

CAREER READY **SD**

Capstone: Entrepreneurship Experience

A Project of:



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Table of Contents

Capstone Experiences	3
Getting Started	3
Entrepreneurship Experience Capstone Overview	4
Elements Of a High-Quality CTE Capstone Experience	5
CTE Capstone Experience Implementation Checklist.....	6
Entrepreneurship Experience Capstone Components	8
Topic Selection.....	8
Idea Generation.....	8
Component #1: Idea or Product.....	8
Component #2: Business Plan.....	8
Component #3: Portfolio.....	8
Component #4: Presentation	9
Entrepreneurship Experience Capstone Roles & Responsibilities.....	10
Role and Responsibilities of the Student.....	10
Role and Responsibilities of the Capstone Coordinator/Advisor.....	10
Role and Responsibilities of the Entrepreneurship Experience Mentor	10
Changing the Entrepreneurship Experience Capstone	11
Guidelines for the Business Plan	12
Components of a Traditional Business Plan.....	12
Resources for Writing a Business Plan	12
Entrepreneurship Experience Capstone Portfolio Guidelines.....	13
Suggested Portfolio Components	13
Entrepreneurship Experience Capstone Reflection Guidelines	14
Guidelines for Student Reflection	14
Suggestions for Weekly Student Reflection	14
Guidelines for Grading/Assessing Entrepreneurship Experience	14
Appendix Table of Contents.....	Appendix 1

Capstone Experiences

Capstone experiences allow students the opportunity to **consolidate and apply learning** from their high school coursework into a **meaningful and relevant career-related experience**. This student-driven experience is based on the student's chosen career cluster or pathway and designed to help increase college and career readiness.

Getting Started

Use this Entrepreneurship Experience Framework as a starting point for designing a local program. Feel encouraged to adapt, modify, and tailor the outlines program and documents to fit your specific needs – flexibility is intentionally built into the program.

Students participating in the Capstone Course: Entrepreneurship Experience (80026) will...

- Plan a service learning project that addresses a community or school need.
- Collaborate with community/industry partners to support the project.
- Evaluate and reflect on the success of their project.
- Create and present a professional portfolio documenting and reflecting on the experience.

Recommended course credit offered: .5-1.0

Prerequisite recommendation: Foundational CTE Course

For More Information on CTE Capstones:

- CTE: Capstone Experiences <https://doe.sd.gov/cte/capstone.aspx>
- CTE: Entrepreneurship Experience Standards <https://doe.sd.gov/cte/documents/Entrepreneurship-Experience.pdf>

Entrepreneurship Experience Capstone Overview

The Entrepreneurship Experience Capstone provides students with the opportunity to think creatively and utilize an entrepreneurial mindset to develop a plan for their own business. It gives students a glimpse at what it would be like to “be their own boss”.

Entrepreneurship Experience Capstone allows students to see the connections between what they are learning now and the application to postsecondary and careers. Students will be expected to conceive a plan of action that incorporates the following four elements:

- A business plan
- An idea/product
- A portfolio
- A presentation

The Entrepreneurship Experience Capstone calls upon students to become future business leaders and entrepreneurs. Students learn first-hand the skills and knowledge needed for business ownership, research a potential business opportunity, create a business plan and present and defend that plan to a panel of judges. It will stretch the students’ skills and prepare them for life beyond high school.

Entrepreneurship Experience Capstone allows students the opportunity to connect with a mentor from business or industry, create a potential idea/product, then consolidate and showcase their learning into a meaningful and relevant experience. It is a way for students to connect with the world outside of school and to demonstrate the skills, abilities, and knowledge they have developed to help prepare them for their post-secondary education and starting or owning their own business.

Entrepreneurship Experience Capstone allows schools an avenue to a relevant and rigorous career-connected learning opportunity that also connects to their high school experience. Entrepreneurship Experience Capstone encourages students to see the connections between what they have learned in school and how this learning can apply to their future plans. They become well-researched future “small business owners” and showcase their skills and abilities they have gained through the experience.

Finally, the Entrepreneurship Experience Capstone provides students with a focused and structured learning experience that helps them develop important workplace skills like meeting timelines, making decisions, conducting research, and preparing for and presenting to others. Entrepreneurship Experience Capstone provides an opportunity for students to model the 3 R’s for schools – rigor, relevance, and relationships!

Elements Of a High-Quality CTE Capstone Experience

1. **Clear & Aligned Purpose** - Learning outcomes are aligned with school, district, and student-specific goals.
2. **Student-Driven** - The student takes leadership for selecting, planning, and implementing the experience.
3. **Career Exploration & Skills Development** - Students participate in career exploration and employability skills training prior to the experience.
4. **Career-Connected** - Students apply academic learning to the experience.
5. **Community Mentors** - Business, industry, community partners serve as experience mentors.
6. **School Advisors** - Students have access to advisors to help support the experience.
7. **Training & Support** - Students, advisors, and community partners are provided with continued training to support the experience.
8. **Safe & Age-appropriate Partnerships** - Experiences takes place in a safe environment and age-appropriate environment.
9. **Reflection & Recognition** - Students, advisors, and mentors reflect on the experience and recognize the work of all involved.



CTE Capstone Experience Implementation Checklist

The implementation checklist should be used to help prepare for and begin offering a CTE Capstone Experience. This is just a general guide to help determine the necessary and suggested activities required to implement a high-quality Capstone Experience in your district.

1. Organize

- Confirm there is support from administration, faculty, and the school board for offering the Capstone Experience.
- Assign Capstone Experience Coordinator(s)/Advisors(s).
- Designate a budget (if applicable).
- Determine a suggested timeline for offering the proposed Capstone Experience(s).

2. Plan

- Seek input from students, staff, and community members to determine which of the Capstone Experiences will be offered.
- Review the State provided resources and standards for Capstone Experiences to become familiar with each [Experience's components](#).
- Visit with other schools who have implemented a Capstone Experience to gain insight and feedback.
- Review and refine the suggested timeline for offering the proposed Capstone Experience(s).

3. Design

- Identify components from the provided resources and standards to include in your program.
- Download and revise templates and resources you plan to include in your program from the provided resources.
- Determine the logistics of how the Capstone Experience will be offered as a part of your district's schedule/calendar (e.g. Semester or year-long, .5 or 1 credit, completed as a part of a designated class period or self-directed by the student).
- Determine if successful completion of the Capstone Experience is required for high school graduation.
- Identify any prerequisites needed by a student prior to completing the Capstone Experience (e.g. Career exploration, employability, soft skills training, prior work-based learning experience).
- Determine the criteria and the grading scale for successful complete of the Capstone Experience (e.g. pass/fail or assigned a letter grade).
- Identify roles and responsibilities of the Experience Coordinator/Advisor(s), students, administration, community members, and any others involved in the program.
- Create course syllabi and description(s) for district course guidebook.
- Gain final approval from administration and school board for offering the course(s).

4. Implement

- Communicate the Capstone Experience program to staff and students.
- Ensure professional development is provided to staff if necessary.
- Ensure any prerequisites are provided to students prior to registering for the experience.
- Initiate the Capstone Experience course if this is part of your program design.
- Review progress regularly, adjusting expectations and plans as needed.

5. Evaluate

- Identify goals for the Capstone Experience program.
- Identify student outcomes.
- Analyze program and student results.
- Recommend program modifications based upon results.

Entrepreneurship Experience Capstone Components

Topic Selection

The topic can be developed around a career cluster focus and student interests.

Idea Generation

The business idea can be developed around solving a problem, creating a new product, or addressing a community or industry need.

Component #1: Idea or Product

When deciding on an idea, students should focus on an idea or product that solves a problem, creates a new product, or addresses a community or industry need. There should be tangible evidence of the idea/product that the student can share during the presentation component of the experience.

- A student should have pre-approval from their Capstone Coordinator/Advisor before proceeding.
- Students may work with another student enrolled in the Entrepreneurship Capstone to develop their idea/product with approval from their Capstone Coordinator/Advisor.
- Student's mentor and/or Capstone Coordinator/Advisor may assist with the project creation if necessary.

Component #2: Business Plan

The business plan is the main, and most detailed component of the Entrepreneurial Experience as it should include a comprehensive plan for an authentic or fictional business. If allowed by the Capstone Coordinator/Advisor, the business plan can be prepared by an individual or group of students, but each individual student must be able to exhibit the acquisition of knowledge through researching, writing, interviewing, and application of the real-world skills of time management, organization, self-discipline, persistence, critical thinking, creativity and problem-solving. Business plan criteria recommendations include:

- Executive Summary
- Idea/Product Details
- Detailed Market Analysis
- Marketing Plan
- Business Organizational Chart
- Financial Projections

Component #3: Portfolio

The portfolio is a professional compilation of the student's work, documentation, and required criteria for their Entrepreneurship Experience. The following are suggested components that may be included:

- Cover Page and/or Title Page
- Table of Contents or Menu
- Business Plan Component
- Professional Documents (Resume, Cover letter, List of references)
- Reflection on the experience

- Thank you emails/notes
- Documentation of any professional correspondence
- Documentation of time spent with mentor
- Relevant career and schoolwork samples
- Idea/Product component
- Presentation component

Component #4: Presentation

The formal presentation is the final, culminating component of the Entrepreneurship Experience Capstone and allows for students to showcase their experience to an audience or panel. It is recommended that the presentation follow district approved criteria for senior-level speeches and/or presentations. The following is suggested criteria to include as a part of the presentation:

- Summarized version of the business plan in a “pitch” style format
- An analysis/summary of the entire Capstone Experience
- Visual aids and/or artifacts from the experience
- Reflection on the impact the experience had on the student’s post-secondary and career plans
- A question and answer period following the presentation

Entrepreneurship Experience Capstone Roles & Responsibilities

Role and Responsibilities of the Student

It is the student's responsibility to meet all guidelines and timelines for the Entrepreneurship Experience Capstone.

- Complete any prerequisites requirements of the experience in accordance with school and/or district policy.
- Select an Entrepreneurship Experience Capstone Mentor and arrange for approved time to work with your mentor to complete the experience.
- Maintain documentation of all work in progress, rough drafts, final draft, etc.
- Submit all Entrepreneurship Capstone course requirements in accordance with course syllabus and school district policy.
- Maintain regular and professional communication with Capstone Mentor and Capstone Coordinator/Advisor throughout the duration of the experience.

Role and Responsibilities of the Capstone Coordinator/Advisor

Any 7-12th grade Certified Teacher, Certified School Counselor, or Certified Administrator can serve as a Entrepreneurship Experience Capstone Coordinator/Advisor. Additional school staff may be asked to help support the student at various stages of the experience as well.

- Serve as a student advisor helping with selection and approval of the business plan and idea/product selection and approval.
- Serve as a resource to the student in all stages of the experience
- Assist and advise the student throughout the experience as needed. This may include assistance with:
 - Finding a mentor.
 - Researching, developing the project, or supporting the portfolio of the Entrepreneurship Experience.
 - Monitoring student progress and entering grades communicating with students regularly to ensure they are staying on pace and completing all Entrepreneurship Experience requirements.
 - Assisting with coordination of final presentations.
- Serve as the school liaison for the business/industry or community mentor. This includes communicating with the mentor throughout the experience as necessary.

Role and Responsibilities of the Entrepreneurship Experience Mentor

The role of the Entrepreneurship Experience Mentor is essential to the success of the Entrepreneurship Experience. Each student should have a mentor who has expertise/experience with the selected business or with starting their own business.

- Serve as an industry expert and resource to the student throughout their Entrepreneurship Capstone Experience.
- Allocate time and plan to work with the student one-on-one as a part of their Capstone Experience.
- Complete any documentation and return to the student's Capstone Coordinator/Advisor.
- If a mentor is willing and able, they may also help by:
 - advising student in planning the presentation and attending the presentation.
 - reviewing student business plan documents.
 - evaluating the idea/product.

Changing the Entrepreneurship Experience Capstone

As sometimes happens, a student may need to modify the original Entrepreneurship Experience Capstone. Make sure that any requirements or policies for changing an Entrepreneurship Experience Capstone business plan topic, idea/product, mentor, or portfolio requirement is outlined in the course syllabus and students understand this policy at the beginning of the experience.

Consider the following questions when determining if a student can or should make a change to the experience.

1. What does the student plan to change about their Entrepreneurship Experience Capstone?
 - The idea or product
 - The main business plan
 - The mentor
 - The portfolio
 - The presentation
2. Why are these changes necessary?
3. How will these changes help to improve the experience outcomes?
4. Have the proposed changes been discussed with others, such as parents or the experience mentor?
5. How will these changes affect the experience timeline?

Guidelines for the Business Plan

Planning a new business venture takes time, careful thought, and a strategic process of research and analysis before making the determination that the selected business is one that could be successful. It's important to remember that not all good ideas can or will make good businesses. The Entrepreneurship Experience is a Capstone course, which means it should be student-driven. If the student does not have any experience or prior understanding of what it takes to create a business plan proposal, it may be necessary for them to begin their experience learning more about this process.

Once a student has decided on an idea for their business plan, they will need to develop a completed business plan to present to a panel of judges as a part of their Entrepreneurship Experience. The Business Plan component of the experience will require the most work, time, and commitment.

Adapted from the Small Business Administration Guidelines for Writing a Business Plan, the following are recommended components to be included in the final business plan proposal.

Components of a Traditional Business Plan

- Cover Page
- Executive Summary
- Company Description
- Market Analysis
- Organization and Management
- Service or Product Line
- Marketing and Sales
- Financial Projections & Funding Request
- Appendix

Resources for Writing a Business Plan

The following are resources available to help students learn more about what it takes to research and start a business as well as how to prepare a professional business plan.

- [U.S. Small Business Association | Start a Business | The SBA Guide](#)
- [South Dakota | U.S. Small Business Administration \(sba.gov\)](#)
- [SD Gov: General Business Information](#)
- [How To Start Your Own Business | USAGov](#)
- [Labor Market Information Center \(sd.gov\)](#)
- [U.S. Bureau of Labor Statistics \(bls.gov\)](#)

Entrepreneurship Experience Capstone Portfolio Guidelines

The portfolio is the third component of the Entrepreneurship Experience Capstone. The portfolio is a professional compilation of the student's work, documentation, and includes all required criteria for the Entrepreneurship Experience Capstone. The following are suggested components to be included in the portfolio.

Suggested Portfolio Components

- 1. Cover or Title Page**
 - Experience title, student name, school and Capstone Coordinator/Advisor information, presentation, or experience date
 - Table of Contents/Menu – there should be any easy way for the Capstone Coordinator/Advisor, mentor, and any experience judges to be able to review the student's portfolio
- 2. Experience Summary**
 - A summary of the entire experience including visual artifacts and evidence of the idea/product created
- 3. Business Plan Proposal**
 - All required components of the business plan proposal
 - Professional documents required by the Capstone Coordinator/Advisor (resume, career interested inventories, etc.)
- 4. Experience Documents Section**
 - Copies of all required forms from the experience – letter of intent, experience approvals, change of experience form, permission to participate, planning checklists, time-sheets, professional correspondence (emails) with advisor or mentor, any other documents required by the school
- 5. Experience Reflection & Evaluations Section**
 - Any required written or recorded journals, reflections, or weekly summaries of the experience, experience evaluations (self) or by the advisor or mentor

Entrepreneurship Experience Capstone Reflection Guidelines

An important aspect of the learning process is reflection, so it is highly recommended that students be required to submit reflections both during their experience and a more detailed reflection summarizing the experience. Make sure the reflection guidelines required of the student are clearly identified in the Capstone Experience syllabus.

Guidelines for Student Reflection

- Timely and frequent reflections should be required of students participating in the Capstone Experience. This can be weekly, bi-weekly, or after certain required activities.
- Reflections can be either written or recorded, but there should be a minimum length assigned regardless of the medium being used.
- Students reflections should be written or created in a professional manner.

Suggestions for Weekly Student Reflection

1. What progress have you made on your Entrepreneurship Experience Capstone this week/ during _____ time?
2. Describe what you did during your experience this week/during _____ time?
3. What new information or skill have you acquired? What have you learned from this experience?
4. What did you like the most about your experience this week/during _____ time?
5. What did you not enjoy about your experience this week/during _____ time?
6. What barriers or challenges have you faced with your experience so far?
7. What assumptions did you have going into this experience and how have those assumptions changed?
8. If you could go back and start the experience over, would you change anything? Explain why or why not.
9. What advice do you have for other students interested in the Entrepreneurship Experience Capstone?

Guidelines for Grading/Assessing Entrepreneurship Experience

The Entrepreneurship Experience Capstone is designed to be a semester or even a year-long course for students and should be a largely self-directed endeavor; however, it is important to ensure that regular check-ins and submission of evidence/artifacts is happening so students can ensure they are staying on pace, meeting all required deadlines, and completing all the required tasks and components of the experience. The Capstone Coordinator/Advisor should outline all graded submission and their proposed deadlines in the course syllabus and communicate any necessary submission deadlines to the Experience Mentor or additional support staff (English Language Arts teacher) if needed.

Entrepreneurship Appendix

This section of the framework provides example documents, templates, and additional resources for implementing a Capstone Experience. Feel free to use any information from this section as guidance to help, implement, execute, and assess a Capstone Experience in your district.

Appendix Table of Contents

Guidelines for The Presentation Student Handout	Appendix 2
Presentation Outline Student Handout	Appendix 3
Judge Interest Form Template.....	Appendix 4
Guidelines For Judges.....	Appendix 5
Judges Presentation Evaluation.....	Appendix 6
Choosing a Mentor Student Handout	Appendix 7
Parent Permission Form	Appendix 8
Mentorship Agreement Form.....	Appendix 9
Mentoring Communication Log.....	Appendix 11
Mentor Evaluation Questions.....	Appendix 12
Mentor Agreement	Appendix 13
Idea/Product Selection Guidelines Student Handout	Appendix 14
Student Planning Guide.....	Appendix 16
Letter of Intent Guidelines	Appendix 17
Writing a Business Plan Student Handout.....	Appendix 18
Portfolio Table of Contents Example.....	Appendix 20
Student Reflection Questions.....	Appendix 21
Guidelines for the Presentation.....	Appendix 22
Semester Grading tasks and Pacing Guide	Appendix 23

Guidelines for The Presentation Student Handout

The formal presentation is the fourth and final component of the Entrepreneurship Experience Capstone. It is a way for you to showcase your experience to an audience or panel. It should reflect and include all required elements from the other three components: the business plan, the idea/product, and the portfolio.

Student Guidelines for Presentations

1. Prior to your presentation, confirm the time and place.
2. Ensure the presentation meets all the district/course requirements for presentations or speeches. Practice your presentation several times to help ensure you are meeting the time requirements and you are not simply “reading” from your presentation materials.
3. Arrive EARLY for your presentation time.
4. Keep these tips in mind when answering questions following your presentation:
 - Answer with confidence.
 - Request clarification when necessary.
 - Admit when you don't know the answer.
 - Pack up and remove product/presentation materials.
5. Thank the judges for their time at the end of your presentation.
6. Dress professionally and in accordance with the requirements outlined in the Capstone Experience syllabus. If you are not sure what constitutes appropriate dress, consult with your Advisor.

Presentation Outline Student Handout

Use the following to help you prepare for your Entrepreneurship Experience Capstone Presentation.

- 1. The Pitch**
 - Provide a 1-2 minute Elevator Speech.
 - Sell your business idea in a short, concise, engaging, and/or entertaining way.
- 2. Full Business Plan**
 - Provide an overview of the business plan components.
 - Explain why you chose this idea/product or service.
 - Demonstrate/show example of the idea/product or service.
- 3. Mentorship Experience**
 - Identify who your mentor was and why you chose this person to mentor with.
 - Summarize your mentorship experience.
 - Highlight key learnings from your mentorship experience.
- 4. Portfolio Overview & Reflection**
 - Highlight components of the completed portfolio.
 - Summarize you experienced (what went well, what challenges there were, if you could go back and redo the experience – what would you change?).
 - Discuss the effect the experience had on your future college and career plans.
- 5. Questions**
 - Be prepared to answer any questions by the judges/panel.

Additional Resources

- [Business Elevator Pitch | SD Governor's Giant Vision Competition \(southdakotagiantvision.com\)](https://southdakotagiantvision.com)
- [Starting a Business \(uschamber.com\)](https://uschamber.com)
- [South Dakota - Governor's Office Of Economic Development \(sdgoed.com\)](https://sdgoed.com)

Judge Interest Form Template

The following is an example of a Judge Interest Form that can be used as a template for creating a digital form, or modified, printed, and handed out at school functions, community events, or shared with industry partners.

Judge Information:

Name: _____

Business/Organization: _____

Phone Number(s): _____ E-mail: _____

Please check the career cluster you have the most expertise in. (choose all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Agriculture, Food and Natural Resources
<input type="checkbox"/> Architecture and Construction
<input type="checkbox"/> Arts, A/V Tech. and Communications
<input type="checkbox"/> Business Management and Administration

<input type="checkbox"/> Education and Training
<input type="checkbox"/> Finance
<input type="checkbox"/> Government and Public Administration

<input type="checkbox"/> Health Science | <input type="checkbox"/> Hospitality and Tourism
<input type="checkbox"/> Human Services
<input type="checkbox"/> Information Technology
<input type="checkbox"/> Law, Public Safety, Corrections and Security
<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Marketing
<input type="checkbox"/> Science, Technology, Engineering and Mathematics
<input type="checkbox"/> Transportation, Distribution and Logistics |
|---|---|

Please indicate which day(s) and time(s) you work best for your schedule.

	8 a.m. to 10 a.m.	10 a.m. to Noon	1 p.m. to 3 p.m.	3 p.m. to 5 p.m.	5 p.m. to 7 p.m.
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Guidelines For Judges

Thank you for volunteering your time as a judge for the Entrepreneurship Experience Capstone. You have been asked to evaluate the presentation component of their experience, which is the final piece of the semester/year-long Entrepreneurship Experience Capstone.

Please review the following guidelines to help you prepare for your role as a Capstone Judge.

1. Please introduce yourself to the student prior to the start of the student's presentation.
2. Students are required to speak for _____ to _____ minutes to receive credit for their presentation. Please indicate on the provided scoring rubric if they did not meet this requirement.
3. Students should NOT be simply reading from their notes or the presentation materials. They should be attempting to make eye-contact with the audience (you).
4. Students are required to answer questions from the judges. Please try to ask the student at least one question at the end of their presentation. Please refrain from asking any questions until the end of the presentation.
5. Be mindful of your body language and expressions as students may pick up on any of these nonverbal cues during their presentation.
6. Feel free to write notes on the provided evaluation form as needed.

Judges Presentation Evaluation

Student Name: _____ Experience: _____

Content	Points
The Pitch – A short, concise, engaging “pitch” of their idea/product or service	
Business Plan Proposal – clear summary of the main of the business plan	
Organization – logical flow of ideas	
Conclusion – summarizes; reflects personal growth/learning	
Language Usage – transitions; avoids slang; appropriate word choice	
Relation to Learning – relates research to project and product to presentation	
TOTAL	

Delivery of Speech	Points
Non-verbal – eye contact, poise, posture, appropriate/natural gestures	
Verbal – volume, rate, clarity of speech	
Dress/Appearance/Demeanor – neat, appropriate dress; courteous, and prepared	
Audio/Visual Aids – support speech and enhance presentation; limited use of information on note cards	
TOTAL	

Question and Answer Section	Points
Impromptu Skills – fluent, confident; answers questions easily	
Quality of Responses – evidence of knowledge; responds directly to questions	
TOTAL	

Idea/Product	Points
Well-Constructed – shows evidence of time spent creating the artifact	
IF NO PRODUCT EVIDENT – give 0 if a tangible product is missing, or 1-4 for an unclear or poorly crafted product.	
TOTAL	

TOTAL POINTS: _____ (____ possible)

Choosing a Mentor Student Handout

An Entrepreneurship Experience Mentor is someone who has experience in and an understanding of your selected business and will take a sincere interest in guiding you to successful completion of your Capstone project.

Mentors:

- Provide expertise in starting and owning a business
- Ideally are connected to the idea/product industry
- Support your efforts
- Give you feedback

Preparation to share with the perspective Mentor:

- Clearly defined idea/product
- Specific expectations from the Mentor, including time commitments
- Mentors benefits in assisting the student

Choosing a Mentor:

- Brainstorm possible experts within your chosen field of study
- Talk to parents, friends, and teachers about possibilities
- Look for someone who has the expertise and is interested in mentoring you through completion of your business plan

Next steps after the mentor is identified:

- Meet with your Mentor
- Determine how often you will meet with your Mentor
- Decide what areas of the business plan your Mentor will assist with
- Ask the Mentor to be part of your review team

Parent Permission Form

This Entrepreneurship Experience Capstone Project is comprised of several components, an idea/product proposal, a business plan, a mentorship experience, and a final presentation. Participating in the Entrepreneurship Experience Capstone will provide enormous benefits for your child both now and in the future. To have a full understanding of what this course entails, please read the included Entrepreneurship Experience Syllabus then sign and return this form to your child's Capstone Coordinator/Advisor.

As the parent or guardian of _____,

who is a student enrolled at _____,

I have reviewed the Entrepreneurship Experience Capstone course syllabus and fully understand the requirements of this course. I understand that my child must complete all Entrepreneurship Experience Capstone requirements with a passing grade to receive credit for the course. I also understand that my child may need to complete some of their Experience criteria outside of regular school hours.

Parent or Guardian's name: _____

Parent or Guardian's signature: _____

Date: _____

Mentorship Agreement Form

(This document should be signed by your mentor at the time you discuss with them what their role will be in your Entrepreneurship Experience. Be sure that your Mentor reads your finished written proposal and understands the commitment before signing the proposal.)

The role of the Entrepreneurship Experience Mentor is essential to the success of the Entrepreneurship Experience Capstone at _____ High School. As responsible men and women in the community, the Experience Mentors play an active part in the students' learning experience.

As an Entrepreneurship Experience Mentor, you will be asked to accept the following responsibilities:

1. Serve as an industry expert and resource to the student throughout their Entrepreneurship Experience Capstone Experience.
2. Allocate time and plan to work with the student one-on-one as a part of their Capstone Experience.
3. Complete any necessary documentation and return to the student's Capstone Coordinator/Advisor. This may include:
 - Documentation of time the student spent with the mentor.
 - Evaluation of the student's finished experience.
4. Ensure the supervision and safety of the student while on a worksite (if applicable).

Additional useful information:

1. The Entrepreneurship Experience Capstone will begin on _____ and continue through _____. Students are expected to meet with their mentor a minimum of _____ contact hours.
2. An immediate relative may NOT be in a direct line of supervision for the student.
3. Each student is assigned a Capstone Coordinator/Advisor who will act as a liaison and school contact for the mentor. You should expect to receive communication throughout the experience from this advisor. Because the school Advisor may or may not have expertise in the experience area, your assistance is especially important to the student.

Students have been asked to provide information to their mentors regarding the guidelines and requirements of the Entrepreneurship Experience Capstone Experience at _____ High School. If the student has not done so, please ask them to clarify these items for you.

We trust that the student's work will be beneficial not only to them, but also to you as the Entrepreneurship Experience Mentor. Thank you for your interest in the Entrepreneurship Experience Capstone program. If you have any questions, do not hesitate to reach out to the Capstone Coordinator/Advisor listed on the following page.

Student Name: _____

For students to complete the Entrepreneurship Experience Capstone course, they must work with a Mentor who has expertise in starting, running, and/or owning their own business. The Mentor must be willing to verify the student’s efforts and time spent and assist the student as they complete their experience. If you are willing to serve as this student’s Mentor, please complete the form below.

Neither the School District nor the training station employer shall discriminate against any student or employee based on race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

I agree to serve as a Mentor for the above named student for their Entrepreneurship Experience.

Mentor Name: _____

Business Name & Address: _____

Phone: _____ **Email:** _____

Relationship to Student (if any):

Capstone Coordinator/Advisor Name & Signature **Date**

Student Name & Signature **Date**

Parent/Guardian Name & Signature **Date**

Entrepreneurship Experience Mentor Signature **Date**



Mentoring Communication Log

Student Name: _____

Capstone Coordinator/Advisor: _____

Mentor Name: _____

Use this form to keep a record of your meetings with the Entrepreneurship Experience student. This will serve as documentation of the time spent in consultation on the Entrepreneurship Experience Capstone. Please note and initial any time spent with your Advisee in any aspect of the written or physical project, including travel time, phone, and other correspondence.

If you have questions regarding this form, please call the high school at _____ and ask for the student's Capstone Coordinator/Advisor (indicated above).

DATE	TOTAL HOURS	DESCRIPTION OF ACTIVITIES

Mentor Signature

Date

Mentor Evaluation Questions

Student Name: _____

As an Entrepreneurship Experience Capstone Mentor, you were chosen to support this student's efforts on the Entrepreneurship Experience Capstone. Please answer the following questions to help us evaluate and document the required hours and activities completed as a part of the Experience.

Describe some of the activities or topics of discussion that the student was engaged in related to their idea/product proposal and/or their business plan component of their Entrepreneurship Experience.

What specific problems did this student encounter and need to overcome?

What successes have you seen this student achieve?

Is there anything that would have made this experience better for you as a mentor?

Is there any other information about the Experience or the student that you would like to share with their Capstone Coordinator/Advisor?

Mentor Signature

Date

We appreciate your support and contribution to the student.

Mentor Agreement

Student Name: _____

Business Selection: _____

In order for students to complete an Entrepreneurship Experience, the student must work with a Mentor who has expertise in the selected business. The Mentor must be willing to verify the student’s efforts and time spent. A student should spend at least 15 hours with the Mentor. If you are willing to serve as this student’s Mentor, please complete the form below.

Neither the School District nor the training station employer shall discriminate against any student or employee on the basis of race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

I agree to serve as a Mentor for the above named student for the Entrepreneurship Experience during the 20 ____ - 20 ____ school year.

Mentor Name: _____

Address: _____

Phone: _____ **Email:** _____

Relationship to Student: _____

Capstone Coordinator/Advisor Signature **Date**

Student Signature **Date**

Parent Signature **Date**

Entrepreneurship Experience Mentor Signature **Date**

Idea/Product Selection Guidelines Student Handout

An Entrepreneurship Experience Capstone is about doing and learning something that you want to do and learning more about it! This is your chance to select a business that will be interesting to you and will extend your knowledge. However, making the decision may not be easy. Choose carefully, consult with your Capstone Coordinator/Advisor and remember to keep your Entrepreneurship Experience manageable. Carefully choose a business that you may wish to own/operate in the future.

Guidelines to help guide the selection:

- 1. The business should be one in which you are interested in starting, not a business in which you are already an owner.**

For example, if you are already providing lawn care services to your neighbors during the spring and summer the business plan may still be related to this industry but should dramatically expand upon it. The project must include new learning.

- 2. The business plan must be comprehensive and for an authentic business.**

The business plan should be an authentic plan that meets the requirements for funding by a lending institution. No partial plans will be accepted.

- 3. Preliminary research is a necessary and valuable component.**

No successful business plan can be completed without research. Research may help you narrow or expand your idea/product, better understand the demand for your idea/product, or even help you explore other potential ideas. Research serves to help validate your business selection.

- 4. The potential business selected should be one that is challenging to you both academically and creatively.**

You should take care not to choose a business that is limited to relatively simple ideas or one that has little application or extension possibilities. The business needs to go beyond simply inventing a product to sell.

- 5. The potential business needs to be age and school appropriate.**

There are many different types of businesses that provide products and services to a wide array of consumers. Remember that your topic needs to be both age AND school appropriate. All idea/product and business plan proposals must also be approved by your Capstone Coordinator/Advisor.

- 6. The research topic should be related to the student's interests and future post-secondary and career plans.**

Students should utilize career interest assessments, career exploration tools, and other college and career planning resources to help them determine a career cluster focus for their business plan. The following are resources available to help students narrow and align their business plan to their college and career plans:

- SD MyLife - sdmylife.com
- Career Ready SD - careerreadydev.sd.gov
- SD Week of Work - weekofwork.sd.gov

South Dakota has adopted the following 16 career clusters. To learn more about these career cluster and pathways, visit: <https://doe.sd.gov/cte/careerclusters.aspx>

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Student Planning Guide

Use the following checklist to help you plan your Entrepreneurship Experience.

What is the idea, product, or service your business will provide?

Why did you choose this for your business plan?

What previous knowledge or experience in this area do you have?

What resources will you need to create a prototype of your idea/product?

How is this business connected to your future career and college interest?

Who can serve as a potential mentor and what is their experience in starting, managing, or owning a business?

Letter of Intent Guidelines

The letter of intent is professional written declaration of what the student's business plan and idea/product will be. This letter formally announces to parents, the Capstone Coordinator or Advisor, and potential mentors the student's plan for their Capstone Experience.

Knowing how to write a formal business letter is an important communication tool used to help a student establish a professional image of themselves. The following is suggested information to include in the Letter of Intent.

- What is the business plan idea for Entrepreneurship Experience Capstone? Why did the student choose this topic? What previous knowledge or experience in this area does the student have?
- What will be the idea/product or service provided to consumers as a part of the business plan? Describe the idea/product, discussing any preliminary areas of exploration or questions identified.
- Who can serve as a mentor to help the student complete the Entrepreneurship Experience and what is their experience or expertise related to starting, managing, and/or owning a business?
- What resources (time and/or money) does the student anticipate they will require?

For additional guidance on creating and formatting professional letters, visit [The Basic Business Letter – Purdue OWL® - Purdue University](#).

Writing a Business Plan Student Handout

The business plan proposal is a detail-oriented, comprehensive plan, required for any Entrepreneur to have to secure investors and the funds needed to start their new business. Use the following guidance, adapted from the Small Business Association on how to write your business plan. Traditional business plans use some combination of the following:

Cover Page

A professional looking cover page should include:

- Company Name and Company Owner's Name
- Company Address
- Phone Numbers
- Email Address
- Website Information
- Date of the Plan

Executive Summary

The executive summary should be written AFTER completing all other components of the business plan proposal, but it should be the second component in your business plan when presenting it to investors. Briefly share about your company and why you believe it will be successful. Include the following:

- Mission Statement
- Product or Service
- Basic Information on Leadership Team and Employees
- Physical Location and/or Online Presence
- High-level Financials and Growth Plans

Company Description

Provide detailed information about your company including the product or service your company will provide. This section should also include information about any competitive advantages you believe will help your business succeed. The company description is where you will "hype" up all the great things about your company.

Market Analysis

The market analysis shows that you fully understand the industry trends and the target market for your company. This section should include a summary of the research you conducted on the market like

- How are other businesses in the market doing? What their strengths/weaknesses?
- What are the current market trends?
- What are you going to do differently (better) than your competition?

Organization and Management

This section details how your business will be structured – both the legal and the organizational structure you have planned. Include a summary as to why you chose the specific legal structure you did for your business. Also highlight key leadership qualities for any of your chosen leadership team.

- Will your business be incorporated, a general or limited partnership, or a sole proprietorship, a limited liability company (LLC)?
- Who will be the CEO/President? Who else will be on your leadership team?
- Will you utilize a Board of Directors or Advisor Board? Who will be on this board?

Product or Service Line

Describe the idea/product or service your business plans to offer. Make sure this section details the need for this product or service and how it benefits your customers. Make sure you also include information like:

- Product life cycle
- Intellectual property information
- Research and development for your service or product

Marketing and Sales

In this section you will describe your business's marketing strategy and your goals for how you plan to attract and retain customers. You will also need to detail the sales process (online, brick-and-mortar, combination) in this section.

Financial Projections and Funding Requests

Most entrepreneurs need some form of external funding to help them get their business up and going. Outline your funding needs and goals, not just for the immediate future, but include projections for the next 3-5 years. Explain what the funding will be used for (equipment, materials, salaries, rent, etc.)

Appendix

The appendix should include any supporting documents or other materials that will support your business plan proposal or required by your Capstone Coordinator/Advisor.

Portfolio Table of Contents Example

Entrepreneurship Experience Summary	Section 1
Professional Documents	Section 2
Letter of Intent	Section 2
Business Plan Proposal.....	Section 3
<ul style="list-style-type: none"> ● Cover Page ● Executive Summary ● Company Description ● Market Analysis ● Organization and Management ● Service or Product Line ● Marketing and Sales ● Financial Projections & Funding Request ● Appendix 	
Presentation.....	Section 5
Experience Reflections	Section 6
Experience Evaluations.....	Section 7
Evidence of Experience Documents	Section 8
Additional Artifacts	Section 9

Student Reflection Questions

Congratulations on almost completing your Entrepreneurship Experience! Answer the following questions to help you reflect on your experience.

Student Name: _____

Experience Wrap-up Reflection Questions

1. How many total hours (outside of class time) did you spend on the experience?
2. What issues or problems arose as you worked on the experience?
3. How did you organize and manage your time?
4. What was your favorite part of the experience?
5. Briefly describe any new learning that happened and provide at least one example of when you went outside of your comfort zone during the experience.
6. Detail any changes that occurred from your original plan to your completed experience.
7. Describe what you learned while creating the business plan proposal component of your experience.
8. What did you learn about yourself during this experience (think about skills like organization, communication, working with others)?
9. If you could go back and start at the beginning, what would you do differently?

Use the following rubric to reflect on your Entrepreneurship Experience Capstone.

	Mastery	Proficient	Progressing
Business Plan Proposal	My business plan was thoroughly researched and included all components in a professionally presented proposal.	My business plan included some research with few grammar and formatting issues; most requirements were included.	My business plan was not fully completed, it contained grammar and formatting issues; not all requirements were included.
Idea/Product	I provided a professional and tangible example of the idea/product or service outlined in my business plan.	I had some evidence, or an example of, the idea/product or service outlined in my business plan.	I did not provide something complete or tangible to demonstrate the idea/product or service outlined in my business plan.
Portfolio	My portfolio was well-organized, presented in a professional way, and contained all requirements.	My portfolio utilized some organizational techniques; was mostly professional and contained most requirements.	My portfolio needed more organization and could have been more professionally presented. Some requirements may be missing.
Presentation	I presented my experience professionally and confidently and included all requirements.	I felt mostly prepared for my presentation and addressed nearly all requirements.	My presentation could have used additional practice and refinement in both the content and my delivery.
Participation	I was highly motivated and self-directed throughout the experience, stayed on task, met deadlines, and asked for help when I felt I needed it.	I was mostly self-directed throughout the experience and required few Advisor-initiated check-ins to stay on task or meet deadlines. I asked for help when I felt I needed it.	I needed additional support throughout the experience which was usually Advisor-initiated to help me stay on task and meet my deadlines.

Guidelines for the Presentation

The formal presentation is the fourth and final component of the Entrepreneurship Experience Capstone and allows for students to showcase their experience to an audience or panel. It should reflect and include elements from the three other components: the business plan proposal, the idea/product, and the portfolio. It is recommended that the presentation follow district approved criteria for senior-level speeches and/or presentations.

Capstone Coordinator/Advisor Guidelines for Entrepreneurship Experience Presentations

- Capstone Coordinators/Advisors should NOT be the sole evaluator of the presentations.
- Establish a panel of Capstone (judges) to help evaluate the student's presentation. This can include other teachers/advisors, school and district administrators, school board members, community members, and even Experience Mentors.
 - Schedule the experience presentations at a time and place that will enable the greatest support from these individuals. This might mean presentations happen after school, during school board meetings, or during carefully selected times during the school day.
- Hold a brief "judges" meeting prior to the presentations where you can answer any questions and provide a clear and understandable rubric for Capstone judges to help them evaluate the presentations.
- Ask the judges to ask questions of the students. If they are unsure of what to ask, have prepared questions ready for them.
- Send thank you notes/emails to judges for participating and supporting the program.

Semester Grading Tasks and Pacing Guide

Week	Graded Evidence/Artifact	Points
Week 1	Career Interest Inventories, Topic Category Brainstorming, Overview of Requirements	
Week 2	Professional Document Submitted – Resume, Cover Letter, References, etc., Parent Permission Form	
Week 3	Planning Document, Business Proposal Advisor Approval, Letter of Intent, Initial Mentor Communication for Placement	
Week 4	Initial Research for Business Plan Proposal – Schedule Mentor Hours, Weekly Reflection	
Week 5	Initial Research for Business Plan Proposal – Schedule Mentor Hours, Weekly Reflection	
Week 6	Rough Draft of Research Due to ELA Teacher for Feedback, Weekly Reflection	
Week 7	Business Plan Proposal Worktime, Begin Mentorship Hours (off-site), Weekly Reflection	
Week 8	Business Plan Proposal Worktime, Begin Mentorship Hours (off-site) Weekly Reflection	
Week 9	Business Plan Proposal Worktime, Begin Mentorship Hours (off-site) Weekly Reflection, Quarterly Check-in with Capstone Coordinator/ Advisor	
Week 10	Submit 1st draft Business Plan Proposal for Review, Idea/Product Artifact Creation, Weekly Reflection	
Week 11	Initial Portfolio Development and Organization, Finalize Idea/Product Artifact (example), Correction to Business Plan Proposal (based on feedback), Complete Mentorship Hours (if needed), Mentor Evaluation and Log, Weekly Reflection	
Week 12	Portfolio Development and Organization, Submit Final Edits to Business Plan Proposal for Review, Weekly Reflection, Thank you Communication to Mentor	
Week 13	Finalize Portfolio and Presentations; Presentations to Audience/Panel of Judges	
Week 14	Finalize Portfolio and Presentations; Presentations to Audience/Panel of Judges	
Week 15	Final Self-Reflections and Assessment, Thank You Emails	
Week 16	Finalize and Turn-in any Experience Components (if incomplete or edits were needed)	
Week 17	Finalize and Turn-in any Experience Components (if incomplete or edits were needed)	
Week 18	Final Grades Posted by Capstone Coordinator/Advisor	
TOTAL POINTS		