation, collaboration, and a love for learning in your students.

Shifting from Instructor to Facilitator

Transitioning from teacher-centered instruction to student-led, project-based, and experiential learning requires a shift in role from instructor to facilitator. The following strategies and facilitation checklist are designed to ease the transition to become a facilitator who empowers students to take ownership of their learning:

Student-Led Learning

- *Shared Ownership:* Co-create project guidelines and rubrics with students, allowing them to determine success criteria and assessment methods.
- *Student Choice:* Offer students some degree of choice in project topics, research methods, or presentation formats to foster engagement and cater to diverse interests.
- *Peer Coaching & Collaboration:* Encourage students to learn from each other. Facilitate peer review sessions or group consultations to share ideas and provide constructive feedback.
- *Student-Led Presentations:* Empower students to showcase their learning through presentations to the class, school, and the wider community. This builds confidence and communication skills.
- *Scaffolding & Support:* Provide targeted support and resources without dictating the direction or solutions.

Project-Based Learning

- *Authentic Projects:* Ground projects in real-world problems or scenarios. This increases student engagement and relevance. Consider partnerships with local businesses or organizations for project inspiration.
- *Driving Questions:* Develop engaging, driving questions that spark curiosity.
- *Project Management Skills:* Teach students essential project management skills like goal setting, managing time, and allocating resources. This empowers them to take ownership of their learning journey.
- *Differentiation & Choice:* Offer opportunities for students to differentiate their projects based on learning styles and interests. This could involve choosing the product format (video, infographic, presentation) or tailoring the research focus.
- *Formative & Summative Assessment:* Utilize a variety of assessment tools throughout the project, like presentations, progress reports, rubrics tailored to specific skills, and self-reflection journals.
- *Celebration & Reflection:* Dedicate time for students to present their projects to the class or a wider audience. Facilitate a reflection process where students analyze their learning journey, successes, and areas for improvement.

Experiential Learning

- *Hands-On Activities*: Incorporate hands-on activities that allow students to learn by doing. This could include simulations, experiments, case studies, field trips, or service-learning opportunities.
- *Inquiry-Based Learning*: Encourage student-driven inquiry and exploration. Guide them to develop research questions, analyze data, and draw their own conclusions.
- *Problem-Solving Challenges*: Present students with real-world problems or scenarios that require them to apply critical thinking, collaboration, and problem-solving skills.
- *Real-World Applications*: Help students connect their classroom learning to real-world applications. Pose questions like "How can this concept be used to solve a problem in your community?" or "How does this relate to a future career path?"
- *Reflection & Analysis*: Dedicate time for students to reflect on their experiences, analyze their learnings, and consider the broader implications of what they encountered. Facilitate post-experience reflection through discussions, journaling prompts, or creative projects. Encourage students to analyze their experiences, connect them to the learning objectives, and identify key takeaways.

Use Table 2: Teacher Facilitation Reflection Checklist to reflect on your facilitation practices and identify areas for improvement in fostering an entrepreneurial education environment that prioritizes facilitation over instruction.

An ESHIP Pathway instructor's role is to guide, support, and empower students to become self-directed learners who are intrinsically motivated to explore, investigate, and solve problems. By implementing these tips and conducting self-reflection, instructors can create a dynamic learning environment where students feel empowered to take ownership of their learning, collaborate effectively, gain valuable experiences, and develop critical skills that prepare them for success beyond the classroom.

Table 2: Teacher Facilitation Reflection Checklist

Do I encourage and model openness by being receptive to student questions and ideas?	___ Yes ___ No
Do I pose open-ended questions to encourage critical thinking and deeper understanding?	___ Yes ___ No
Do I dedicate time for reflective discussions to help students analyze their learning journeys?	___ Yes ___ No
Do I give my attention and actively listen to students, showing that their voices are valued?	___ Yes ___ No
Do I demonstrate curiosity and enthusiasm for learning to inspire my students?	___ Yes ___ No
Do I empower student voice and leadership by assigning roles and providing opportunities for choice?	___ Yes ___ No
Do I cultivate collaboration and communication skills through group work and modeling respectful communication?	___ Yes ___ No
Am I flexible and adaptable in adjusting the learning process to meet student needs?	___ Yes ___ No
Do I provide positive reinforcement and specific praise to acknowledge student effort and progress?	___ Yes ___ No
Do I offer formative assessment and ongoing feedback to help students identify areas for improvement?	___ Yes ___ No
Do I greet students by name and create a welcoming environment to foster a sense of belonging?	___ Yes ___ No
Do I celebrate diversity and incorporate diverse perspectives in the classroom?	___ Yes ___ No
Do I create a safe learning environment where students feel comfortable taking risks and sharing ideas?	___ Yes ___ No
Do I set gradual challenges to increase student confidence and celebrate progress along the way?	___ Yes ___ No
Do I recognize and celebrate the journey of learning, not just the final outcome?	___ Yes ___ No

Program Support

Pathway Recruitment

The ESHIP Pathway is designed for high school upperclassmen but can be adapted to include Grades 9-10 dependent on class scheduling. Entrepreneurship education can be intimidating for students, caregivers, and counselors because it often seems complicated and risky compared to more traditional subjects. Many people think entrepreneurship requires natural creativity or business-savviness, which can discourage students who don't see themselves that way.

That's why it's important to recruit effectively for the ESHIP Pathway, making it clear that anyone can succeed with the right support. By reaching out to a diverse group of students, the ESHIP Pathway can be an inclusive environment where everyone feels encouraged to explore and develop their entrepreneurial skills.

Profile of an ESHIP Pathway Student

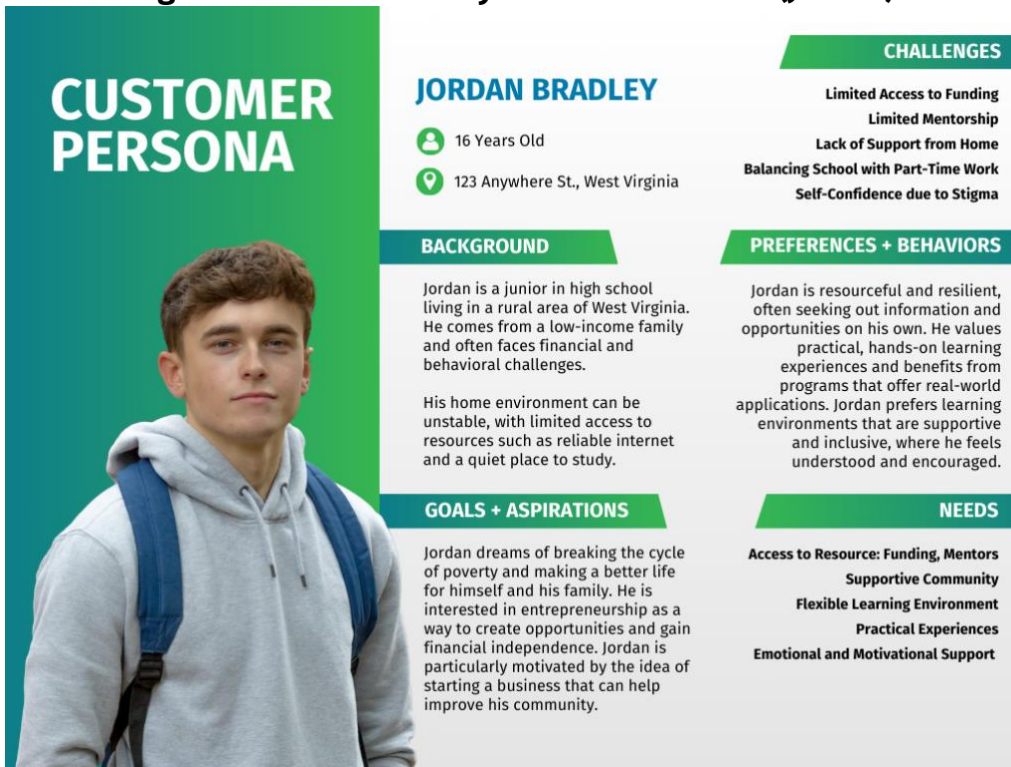
A *customer persona* is “...a detailed representation of a segment of your target audience.” It can help educational programs, like the ESHIP Pathway, understand the needs, preferences, behaviors, and challenges of their students, or “customers”. By creating customer personas, schools and instructors can tailor their pathway to better meet the needs of their target audience, ensuring more effective engagement and outcomes. Figures 10 and 11 represent customer personas based on potential West Virginia students.

By creating personas like Jordan and Alex, instructors and school administrators can design recruitment tools and supports for the ESHIP Pathway that address the specific needs and challenges unique to West Virginia students. This ensures that the program is accessible, supportive, and empowering for all potential participants.

Figure 10: ESHIP Pathway Customer Persona (Alex)



Figure 11: ESHIP Pathway Customer Persona (Jordan)



Alignment with CTSOs

Entrepreneurship is closely aligned with several Career and Technical Student Organizations (CTSOs), as it fosters essential skills and mindsets that are valuable across various career pathways. CTSOs like DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), and SkillsUSA emphasize leadership, business acumen, and real-world application of classroom knowledge - core principles of entrepreneurship education. These organizations provide students with opportunities to develop business plans, engage in competitive events, and participate in hands-on projects that mirror the entrepreneurial process. This helps students build critical thinking, problem-solving, and teamwork skills, which are vital in both entrepreneurial ventures and traditional career paths.

Moreover, entrepreneurship education within CTSOs prepares students for the dynamic and ever-changing job market. Organizations such as FFA (formerly Future Farmers of America), FCCLA (Family, Career and Community Leaders of America) and HOSA (Future Health Professionals) integrate entrepreneurial principles by encouraging students to innovate within their respective fields, whether it's through developing new innovations, community programs, or creating health-related startups. By aligning entrepreneurship with CTSOs, students are equipped not only with technical skills but also with the entrepreneurial mindset needed to identify opportunities, take initiative, and drive innovation, ultimately enhancing their career readiness and adaptability.

Caregiver Education and Sample Language

Caregivers play a crucial role in student decisions regarding career pathways by providing guidance, support, and resources that shape their educational and career aspirations. They influence students' perceptions of various careers and help them navigate the complexities of making informed decisions about their futures.¹ Research shows that parental involvement significantly impacts students' academic success and career choices.²

Caregivers are particularly influential in entrepreneurial career decisions because they shape their children's values, attitudes, and perceptions about career choices from an early age. They provide critical support systems, such as financial resources, mentorship, and emotional encouragement, which are essential for the uncertain journey of entrepreneurship. Moreover, parents' own experiences and attitudes towards risk, failure, and success can significantly impact their children's willingness to pursue entrepreneurial ventures.³

However, caregivers often tend to recommend more traditional career pathways due to the perceived stability and predictability these routes offer. Traditional careers, such as medicine, law, or engineering, are associated with clearer educational and career trajectories, which can seem safer and more secure compared to the high risks and uncertainties of entrepreneurship. Caregivers may also have concerns about their child's

¹ Trusty, J. (2002). *Effects of high school course-taking and other variables on choice of science and mathematics college majors*. *Journal of Counseling & Development*, 80(4), 464-474. <https://doi.org/10.1002/j.1556-6678.2002.tb00213.x>

² Wang, M. T., & Sheikh-Khalil, S. (2014). *Does Parental Involvement Matter for Student Achievement and Mental Health in High School?* *Child Development*, 85(2), 610-625. <https://doi.org/10.1111/cdev.12153>

³ Chlosta, S., Patzelt, H., Klein, S. B., & Dormann, C. (2012). *Parental role models and the decision to become self-employed: The moderating effect of personality*. *Small Business Economics*, 38, 121-138. <https://doi.org/10.1007/s11187-010-9270-y>

ability to handle the pressures and financial instability often associated with starting and maintaining a business. Additionally, societal norms and expectations play a role, as traditional careers are often seen as more prestigious and reliable.⁴ To address this, Table 3 has prepared tips and talking points when communicating the ESHIP Pathway’s benefit to caregivers.

Table 3: Caregiver Tips + Talking Points

<p>Tip: Highlight the Benefits</p> <ul style="list-style-type: none"> • Emphasize how entrepreneurship helps students develop a wide range of skills that are valuable in any career. • Discuss the stability and career options that entrepreneurship skills can offer. 	<p>Talking Points:</p> <ul style="list-style-type: none"> • “The ESHIP Pathway helps students develop critical skills like problem-solving, leadership, and innovation.” • “These skills are valuable not just for starting a business, but in any career they choose to pursue.”
<p>Tip: Address Common Concerns</p> <ul style="list-style-type: none"> • Reassure caregivers about the support and resources available to students. 	<p>Talking Points:</p> <ul style="list-style-type: none"> • “We provide mentorship, financial literacy education, and access to business networks to support your student’s entrepreneurial journey.”
<p>Tip: Showcase Real-World Applications</p> <ul style="list-style-type: none"> • Demonstrate how the program incorporates real-world challenges and opportunities, preparing students for practical applications of their learning. • Highlight partnerships with local businesses and organizations that provide support to students. 	<p>Talking Points:</p> <ul style="list-style-type: none"> • “Students engage in hands-on projects and real-world challenges, preparing them for practical applications of their learning.” • “We partner with local businesses and entrepreneurs to provide mentorship, opportunities, and more.”

Counselor Supports

Entrepreneurship can be challenging for school counselors to understand and advocate for due to it being a non-traditional career path with no clear roadmap, requiring a diverse and unique skill set such as creativity, risk-taking, and financial literacy. The constantly evolving entrepreneurial landscape, coupled with counselors' limited exposure and experience in this area, adds to the difficulty. Additionally, the inherent risks associated with entrepreneurship, such as potential failures and financial instability, make it challenging for counselors to balance encouragement with caution. Understanding these challenges can help schools

⁴ Aldrich, H. E., & Cliff, J. E. (2003). *The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective*. *Journal of Business Venturing*, 18(5), 573-596. [https://doi.org/10.1016/S0883-9026\(03\)00011-9](https://doi.org/10.1016/S0883-9026(03)00011-9)

provide better support and resources to counselors, enabling them to guide students effectively in exploring entrepreneurial career paths.

To help increase counselor awareness of the ESHIP Pathway and encourage their advocacy of it to students and caregivers, consider the following strategies to increase their comfort level with the coursework:

- Invite successful entrepreneurs and industry experts to speak to students and invite counselors to participate in those events.
- Share relevant articles, case studies, and additional resources, particularly with a local focus, that counselors can access to learn more about entrepreneurship.
- Arrange for counselors to participate in engaging activities taking place in the classroom, such as competitions, student project review committees, etc.
- Share the recruitment tools within this facilitation guide with counselors to use when speaking to caregivers and students.

Engaging Your Local Entrepreneurship Ecosystem

West Virginia's Entrepreneurship Ecosystem

West Virginia is committed to helping entrepreneurs and small business owners reach their goals and full business potential. In 2019, a collaborative effort was launched by entrepreneur support organizations (ESOs) across the state, seeking to connect and better align efforts to support business owners, avoid duplication of services, and catalyze growth. In less than four years, this effort has grown from an exercise in better communication into something much more meaningful: A vibrant entrepreneurship ecosystem dedicated to helping entrepreneurs and small business owners take their dreams further by connecting them with opportunities for success. The [West Virginia Entrepreneurship Ecosystem](#) (WVEE) connects and identifies opportunities to help entrepreneurs and small business owners across the state by fostering collaboration and sharing resources. The ecosystem is open to any and all organizations in West Virginia interested in entrepreneurial development and operates as an independent network to share best practices and inspire collaborations. WVEE is a great resource for ESHIP Pathway instructors to source guest speakers, community partners, and more who are interested and willing in engaging with youth to advance West Virginia's entrepreneurial landscape.

Sourcing Guest Speakers

West Virginia has a wealth of individuals interested in supporting entrepreneurship education. The state's go-to resource for entrepreneur support, [West Virginia BusinessLink](#), has a searchable database where partners can be identified by zip code, area of assistance, business stage, and industry. Additional ideas for sourcing guest speakers for the ESHIP Pathway include:

- **Connect with Local Networks:** Get engaged with local networks and associations that focus on supporting small business and entrepreneurship for recommendations or connections to potential guest speakers. This could include local chambers of commerce, local economic development agencies, local business to business networking groups, and local member organizations such as an arts network, etc.

- **Use Social Media and Online Platforms:** Utilize the school's social platforms (and personal accounts, if comfortable) to identify potential speakers who align with session topics and program goals. Engage with community group pages to make local asks and follow media outlet social pages for success stories and relevant content.
- **Personal Recommendations:** Ask colleagues, friends, and community members for recommendations. Consider the personal networks of students and their caregivers/families as well. Personal referrals can help discover hidden gems.
- **Customize Invitations:** Tailor invitations to each guest speaker to acknowledge the value and expertise they bring. Explain how their participation aligns with the ESHIP Pathway's mission. Even better - have the students make the ask!
- **Express Gratitude:** Show appreciation for their time and contribution. A sincere thank-you note, or small token of gratitude can go a long way.

Remember that diversity and inclusion enrich the learning experience and provide participants a broader perspective on entrepreneurship. By actively seeking out speakers who represent a variety of backgrounds and experiences, particularly those that match the demographics of ESHIP students, ESHIP instructors help to shape a well-rounded and inclusive program that allows participants a visual representation of their future potential in entrepreneurship.

Tips for Speaker Success in the Classroom.

Never leave a guest speaker unattended in a room with students. They may not be trained to work with youth. It may also be helpful to provide "Do/Do Not" guidance to speakers to prepare for their session. Consider the following:

- **DO** affirm a student's answer to a question, even if wrong or incomplete.
 - "Thank you for your positive risk-taking to answer this question. You're on the right track (then add the accurate answer.)"
- **DO NOT** discipline or call out a student who is off topic, indicate to a facilitator who can step in if they hadn't noticed the behavior.
- **DO** be thoughtful about characterizations of under-resourced communities and individuals - students are not low-income or poor, though communities or families may not have all the resources they need.
- **DO NOT** use jargon or acronyms from your industry. Use accessible language and explain all terms that students may be unfamiliar with.

Organizing Entrepreneurship Competitions

Entrepreneurship competitions play a crucial role in fostering innovation, creativity, and practical business skills among students. These competitions provide a dynamic platform for aspiring entrepreneurs to develop and showcase their ideas, gaining valuable feedback and mentorship from experienced professionals. By participating, students enhance their problem-solving abilities, teamwork, and leadership skills, all of which are essential for success in the modern business landscape. Moreover, such competitions stimulate an entrepreneurial mindset, encouraging students to think critically about real-world challenges and opportunities. As such, competitions are a required component of the ESHIP Pathway, and educators are encouraged to organize their own local events and engage students in regional and statewide offerings. This section provides tips and recommendations to

effectively organize and implement these competitions to ensure an enriching and impactful experience for all participants.

Competition Checklist

The following competition checklist provides comprehensive guidance to ensure the smooth execution of a local high school pitch competition and entrepreneurship showcase. This checklist is divided into three phases: pre-competition, during the competition, and post-competition, covering essential tasks and considerations for each stage to create an impactful and well-organized event.

Table 4: Competition Checklist

Activity	Implementation Notes
Before the Competition	
Define the competition goals and desired outcomes.	These may be provided if the competition is a required lesson/unit within the ESHIP Pathway.
Form an organizing committee: Assign roles and responsibilities.	Not required but encouraged. This is something that could be led by students.
Develop guidelines: rules, criteria, and submission requirements.	See recommendations below.
Secure mentors, judges, and sponsors (if applicable).	This is a great opportunity to increase support for the ESHIP pathway by engaging key stakeholders and decision makers within your local community. Have students make the ask!
Advertise the event through various channels.	Make personal invites to school leadership and staff, engage caregivers, and share on social media and to local news outlets.
Arrange the venue, equipment, and required materials.	Don't over complicate! Use the classroom environment, school auditorium, or other available space.
Finalize the event schedule and communicate it to all participants.	Share a participant-only schedule with their exact pitching times and a broad attendee schedule with the full event time.
Ensure all technical equipment is functioning.	Complete a tech test on all sound and visual requirements. Upload participant presentations and digital materials in advance.
Set up a check-in area for participants, judges/mentors, guests.	If possible, provide a practice space for participants that is separate from the live event.
Brief participants, judges, and mentors on the schedule and rules.	Assign an emcee to oversee the event and a point person for questions.
During the Competition	

Monitor the adherence to the schedule and assist participants.	Use a timer and strict guidance on presentation time limits and processes.
Facilitate the judging process and ensure criteria are followed.	Allocate time for judge scoring between each presentation. (~2 min)
Collect feedback from judges to provide to participants.	Incorporate this into judge expectations and scoring rubrics.
After the Competition	
Announce winners and distribute prizes/certificates.	If monetary prizes are being provided, provide clear guidance on requirements and a uniform process for all financial payments.
Provide participants' feedback from judges.	Provide as an aggregate and do not provide judge contact information.
Send thank you notes to judges, mentors, and sponsors.	Again, this is a great student-led activity.
Conduct a debriefing session with students, judges, mentors, and other relevant stakeholders.	See recommended feedback questions below.
Document the event outcomes and lessons learned for future reference.	Keep this information up-to-date for continuous improvement processes.

Rules, Submission Requirements, and Sample Scoring Rubrics

The following provides detailed rules, criteria, and submission requirements designed to ensure a fair, engaging, and educational experience for all participants in a high school entrepreneurship pitch competition. These guidelines will help students effectively prepare and present their innovative business ideas, showcasing their creativity, feasibility, and teamwork.

Recommended Pitch Contest Rules:

- *Eligibility:* Must be a student at [insert school], teams can consist of no more than four students,
- *Original Work:* All ideas must be original and developed by the individual or team members, plagiarism or copying existing business ideas is strictly prohibited,
- *Submission Deadlines:* All required materials must be submitted by the specified deadline, late submissions will not be considered,
- *Pitch Presentation:* Each pitch will have 5 minutes to present, followed by a 3-minute Q&A session with judges,
- *Visual Aids:* Visual aids such as a slide deck, prototype, etc. are allowed and encouraged,
- *Code of Conduct:* Participants must adhere to the school's code of conduct and show respect to all judges, mentors, fellow participants, and attendees.

Recommended Submission Requirements:

- *Business Idea:* A summary of the idea, including a business name and product/service description,

- **Business Canvas:** At minimum, a Lean Canvas of the business idea - a Business Model Canvas is recommended for more rigorous competition,
- **Pitch Deck:** A slide deck (maximum of 10 slides) to be used during the pitch, delivered as a Microsoft PPT file,
 - Note: Due to formatting differences between devices and software platforms, it is recommended to provide a list of universal fonts (Arial, Helvetica, Times New Roman, etc.) that will not face formatting issues during submission,
- **Team Information:** Names and contact information for all team members, identification of a primary point of contact, and identification of an adult mentor (if applicable).

Recommended Judging Criteria:

The judging criteria is dependent on the goals and objectives of the competition outlined in the planning stage. For example, if the competition is being utilized as an outlet for student ideas, criteria should be more closely aligned with creativity and innovation skills than business acumen. If the competition is being utilized to assess student understanding of business concepts, the criteria may be more geared toward business feasibility and viability than novelty or originality. Table 5 is a sample rubric that can be adapted to meet the unique needs of each competition.

Figure 12: Pitching Do's and Don'ts



Table 5: Generic Pitch Competition Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improved (2)	Poor (1)	Score:
Business Idea	Idea is highly innovative, clear, and well-developed.	Idea is innovative and well-developed, but could use some refinement.	Idea is somewhat innovative but lacks full development or clarity.	Idea is unclear and lacks significant development.	Idea is poorly developed or not innovative.	
Creativity	Demonstrates exceptional creativity and originality	Shows good creativity and originality.	Shows some creativity and originality, but could be more unique.	Shows limited creativity and originality.	Lacks creativity and originality.	
Viability	Business idea is highly feasible with a strong market potential and well-supported financial projections.	Business idea is feasible with good market potential and supported financial projections.	Business idea has some feasibility and market potential, with adequate financial projections.	Business idea has limited feasibility and market potential, with weak financial projections.	Business idea is not feasible, with poor market potential and unsupported financial projections.	
Comfort Presenting	Presenter(s) are highly confident, clear, and engaging throughout the pitch.	Presenter(s) are confident and clear, with minor engagement issues.	Presenter(s) are somewhat confident but may lack clarity or engagement at times.	Presenter(s) lack confidence and have significant clarity or engagement issues.	Presenter(s) are very uncomfortable, unclear, and not engaging.	
Demeanor	Presentation is highly professional, well-organized, and polished.	Presentation is professional and organized, with minor issues.	Presentation is somewhat professional and organized but could use improvement.	Presentation lacks professionalism and organization.	Presentation is unprofessional and disorganized.	
Total:						

Comments: Provide constructive feedback highlighting strengths and areas for improvement.

Evaluation Support

Evaluation Purpose + Objectives

The ESHIP Pathway's evaluation purpose is based on how effectively the pathway fosters a deep understanding of entrepreneurial concepts and enhances students' perceptions of entrepreneurship as a viable and exciting future career option. The focus should be on evaluating students' ability to apply their learning in a real-world context and develop critical thinking, problem-solving, and innovative skills, rather than simply recalling information. The following broad objectives guide the ESHIP Pathway's evaluation:

- **Assess Conceptual Understanding:** Evaluate students' understanding of core entrepreneurial principles and their ability to apply these concepts in practice scenarios.
- **Enhance Career Perception:** Measure the shift in students' perception and attitude toward entrepreneurship as a potential career pathway.
- **Develop Critical Skills:** Assess improvements in students' entrepreneurial mindset because of the program.
- **Encourage Long-Term Interest:** Evaluate the pathway's success in inspiring long-term interest and engagement in entrepreneurial activities and pursuits.
- **Foster Innovation and Initiative:** Measure students' capability to innovate and take initiative in creating and managing entrepreneurial ventures.

Evaluation Methods

Formative Assessment

Formative assessments are ongoing and provide continuous feedback to both students and instructors of the ESHIP Pathway. These assessments help monitor students' progress, identify areas for improvement, and guide instructional strategies. Several forms of formative assessment have been integrated into the lesson outlines, including entry/exit activities, think-pair-share, and individual reflection. Additional formative assessment strategies that can be incorporated could include:

- **Class Discussions and Participation:** Encourage active participation in discussions and use questioning techniques to assess understanding and stimulate critical thinking.
- **Peer and Self-Assessment:** Implement peer review sessions to allow students to receive feedback on business ideas and encourage self-assessment through reflective journals where students document their growth and learning journey.
- **Project-Based Learning:** Evaluate projects through checkpoints and milestone reviews, focusing on application of concepts and creativity. Provide regular feedback on progress.
- **Interactive Activities:** Use simulations, role-playing exercises, and group activities to practice applicable skills. Provide immediate feedback to help students to improve their approach and strategies.
- **Class Presentations:** Have students present their ideas, project updates, and other learning outcomes to the class. Assess for presentation skills, clarity of ideas, and ability to respond to questions.

Summative Assessment

Summative assessments evaluate students' overall understanding and mastery of the course content at the end of each course and as a culminating evaluation of the course for those students that wish to complete the NOCTI exam. One cumulative exam and the pathway's associated NOCTI exam will be provided as part of the ESHIP Pathway curriculum.

Additionally, the ESHIP pathway incorporates and encourages the following summative assessment strategies:

- **Final Presentations:** Require students to deliver a final pitch presentation to a panel of external stakeholders. Assess the presentation based on the criteria listed in the [Recommended Judging Criteria](#) as well as for content knowledge based on ESHIP standards and learning objectives.
- **Portfolio Assessment:** Have students maintain a portfolio of their work throughout the courses, including business canvas iterations, assignments, project reports, and reflective journals. Evaluate the portfolio for completeness, depth of analysis, and evidence of skill development.

To assist you in evaluation efforts, evaluation tool templates are housed within the Teams Drive. Each instrument is available in both a printable PDF format and as an editable document for integration with digital platforms.

Supplemental Resources

This supplemental section of the teacher facilitator guide provides a comprehensive overview of aligned resources, including state and local entrepreneurship support networks, university-led innovation programs, and curated curricular materials.

State Resources

- The [WV Entrepreneurship Ecosystem](#) connects and identifies opportunities to help entrepreneurs across the state by fostering collaboration and sharing resources. They help small business owners take their dreams further by connecting them with opportunities for success.
- [WV BusinessLink](#) is an online platform that provides entrepreneurs and small business owners in West Virginia access to resources and information to help their businesses succeed. The platform connects business owners to a network of over 175 local, regional, and statewide resource partners, including the West Virginia Small Business Development Center.
- The [One Stop Business Portal](#) is a cooperative multi-agency initiative encouraging business growth in West Virginia by providing a single point of entry for business owners to access state services and complete the requirements for business operations in West Virginia. It combines the resources of the [Secretary of State's Office](#), the [State Tax Department](#), the [Division of Labor](#), and [Workforce West Virginia](#) in one convenient online location.
- The West Virginia Department of Education provides a wealth of resources to support educators in implementing effective career and technical education within the classroom, including:

- [Simulated Workplace](#), an educational initiative that assists schools in implementing workplace environment protocols that align with West Virginia workforce requirements. WVDE provides robust templates for Simulated Workplace manuals, rubrics, communication tools, and more.
- [Classroom 2 Career](#), an online platform that supports work-based learning opportunities for students through community service projects, internships, apprenticeships, and more.

Curricular Resources

In addition to the provided curriculum and resources developed by the design team, there are several national organizations advancing entrepreneurship education that provide a wealth of free resources for integration into the ESHIP Pathway.

- [Network for Teaching Entrepreneurship \(NFTE\)](#) empowers partners and school districts to integrate entrepreneurial education across curricula and equip students with the skills, connections, credentials, and real-world experiences needed to lead change and own their futures. NFTE's entrepreneurial mindset characteristics and resources are the foundation of ESHIP 1's entrepreneurial mindset content.
- Intuit's [Design for Delight](#) resources include toolkits, self-paced online certification courses, and more about design thinking. Intuit's D4D framework is the foundation of ESHIP 1's design thinking content.
- [Lean Foundry](#) has some helpful tools, articles, and resources and is the creator of the Lean Canvas, the foundation of ESHIP 2's content.
- [Strategyzer](#) provides a comprehensive knowledge library of relevant tools and resources for use in the classroom. They are also the creators of the Business Model Canvas, the foundation of ESHIP 3's content.
- [The Consortium for Entrepreneurship Education](#) has a wealth of teacher resources, including self-paced online professional development, teaching toolkits, and lesson kickstarters.
- [Young Entrepreneur Institute](#) has a robust collection of tools, including research, a speaker's bureau, competitions, and toolkits. They also have their own resource directory for additional entrepreneurship education tools.
- [VentureLab](#) has tons of hands-on games, tools, and downloadables for entrepreneurship education.

Recommended Reading

- [Classroom Exercises for Entrepreneurship: A Cross-disciplinary Approach](#), James D. Hart
- [Business Model Generation: A Handbook for Visionaries, Game Changers, and Challenges](#), Alexander Osterwalder
- [Value Proposition Design: How to Create Products and Services Customers Want](#), Alexander Osterwalder
- [Testing Business Ideas: A Field Guide for Rapid Experimentation](#), David J. Bland & Alexander Osterwalder
- [A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas](#), Warren Berger
- [The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses](#), Eric Ries

- [*Getting to Plan B: Breaking Through to a Better Business Model*](#), John Mullins & Randy Komisar
- [*Designing Your Life: How to Build a Well-lived Joyful Life*](#), Bill Burnett & Dave Evans

Materials List

To assist educators in preparing their classroom for the ESHIP Pathway program, review the Table 6: ESHIP Pathway Materials List below that covers the materials included for all lesson activities, as well as additional items and recommendations for lesson implementation. It is recommended for instructors to curate a wealth of craft materials (see optional items) to develop a low-cost prototyping kit for varied use across the curriculum.

Table 6: ESHIP Pathway Materials List

Item	Required vs. Optional
Post-It Notes	Required
Post-It Easel Pads (large poster sheets)	Required
Flip Chart Markers	Required
Laminated Lean Canvas/Business Model Canvas (1 for 3 students)	Required
Bulk Paper	Required
Bulk Markers/Colored Pencils	Required
Business Model Canvas Pads	Recommended
Dry-Erase Whiteboards	Recommended
Voice Recorders	Recommended
Mobile Whiteboards	Recommended
Bulk Straws	Optional
Bulk Popsicle Sticks	Optional
Play-dough or Modeling Clay	Optional
Legos or Building Bricks	Optional
Duct Tape, Regular Tape + Glue	Optional
3D Pens	Optional
Storage Cart for Low-Cost Prototyping Materials	Optional

References

The following references were utilized to form the recommendations and content provided in this facilitation guide. Please refer to them for more comprehensive information and strategies to facilitate the entrepreneurship pathway effectively.

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