

Course Code 7980040: Preparation for Entrepreneurship/Self-Employment Scope and Sequence Chart

The purpose of this scope and sequence is to support teachers implementing Preparation for Entrepreneurship/Self-Employment (Course Number 7980040), which includes activities and resources. This course is intended for students with disabilities in grades 11–12 and for students with disabilities who have not graduated with a standard diploma and are 18–22 years old. It is recommended that students have previously completed Career Preparation: 9–12 (Course Number 7980110), or Transition Planning: 9–12 (Course Number 7960010). This course is not intended to assist students with opening their own business, but to provide them with the necessary skills to pursue entrepreneurship/self-employment postschool.

Features of the entrepreneurship/self-employment course may include a school-based enterprise, intensive training, monitoring, advocacy, and support. It is recommended that students become involved in the development and implementation of a business plan for a school-based enterprise, if available.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Multiple credits may be earned sequentially or simultaneously.

Timeline	Course Requirements	Competencies/Skills / Activities	Resources
Weeks 1-11	Overview of Entrepreneurship/Self-Employment		
	1. Describe the importance and economic impact of small businesses, including entrepreneurship/self-employment. 2. Identify advantages and disadvantages of owning a business and working for an established business. 3. Identify strategies for generating ideas and planning a new	Have student conduct internet research regarding small businesses and self-employment in Florida Contact the Small Business Administration (SBA) and gain information related to the number of small businesses in Florida and their key economic impact in Florida Possible guest speakers or phone contacts:	Small Business Administration http://www.sba.gov/ Provides “loans, loan guarantees, contracts, counseling sessions and other forms of assistance to small businesses,” including a section on the website dedicated to Young Entrepreneurs (http://www.sba.gov/content/young-entrepreneurs) that includes a free online course and podcast, Young Entrepreneurs Essential Guide to Starting Your Own Business Association of Small Business Development Centers http://www.asbdc-us.org/ The ASBDC helps Americans start, grow and run their own businesses with free, face-to-face business consulting and low-cost training. Office of Women’s Business Ownership (through SBA) http://www.sba.gov/about-offices-content/1/2895

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	<p>business.</p> <p>4. Explain the importance of adhering to government regulations when owning and operating a business.</p> <p>5. Describe the importance of ethics in business.</p> <p>6. Describe entrepreneurship/self-employment opportunities as a career-planning option.</p>	<p>representatives from the SBA/ Small Business Development Center (SBDC), One-Stop Career Centers/Regional Workforce Development Boards, Incubator Programs, Entrepreneur Leadership Network, Certified Business Technical Assistance and Consultation (CBTAC) Providers (contact local the Division of Vocational Rehabilitation (VR) office to get a list), Chamber of Commerce (especially if there is a division for individuals with disabilities), Junior Achievement</p> <p>T-chart Project to differentiate pros and cons of self-employment vs. working for others</p> <p>Have student conduct internet research regarding government regulations related to self-employment, business ethics and</p>	<p>“...Establishes and oversees a network of Women’s Business Centers (WBCs) throughout the United States and its territories [for] women who are economically or socially disadvantaged [that offer] comprehensive training and counseling on a vast array of topics in many languages to help them start and grow their own businesses.”</p> <p>Florida Women’s Business Center (FWBC) http://www.flwbc.org/ “... an entrepreneur resource center dedicated to assisting women in achieving their dreams by helping them start, grow and run successful businesses. The FWBC's primary focus is to provide training, counseling, mentoring, resources, referrals, and support to women entrepreneurs.”</p> <p>CareerSource Florida http://careersourceflorida.com/regional-team/ Map of CareerSource Florida Regional Team Contacts</p> <p>Florida Business Incubation Association (FBIA) http://www.fbionline.org/Incubators/incubators.htm List of FBIA incubators in Florida</p> <p>Florida Chamber of Commerce http://www.flchamber.com/about/find-a-local-chamber/ Find a local Chamber in Florida</p> <p>Small Business Resource Network (SBRN) http://www.sbrn.org/ The SBRN “...helps businesses succeed by connecting them with interested, experienced professionals, service providers and government agencies.”</p> <p>Hispanic Business Initiative Fund (HBIF)</p>

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		<p>jobsite safety</p> <p>Visit the school cafeteria or another business location and have students ask questions about jobsite safety rules and regulations</p> <p>Have students create a list of possible businesses and regulations which may apply, including health and safety</p> <p>Have students explore business ideas using the suggested resources. Part of the exploration may be internet research and surveys (phone, paper, electronic, etc.)</p> <p>SBE - Students can also work on developing business concepts for a school-based enterprise</p>	<p>http://www.hbifflorida.org/ The HBIF is a leading Hispanic economic development nonprofit organization in Florida that specializes in providing bilingual assistance to Hispanic entrepreneurs trying to establish or expand their business in Florida. It offers free seminars and information regarding funding a business.</p> <p>Black Business Investment Corporations (BBIC) http://www.dms.myflorida.com/other_programs/office_of_supplier_diversity_osd/vendor_resources2/economic_development_resources/black_business_investment_corporation This URL is posted on the Florida Department of Management Services website and lists the BBICs in Florida and the counties they serve.</p> <p>SCORE http://www.score.org/ Offers online mentoring and workshops; and the website has a section dedicated to “Templates and Tools.” Find a local chapter: http://www.score.org/chapters-map</p> <p>Division of Vocational Rehabilitation http://www.rehabworks.org/office_directory.shtml Locate your local office</p> <p>Small Business Administration Teen Business Link http://archive.sba.gov/teens/ Information for teens who want to start, grow or own a small business</p> <p>The Office of Disability and Employment Policy – Self-Employment and Entrepreneurship http://www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm</p>

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			<p>Includes a fact sheet regarding entrepreneurship, <i>Encouraging Future Innovation: Youth Entrepreneurship Education</i>, which lists some of the benefits of self-employment and contains a comprehensive list of other websites at http://www.dol.gov/odep/pubs/fact/entrepreneurship.htm</p> <p>FYI Transition http://www.fyitransition.org/ There are two mini-courses intended for students regarding self-employment, with two reading levels, http://www.fyitransition.org/Minicourses/selfemployment-students/selfempstudent.html, as well as a mini-course intended for families and professionals (students are welcome to take the course), http://www.fyitransition.org/Minicourses/selfemployment/selfemployment.html. Page 3 of the mini-course has a 29-minute video. Page 5 has a link to other resources, including a PowerPoint titled “Essential Concerns for Promoting Your Micro-Enterprise.”</p> <p>Start-Up USA http://www.start-up-usa.biz/ Contains fact sheets and briefs, frequently asked questions and case studies. There is also a listing for the Entrepreneur Leadership Network at http://www.start-up-usa.biz/eln/index.cfm</p> <p>Junior Achievement (JA) World http://www.ja.org/default.asp Map of the JA World locations in Florida: http://www.ja.org/near/near_map.asp# JA World also has the JA Be Entrepreneurial Program, which includes a business plan template, activities for students, podcasts and supplemental sessions for teachers and volunteers: http://www.ja.org/programs/programs_high_be_entre.shtml</p>

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			<p><i>The Road to Self-Sufficiency: A Guide to Entrepreneurship for Youth with Disabilities</i> http://www.ncwd-youth.info/road-to-self-sufficiency A resource for organizations working with youth on career exploration and employment options</p> <p>The Consortium for Entrepreneurship Education http://www.entre-ed.org/. Includes archived webinars, classroom lessons and the online magazine, <i>CEO Star</i>, including a classroom activity on ethical behavior in business, at http://www.entre-ed.org/teach/activits.htm</p> <p>Florida Department of Economic Opportunity: For Businesses and Entrepreneurs http://www.floridajobs.org/business-growth-and-partnerships/for-businesses-and-entrepreneurs/business-resources Resources for businesses moving to or expanding in Florida</p> <p>Florida Small Business http://www.floridatrend.com/small_biz.asp An online start-up guide for new businesses</p> <p>WebToTheRescue.com http://www.webtotherescue.com/ This website is intended to launch and grow your venture. WebToTheRescue.com is designed for users of all ages and all educational and professional backgrounds.</p> <p>Job Accommodations Network (JAN): Entrepreneurship http://askjan.org/entre/index.htm JAN “provides individualized technical assistance, consulting, and mentoring services to individuals with disabilities, family members, and service providers. JAN consultants handle each inquiry on a</p>

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			<p>case-by-case basis offering self-employment and small business development expertise and referrals regarding business planning, financing strategies, marketing research, disability-specific programs, income supports and benefits planning, e-commerce, independent contracting, home-based business options, and small business initiatives for disabled veterans.”</p> <p>Ewing Marion Kauffman Foundation: Entrepreneurship http://www.kauffman.org/entrepreneurship/entrepreneurship.aspx “Helps individuals attain economic independence by advancing educational achievement and entrepreneurial success.”</p> <p>Distributive Education Clubs of America (DECA) http://www.deca.org/ “DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.”</p> <p>National Federation of Independent Business (NFIB) Young Entrepreneur Foundation Entrepreneur-in-the-Classroom (EITC) Programs http://www.nfib.com/yef/yef-programs/entrepreneur-in-the-classroom Three-module, supplemental entrepreneurship curriculum for the high school classroom. Module 1: The Role of Small Business: “What is the role of small business? In this module, students will first define and understand entrepreneurship and small business through easy-to-understand, engaging exercises that are interactive. Then comes the next phase where students ponder: ‘Do I know any entrepreneurs or small business people? What are they like? Do I have any of those traits?’ Finally, will students look at small business in the context of the US both ‘Yesterday’ and ‘Today’ through two videos and discussion.”</p>

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			<p>Module 2: From Idea to Reality: Also includes information regarding pros and cons of starting a business.</p> <p>Module 3: Turning an Idea into a Business: Explores the foundation of starting a business, including writing business plans, obtaining funding and learning about business agencies.</p> <p>Mind Your Own Business http://www.mindyourownbiz.org/ Created by the Small Business Administration and Junior Achievement, this site walks you through five easy steps of business ownership.</p> <p>Mind Your Own Business – Legal Issues and Ethics http://www.mindyourownbiz.org/ Legalize It! http://www.mindyourownbiz.org/build/legalize_it.shtml Why Is Ethical Behavior So Important? http://www.mindyourownbiz.org/succeed/ethics.shtml</p> <p>Research and Training Center on Disabilities in Rural Communities (RTC Rural): Self-Employment http://rtc.ruralinstitute.umt.edu/rtcBlog/?page_id=5284 Examines how self-employment applies to people with disabilities in rural areas</p> <p>Entrepreneur http://www.entrepreneur.com/ Sections on the website include Startups, Run and Grow, Money, Marketing, Technology, Franchises; there are also many videos and information on special projects. Individuals can also submit questions.</p> <p>Let's Raise Kids to be Entrepreneurs http://www.ted.com/talks/cameron_herold_let_s_raise_kids_to_be_entrepreneurs.html</p>

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			<p>TED Talk/Cameron Herold video</p> <p>Inclusive Entrepreneurship: Helping People with Disabilities Become Self-Employed http://www.tacesoutheast.org/webinars/2012/050212/index.php Archived Technical Assistance and Continuing Education Center (TACE) webinar</p> <p>Department of Labor http://www.dol.gov/dol/location.htm Services by location</p> <p>Business USA http://business.usa.gov/ A “centralized, one-stop platform to make it easier than ever for businesses to access services [from government agencies] to help them grow and hire”</p> <p>Small Business Administration http://www.sba.gov/</p> <p>Learn About Business Law and Regulations http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/understand-business-law-r</p> <p>Follow These 10 Steps to Starting a Business http://www.sba.gov/content/follow-these-10-steps-starting-business</p> <p>5 Ways to Hatch Your Next Business Idea http://www.entrepreneur.com/article/223778 Discusses “X-factors” for turning an idea into a successful business</p>

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			<p>NFIB: Young Entrepreneur Foundation http://www.nfib.com/yef/yef-programs/entrepreneur-in-the-classroom EITC Program (three-module, supplemental entrepreneurship curriculum for the high school classroom) Module 2: From Idea to Reality: What does it take to create an idea, and begin to see it as a reality? In this second of three lessons for the future entrepreneur, students will explore creativity, develop their own business concept, learn how to research the market around their business, as well as think about some of the pros and cons of starting a business.</p> <p>Gamache, P., & Knab, J. (2008). <i>School-based enterprise development: Planning, implementing, and evaluating</i>. Tallahassee, FL: Florida Department of State. Available on the Project 10: Transition Education Network website PDF: http://www.project10.info/files/SBE312947L.pdf Accessible RTF: http://www.project10.info/files/SBEManual6.10.11.rtf</p> <p>Books Griffin, G., Hammis, D., Keeton, B., & Sullivan, M. (2014). <i>Making self-employment work for people with disabilities, second edition</i>. Baltimore, MD: Brookes Publishing. Available at http://products.brookespublishing.com/Making-Self-Employment-Work-for-People-with-Disabilities-Second-Edition-P736.aspx. (\$42.95)</p> <p>Doyel, A. W. (2000). <i>No more job interviews: Self-employment strategies for people with disabilities</i>. St. Augustine, FL: Training Resource Network, Inc. Available through https://trn-store.com/.</p>
Weeks 9-18	Person-Centered Planning		
	7. Identify personal strengths, interests,	Have students review their individual	Students' IEPs (for students to review)

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	<p>aptitudes and abilities related to entrepreneurship/self-employment opportunities.</p> <p>8. Identify individual supports needed, such as family and community agencies and resources, to start a business.</p> <p>9. Create and maintain a personal and career plan.</p>	<p>educational plans (IEPs) and locate where their personal strengths, interests, aptitudes and abilities are included. <i>Ask:</i> are these accurate? Are there other pieces of information that should be added?</p> <p>Have students look at the typical characteristics of self-employed individuals—where are they in relation?</p> <p>T-Chart for “What Works” and “What Doesn’t Work”—include environment, supports, strategies, time of day, type of work activities, etc.</p> <p>Florida Inclusion Network (FIN) Facilitators or Center for Autism and Related Disabilities (CARD) representatives may be willing to teach students how to develop their own Planning Alternative Tomorrows with Hope (PATH)</p>	<p>Is Entrepreneurship for You? http://www.sba.gov/content/entrepreneurship-you Web page from SBA.gov that lists 16 typical characteristics of self-employed individuals</p> <p>Project 10: Transition Education Network – Assess Interests, Values, Skills, Work Preferences http://www.project10.info/DetailPage.php?MainPageID=118&PageCategory=Career%20Development&PageSubCategory=Assess%20Interests,%20Values,%20Skills,%20Work%20Preferences This section of the Project 10: Transition Education Network website lists a wide range of resources to assist students in better understanding/evaluating their interests, strengths, aptitudes and abilities.</p> <p>Business Owner Profile Worksheet from Griffin, G., Hammis, D., Keeton, B., & Sullivan, M. (2014). <i>Making self-employment work for people with disabilities, second edition.</i> Baltimore, MD: Brookes Publishing. Available at http://products.brookespublishing.com/Making-Self-Employment-Work-for-People-with-Disabilities-Second-Edition-P736.aspx. (\$42.95)</p> <p>Planning Alternative Tomorrows with Hope (PATH) http://www.inclusion.com/bkpathworkbook.html There is a charge for the book and other materials; however, many individuals in the community are able to assist with training on PATH and helping students develop their own PATHs. Representatives from CARD and FIN should be able to help (free of charge).</p> <p>Project 10: Transition Education Network http://www.project10.info/DetailPage.php?MainPageID=185&PageCategory=Effective%20Practices%20in%20Transition&PageSub</p>

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		<p>Explore the resources on the Project 10:Transition Education Network website regarding person-centered planning</p> <p>Survey the students to determine their level of need regarding computer programs, such as Microsoft Word, Excel and PowerPoint. Also important to see level of ability to use e-mail and social networking</p> <p>Work with the guidance counselors regarding the type of personal and career plan the school/district would like students to use. Partner with the guidance counselor and other supports (parents, etc.) to assist the students in completing their personal/career plan</p> <p>Ensure that goal setting and an action plan are utilized. A PATH or other</p>	<p>Category=Student%20Development Many goal-setting resources are included in self-advocacy and self-determination</p> <p>District Resources http://www.project10.info/DistrictFlorida.php</p> <p>Person-Centered Planning http://www.project10.info/DetailPage.php?MainPageID=103&PageCategory=A-Z%20Library%20or%20Terms&PageSubCategory=None</p>

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		person-centered planning may also be used	
Weeks 12-18	<p>Agency Linkages</p> <p>10. Match agency services and supports to personal needs for entrepreneurship/self-employment.</p> <p>11. Follow procedures to access and use needed agency resources.</p>	<p>http://FYITransition.org self-employment modules and videos</p> <p>EITC curriculum</p> <p>Possible guest speakers: CBTAC provider (ask VR for the list) or a business owner with a disability</p> <p>Have students use their resource maps and identify one agency they will schedule an appointment to speak with someone (e.g. VR, Agency for Persons with Disabilities, One-Stop Career Center, Center for Independent Living)</p>	<p>Mind Your Own Business – Do Your Research http://www.mindyourownbiz.org/decide/put_in_writing.shtml Webpage with information links for starting a small business</p> <p>NFIB Young Entrepreneur Foundation http://www.nfib.com/yef/yef-programs/entrepreneur-in-the-classroom EITC Program (three-module, supplemental entrepreneurship curriculum for the high school classroom). Module 3: Turning an Idea into a Business – Entrepreneurs who plan to stay on course are more successful. In this module, students learn the basics of business planning and are able – through an advanced module – to develop their own business plan. Growth requires funding, so students will receive an overview of debt, equity and their options from friends and family, to the bank, to investors. Finally, students will learn how they will interact with government agencies as they start up their businesses, with a useful resource list of organizations by and for entrepreneurs.</p> <p>Project 10: Transition Education Network – Plan for a Future Career http://www.project10.info/DetailPage.php?MainPageID=116&PageCategory=Career%20Development&PageSubCategory=Plan%20for%20a%20Future%20Career Provides a variety of resources, including links to: – SIMPLY Careers! Helping Students with Disabilities Effectively Plan their Futures through Comprehensive Career Development: A Guide for Persons Involved in Transition Planning</p>

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			<ul style="list-style-type: none"> - Career Cruiser - Florida Choices website <p>Division of Vocational Rehabilitation http://www.rehabworks.org/office_directory.shtml Find your local office</p> <p>Florida Center for Inclusive Communities https://usf.adobeconnect.com/a825389370/p6efth79tyc/?launch_r=false&fcsContent=true&pbMode=normal Archived webinar on self-employment</p>
Weeks 18-26	<p>Business Planning</p> <p>12. Identify the purpose and components of a business plan.</p> <p>13. Identify resources available to assist in the development of a business plan.</p> <p>14. Explain how to evaluate the performance of a self-owned and -operated business, such as goals, outcomes and impact; and effectiveness, efficiency and sustainability.</p> <p>15. Develop a personal business plan for entrepreneurship/self-</p>	<p>Have students share their experience with the class (what they learned, good-to-know information, etc.)</p> <p>Have students research the resources available in their district (the Project 10: Transition Education Network District Resources section is a good place to start)</p> <p>Have students list supports/services that may be needed to start and run their business, and who may be able to help (including friends and family)</p>	<p>Association of Small Business Development Centers http://www.asbdc-us.org/ The ASBDC helps Americans start, grow and run their own businesses with free, face-to-face business consulting and low-cost training.</p> <p>FYI Transition has two mini-courses intended for students regarding self-employment, with two reading levels: http://www.fyitransition.org/Minicourses/selfemployment-students/selfempstudent.html). There is also a mini-course intended for families and professionals, but students are more than welcome to also take the course: http://www.fyitransition.org/Minicourses/selfemployment/selfemployment.html. Page 3 of this mini-course has a 29-minute video; and page 4 has information regarding Self-Employment and Disability Benefits. Page 5 has a link to other resources, including a PowerPoint titled, "Essential Concerns for Promoting Your Micro-Enterprise."</p> <p>Start-Up USA – Entrepreneur Leadership Network http://www.start-up-usa.biz/eln/index.cfm One of the Leadership Network members lives in Miami and may</p>

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	<p>employment based on an identified area of interest.</p>	<p>Introduce a variety of business plan templates—ask students to identify what is similar and what is different. Do they like one format over another?</p> <p>Schedule at least one guest speaker to talk about the development/importance of a business plan. Some suggestions include representatives from: SCORE, a business owner, CBTAC provider, SBDC (or possibly schedule a visit to the SBDC), JA World, etc.</p> <p>School-based enterprise (SBE) – Support students to gather the information needed for a business plan</p> <p>Have students interview a business owner to learn about the goals of the business and how they evaluate their performance/success.</p>	<p>be able to come to schools. If not, he might be able to communicate via telephone, e-mail or virtual meeting.</p> <p>Skills and Needed Supports worksheet from Griffin, G., Hammis, D., Keeton, B., & Sullivan, M. (2014). <i>Making self-employment work for people with disabilities, second edition</i>. Baltimore, MD: Brookes Publishing. Available at http://products.brookespublishing.com/Making-Self-Employment-Work-for-People-with-Disabilities-Second-Edition-P736.aspx. (\$42.95)</p> <p>PASSplan.org http://passplan.org/</p> <p>The University of Montana Rural Institute discusses the Plan for Achieving Self-Support (PASS), which allows a person with a disability receiving SSI or SSDI to set aside income and/or resources for a specific period of time in order to achieve a work goal.</p> <p>Business Plan Templates and Tools</p> <ul style="list-style-type: none"> – SCORE Business Planning and Financial Statements Template Gallery http://www.score.org/resources/business-plans-financial-statements-template-gallery – U.S. SBA Teen Business Link – Put It in Writing http://archive.sba.gov/teens/myplan.html – JA Be Entrepreneurial Program Sample Business Plan http://www.ja.org/files/be_entrepreneurial/Business-Plan/HS1212SampleBusinessPlan.pdf – Mind Your Own Business – Business Planning Basics http://www.mindyourownbiz.org/decide/planning_basics.shtml – Consortium for Entrepreneurship Education – Business Plan Know How

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		<p>Find out if they ran into any trouble in meeting their goals and how they handled it</p> <p>Continue assisting students as they complete the various sections of the business plan</p>	<p>http://www.entre-ed.org/teach/activits.htm</p> <ul style="list-style-type: none"> - Florida Small Business – Five Tips for Creating Your Best Business Plan http://www.floridatrend.com/small_biz_article.asp?aID=54671 - Entrepreneur – Your Business Plan Guide http://www.entrepreneur.com/businessplan/index.html - Business USA (an official website of the U.S. Government) http://business.usa.gov/ - NFIB Young Entrepreneur Foundation, EITC Programs Three-module, supplemental entrepreneurship curriculum for the high school classroom. Module 3: Turning an Idea into a Business http://www.nfib.com/yef/yef-programs/entrepreneur-in-the-classroom <p>Small Business Administration http://www.sba.gov/tools/sba-learning-center The SBA’s Online Learning Center provides trainings, tools, chats and local assistance on a number of topics, including the following:</p> <p>Create Your Business Plan http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/how-write-business-plan Discusses each part of the business plan and how to make your plan stand out from the crowd</p> <p>Market Analysis http://www.sba.gov/content/market-analysis Summarizes your research and knowledge regarding your target market and the industry outlook</p> <p>Company Description http://www.sba.gov/content/company-description</p>

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			<p>Describes what you do, what makes your business different, which markets you serve as well as tips for presenting the information</p> <p>Organization and Management http://www.sba.gov/content/organization-management Describes the structure of your organization and its management</p> <p>Marketing and Sales http://www.sba.gov/content/marketing-sales-management Describes the marketing and sales strategy for your business.</p> <p>Service or Product Line http://www.sba.gov/content/service-or-product-line Describes your product or service and how it benefits your customers</p> <p>Funding Request http://www.sba.gov/content/funding-request Describes your immediate and future funding needs, how the funds will be spent and other information for prospective funders</p> <p>Financial Projections http://www.sba.gov/content/financial-projections Provides financial data for the past three to five years (if applicable) and financial data projections for the next five years, including income, expenditures and cash flow</p> <p>Appendix (optional) http://www.sba.gov/content/appendix May contain resumes, permits, leases or other information, as appropriate</p> <p>Business Plan template from Griffin, G., Hammis, D., Keeton, B., & Sullivan, M. (2014). <i>Making self-employment work for people with disabilities, second edition</i>. Baltimore, MD: Brookes Publishing. Available at</p>

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			<p>http://products.brookespublishing.com/Making-Self-Employment-Work-for-People-with-Disabilities-Second-Edition-P736.aspx. (\$42.95)</p> <p>Gamache, P., & Knab, J. (2008). <i>School-based enterprise development: Planning, implementing, and evaluating</i>. Tallahassee, FL: Florida Department of State. Available on the Project 10: Transition Education Network website PDF: http://www.project10.info/files/SBE312947L.pdf Accessible RTF: http://www.project10.info/files/SBEManual6.10.11.rtf</p>
Weeks 24-36	<p>Essential Skills</p> <p>16. Present appropriate information to specific audiences, interpret verbal and nonverbal responses and apply listening skills to obtain and clarify information.</p> <p>17. Analyze data and construct charts/tables/graphs to track business performance, make decisions and solve problems.</p> <p>18. Demonstrate financial-management concepts, procedures and strategies related to business ownership.</p>	<p>Once the business plan is complete, allow the students to create a presentation to share with the class that summarizes the concept (basically, the executive summary). Allow students to ask questions. If students feel more comfortable, allow them to work in pairs. Students could have a rubric of rating each other on their presentation</p> <p>Individuals with more significant disabilities could develop collages or other means of expressing their business</p>	<p>Breakeven Analysis http://www.dinkytown.net/java/BreakEven.html Financial calculator for determining how many products your business must sell to make a profit</p> <p>SCORE Business Planning and Financial Statements Template Gallery http://www.score.org/resources/business-plans-financial-statements-template-gallery Worksheets and templates for small businesses for planning, finance, sales, marketing and management</p> <p>NFIB: Young Entrepreneur Foundation EITC Programs http://www.nfib.com/yef/yef-programs/entrepreneur-in-the-classroom Three-module, supplemental entrepreneurship curriculum for the high school classroom. Module 3: Turning an Idea into a Business – Entrepreneurs who plan to stay on course are more successful. In this module, students learn the basics of business planning and are able – through an advanced module – to develop their own business plan. Growth requires funding, so students will receive an</p>

**Course Code 7980040: Preparation for Entrepreneurship/Self-Employment
Scope and Sequence Chart**

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	<p>19. Employ technological tools to meet business needs.</p> <p>20. Demonstrate effective working relationships to accomplish objectives and tasks.</p> <p>21. Employ critical-thinking skills, creativity and interpersonal skills to solve problems and resolve conflicts.</p> <p>22. Describe personal practices and jobsite safety rules and regulations required to maintain safe and healthy work environments.</p>	<p>concept</p> <p>Consider inviting parents to listen to the students' proposals. You may want to ask representatives from institutes of higher education or incubator programs to listen to the proposals</p> <p>SBE—focus on customer service; explaining business concept to classmates and other people (parents, teacher, etc.)</p> <p>Have students work in pairs to decide on a business concept. Have the “co-owners” choose at least two goals for the business and decide how they will evaluate their performance. Have students come up with a worst case “what if” scenario regarding the business performance—how would they address the issue(s)?</p> <p>Have students work in</p>	<p>overview of debt, equity and their options from friends and family, to the bank, to investors. Finally, students will learn how they will interact with government agencies as they start up their businesses, with a useful resource list of organizations by and for entrepreneurs.</p> <p>Plan Your Plan http://www.entrepreneur.com/article/38292 Before you put pen to paper, find out how to assess your business's goals and objectives.</p> <p>Consortium for Entrepreneurship Education http://www.entre-ed.org/teach/activits.htm Just What is Profit? classroom activity</p> <p>If setting goals for a school-based enterprise, please refer to Gamache, P., & Knab, J. (2008). <i>School-based enterprise development: Planning, implementing, and evaluating</i>. Tallahassee, FL: Florida Department of State. Available on the Project 10: Transition Education Network website PDF: http://www.project10.info/files/SBE312947L.pdf Accessible RTF: http://www.project10.info/files/SBEManual6.10.11.rtf</p> <p>FAAST (Florida Alliance for Assistive Services and Technology) http://www.faast.org/ FAAST's mission is “to improve the quality of life for all Floridians with disabilities through advocacy and awareness activities that increase access to and acquisition of assistive services and technology.”</p> <p>FDLRS/TECH http://www.paec.org/fdlrstech/</p>

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		<p>pairs to role play how a business owner would talk with a disgruntled customer (students can create the premise or teachers can provide some ideas)</p> <p>SBE - After reviewing the goal setting section of the Project 10 <i>SBE Development: Planning, Implementing, and Evaluating Guide</i>, have students discuss the goals for their SBE. How will they measure/evaluate these goals? Support students in developing methods for tracking/evaluating data</p> <p>Data from the SBE should be analyzed on a regular basis; have students work together to make business decisions based on the data (What works? Are there any issues—if so, what do you think is the reason? How can the issue[s] be addressed?)</p>	<p>“The state exceptional student education (ESE) technology center for assisting Florida schools and educators to prepare students with disabilities to use technology tools to achieve successful educational outcomes.”</p> <p>Technology 101: A Small Business Guide http://www.sba.gov/content/online-courses-starting-your-business A Small Business Administration online course for starting your business</p> <p>Kickstarter.com http://www.kickstarter.com/ “A new way to fund creative projects.”</p> <p>Junior Achievement Be Entrepreneurial Program Business Plan Template http://www.ja.org/files/be_entrepreneurial/Business-Plan/HS1212SampleBusinessPlan.pdf Within this entrepreneurial business template, there is a section for accounting and finance.</p> <p>Junior Achievement Student Center http://newstudentcenter.ja.org/Money/Pages/default.aspx “Manage Your Money” information</p> <p>U.S. SBA Teen Business Link, \$\$\$ Cha-Ching: Money Matters http://archive.sba.gov/teens/moneymatters.html Discusses issues related to funding a business</p> <p>Small Business Administration</p> <ul style="list-style-type: none"> - Explore Loans, Grants and Funding http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/explore-loans-

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		<p>Guest speaker from FAAST and/or Florida Diagnostic and Learning Resource System (FDLRS) technology department</p> <p>Site visits to businesses to inquire about the technology they use</p> <p>Possibly schedule a visit to the One-Stop Career Center to see the technology available</p> <p>SBE - provides an opportunity to work with the finances of the business</p> <p>Many banks (e.g., Wells Fargo and SunTrust) have personnel who would be happy to come and speak to the students regarding credit and money management</p> <p>Have students complete a startup worksheet and proposed expenses to manage the business for</p>	<p>grants-fund</p> <ul style="list-style-type: none"> - Understanding the Basics (including borrowing money, estimating startup costs, financial statements and more) http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/preparing-your-finances/understanding-basics - Financing a Business http://www.sba.gov/category/navigation-structure/counseling-training/online-small-business-training/financing-business - Learn About Business Law and Regulations http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/understand-business-law-r <p>Federal Deposit Insurance Corporation Money Smart Program http://www.fdic.gov/consumers/consumer/moneysmart/index.html</p> <p>The Federal Deposit Insurance Corporation (FDIC) has created Money Smart, a training program to help adults outside the financial mainstream enhance their money skills and create positive banking relationships. Although designed with adults in mind, it can be used for older youth. The Money Smart program may be used by organizations interested in sponsoring financial education workshops. The 10 Money Smart Training Modules are:</p> <ul style="list-style-type: none"> - Bank on It—an introduction to bank services - Borrowing Basics—an introduction to credit - Check It Out—how to choose and keep a checking account - Money Matters—how to keep track of your money - Pay Yourself First—why you should save - Keep It Safe—your rights as a consumer - To Your Credit—how your credit history will affect your

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		<p>the first six months/year</p> <p>Have students engage in an online game regarding money management</p> <p>Have students create a list of possible businesses and regulations which may apply, including health and safety</p>	<p>credit future</p> <ul style="list-style-type: none"> - Charge It Right—how to make a credit card work for you - Loan To Own—know what you’re borrowing before you buy and - Your Own Home—know about home ownership <p>Business Start-up Financial Resources and Financial Map from Griffin, G., Hammis, D., Keeton, B., & Sullivan, M. (2014). <i>Making self-employment work for people with disabilities, second edition</i>. Baltimore, MD: Brookes Publishing. Available at http://products.brookespublishing.com/Making-Self-Employment-Work-for-People-with-Disabilities-Second-Edition-P736.aspx. (\$42.95)</p> <table border="1" data-bbox="1052 769 1892 976"> <thead> <tr> <th data-bbox="1052 769 1331 808">Business Ideas</th> <th data-bbox="1331 769 1892 808">Regulations and Best Practices</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 808 1331 932">1. Baking and selling cupcakes</td> <td data-bbox="1331 808 1892 932"> <ul style="list-style-type: none"> • Licensed kitchen • Workers need to wash hands • </td> </tr> <tr> <td data-bbox="1052 932 1331 976">2.</td> <td data-bbox="1331 932 1892 976"> <ul style="list-style-type: none"> • </td> </tr> </tbody> </table> <p>If the class has a school-based enterprise established, the students could discuss rules/regulations regarding safety.</p>	Business Ideas	Regulations and Best Practices	1. Baking and selling cupcakes	<ul style="list-style-type: none"> • Licensed kitchen • Workers need to wash hands • 	2.	<ul style="list-style-type: none"> •
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