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**CREATE! Creating Real
Economic Advantages
Through Entrepreneurship**



CREATE!

*Crafting Real Economic Advantages Through
Entrepreneurship*

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Table of Contents

| | |
|--|----|
| Standards | 3 |
| Why Service Learning Approach | 4 |
| Project Extensions for Service-Learning | 5 |
| Project Description | 6 |
| Lesson Plan | 8 |
| Instructional Focus Plans | 10 |
| Resource Appendices | 19 |
| A: Project Mentor Information | 19 |
| B: Prosperity Plan Sample | 24 |
| C: Websites and References | 27 |

Standards

MACC.912.N-Q.1.1:

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

MACC.9-12.F-IF.2.6:

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

LACC.910.L.3.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *

Why Service Learning Approach

If the Common Core State Standards (CCSS) are a roadway leading students to career and college readiness, service-learning is a vehicle for helping them get there in style.

Service-learning is a research-based teaching and learning strategy that engages youth in service to meet learning objectives and address real-world issues.

Below are some key traits of the CCSS and how service-learning correlates.

Demonstrating literacy with a variety of texts — As students investigate an issue, they read a variety of texts, such as primary documents, arguments, books, and charts. They use a variety of communication tools with diverse people and organizations.

Applying learning to new situations, especially real-world contexts — By definition, service learning challenges students to demonstrate academic literacy through application in new situations, to solve a problem, or to carry out a project that address a real-world issue.

Knowledge and skills for success in college and career — Students engaged in service-learning work collaboratively, exercise communication skills and think critically as they use the service learning process to address the identified need. Students demonstrate social responsibility as they solve problems big and small, global and local.

Engaging students in critical thinking and problem solving — The service-learning process engages students in investigation to analyze an issue, propose solutions, take action, and reflect on and evaluate their results and impact. Students encounter obstacles and opportunities that they work through with their peers, with guidance from teacher facilitators.

Social Entrepreneurship is a form of service-learning!

Project Extensions for Service-Learning

Bell ringers for other math classes –

Have students create 3-5 word problems to use as a bell ringer to highlight various aspects of running a business. Some aspects that could be addressed are break-even point, profit margin, pricing, projected revenue, and social media marketing. This could be used around to emphasize observances such as Labor Day or Small Business Day. Students may also see businesses in the local community that they would like to make the students aware of.

Posters-

Have students design a poster posing a scenario or question using the statistical data or numerical facts. Posters can be distributed to other schools, community centers, and online.

Mini-workbooks-

Students can combine their efforts to create a mini-workbook to teach younger students about a how business work. The mini-workbooks can be used for peer-tutoring or teacher resources.

Websites-

Students can create a website that showcases the process of building their own business. It can be marketed on teacher resource websites and entrepreneurship websites.

Animations-

Students can use Xtranormal, GoAnimate, Toondoo or a similar to create a scenario that uses the statistics and numerical data in a solution to a business issue.

Project Description

Overview of Project

The inspiration behind my project has been the students who feel helpless in changing their financial circumstances. Many students sitting in our classrooms see the struggle their families go through to maintain their home life. They often feel overwhelmed and insecure about their own financial futures. This entrepreneurship project empowers them to use their natural talent and skills to shape their own destiny.

Student Impact

Students have scored better on classroom and state assessment. Also, their attitude toward math, in general, is more positive. They have self-confidence in interpersonal communications and their self-efficacy is dramatically.

Project Description

The “CREATE!” project energizes and inspires students to see their financial potential. Students learn how to use their natural talents and skills to launch their own business enterprise and brand. After completing a skills/talent inventory, students participate in discussions and brainstorming sessions about how to transform their talent and skills into an actual business. These sessions are based on the concepts presented in the book, *How to Start a Business on a Ramen Noodle Budget*.

Once students decide on their business concept, they create a business plan, advertisements and promotional items using TechnoKids curriculum projects. A flea market and expo is held after students complete their business startup assignments and serves as a platform for students to launch their products and services.

The goal of the CREATE! Project is to provide an entrepreneurial experience that encourages students to explore their talents, skills, and passions as a means to earn income. The project design incorporates math, language arts, and technology, while promoting critical thinking skills and creativity. After participating in this project, students gain a stronger sense of self-awareness, achieve academic success in the classroom, and increase their earning potential.

Student Population

Traditionally, the entire math class has participated in this project, regardless of past achievement levels. Previously the project has been done with students in grades 9-12, but it can be adapted to be used in grades 6-8. For example, younger students can

work in group to design their business so that the workload split among multiple students. This project can be used in both small and large groups.

Basic Materials List

- Techno Kids Curriculum Projects
- How to Start a Business on a Ramen Noodle Budget by Felecia Hatcher
- Paper
- Ink/Toner
- Pencil/Pen
- Calculator
- Computer with Internet Access

Additional Lesson Resources

Possible lesson resources can include field trips at school and away from school, the media center, Internet, teacher resource books and/or guest speakers. Inviting the mentor for this project will definitely help motivate your students and give them helpful advice.

Basic Lesson Plan for CREATE! Crafting Real Economic Advantages through Entrepreneurship

Objectives:

Students will be able to create their own business using their own natural talents and skills.

Students will be able to describe a business idea based on their passions, skills and or talents.

Standards:

MA.912.A.10.1: Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

MA.912.A.10.2: Decide whether a solution is reasonable in the context of the original situation.

Anticipatory Set:

Show Felecia Hatcher video

https://www.youtube.com/watch?v=Nr2AFg46dmw&feature=player_embedded

Explain that Felecia started a successful business when she was unemployed and all odds were against her using her natural talents and skills. Have a discussion with students about their natural talents and skills. (Please set the tone for students to be able share private information without the fear that it will be shared outside of the group.) Ask students do they feel like they could turn those talents and skill into financial security for themselves.

Discussion Questions:

- What are hobbies?
- What are you naturally good at?
- Have you ever considered how your talents and skills could be used to earn income?
- Do you think you would have the courage to start a business while you were struggling to pay for your house and car?

Introduction:

Explain to students that they will be developing their own brand and business using math and technology. Ask the students how many of them wish they had their own income and let them know that this project will help them generate their own income.

Procedures:

1. Have students complete interest survey
2. Have students do an Internet search to find businesses and industries that incorporate their top interest and their top talent.
3. Students will use an entrepreneur brainstorming organizer to jot down entrepreneurial ideas they may be interested in pursuing

Closure:

Discuss students ideas and have them decide on the idea that they want to pursue by the next meeting.

Instructional Focus Plans

| | |
|----------------|--|
| Topic 1 | Your Ideas are Worthless (without Action) |
| Topic 2 | What Obstacles? |
| Topic 3 | Exploring your Passions, Talents and Skills |
| Topic 4 | Getting Your Mind Right |
| Topic 5 | Dreaming Vs. Creating: Goal Setting |
| Topic 6 | Action Plan for Starting your Business, Part 1 |
| Topic 7 | Action Plan for Starting your Business, Part 2 |
| Topic 8 | Action Plan for Starting your Business, Part 3 |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

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| TOPIC No. 1 | Topic: Your Ideas are Worthless (without Action) |
| Focus Plan | |

| | |
|-------|-------|
| Day 1 | Day 2 |
|-------|-------|

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| Objective: <ul style="list-style-type: none"> • Students will be able to describe reasons why people start their own businesses | Objective <ul style="list-style-type: none"> • Students will be able to describe importance of developing a strategic action plan and executing it |
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| | |
|---|--|
| Concept: All businesses serve a purpose | Concept: Ideas need action to come alive |
|---|--|

| | |
|---|--|
| Discussion Points: <ul style="list-style-type: none"> • Why did Felecia Hatcher start her business? • Why would you consider starting your own business? | Discussion Points: <ul style="list-style-type: none"> • What do you think this entrepreneurship project will be like? • Describe the main idea of chapter 1 |
|---|--|

| | |
|---|---|
| Activities: <ul style="list-style-type: none"> • Watch Felecia Hatcher intro video • Read "How to Start a Gourmet Popsicle Business" • Discuss why businesses are started • Make a list of personal reasons to start your own business | Activities: <ul style="list-style-type: none"> • Read Chapter 1 of How to Start a Business on a Ramen Noodle Budget • Discuss Chapter 1 concepts and Ideas |
|---|---|

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|---|
| Resources: <ul style="list-style-type: none"> • Felecia Hatcher intro video: https://www.youtube.com/watch?feature=player_embedded&v=Nr2AFg46dmw • "How to Start a Gourmet Popsicle Business": http://ybizbuzz.com/2013/06/14/how-to-start-a-gourmet-popsicle-business/ • How to Start a Business on a Ramen Noodle Budget book |
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| Teacher Notes: |
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C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

| TOPIC No. 2 | Topic: What Obstacles? |
|---|---|
| Focus Plan | |
| Day 1 | Day 2 |
| Objective: <ul style="list-style-type: none"> Students will be able to describe common obstacles to starting their own businesses | Objective <ul style="list-style-type: none"> Students will be able to state solutions to their personal obstacles |
| Concept: Obstacles exist but there are solutions for the obstacles. | Concept: Obstacles exist but there are solutions for the obstacles. |
| Discussion Points: <ul style="list-style-type: none"> What common obstacles for people wanting to start their own business? What are some solutions to the obstacles? | Discussion Points: <ul style="list-style-type: none"> What obstacles do you need to overcome to start your own business? What are some possible solutions to your obstacles? |
| Activities: <ul style="list-style-type: none"> Read Chapter 2 of How to Start a Business on a Ramen Noodle Budget Discuss Chapter 2 concepts and Ideas Discuss obstacles Make a list of personal obstacles to starting your own business | Activities: <ul style="list-style-type: none"> Read Chapter 2 of How to Start a Business on a Ramen Noodle Budget Discuss Chapter 2 concepts and Ideas Use Internet researching to develop a list of solutions to your personal obstacles |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book Internet | |
| Teacher Notes: | |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

| TOPIC No. 3 Topic: Exploring Your Passions, Talents and Skills Focus Plan | |
|---|--|
| Day 1 | Day 2 |
| Objective: <ul style="list-style-type: none"> Students will be able to describe their passions, talents and skills | Objective <ul style="list-style-type: none"> Students will be able to identify and describe business ideas that align with their passions, talents and skills |
| Concept: If you build your business based on your strengths, you will love what you do. | Concept: There are business industries that already align with your passions, talents and skills, but you will need to develop your own niche. |
| Discussion Points: <ul style="list-style-type: none"> What are your passions, talents and skills? Which passion, talent or skill will you build your business around? | Discussion Points: <ul style="list-style-type: none"> What are some businesses that align with your passions, talents and skills? What are some unique skills or perspectives that you could bring to the business industries that already exist? |
| Activities: <ul style="list-style-type: none"> Read Chapter 3 of How to Start a Business on a Ramen Noodle Budget p. 24-30 Discuss Chapter 3 concepts and Ideas Complete Entrepreneur inventory from TechnoKids Entrepreneur curriculum | Activities: <ul style="list-style-type: none"> Complete business idea activity on page 28-29 of How to Start a Business on a Ramen Noodle Budget Discuss results from activity |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book TechnoKids Entrepreneur curriculum | |
| Teacher Notes: | |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

| TOPIC No. 4 Topic: Getting Your Mind Right Focus Plan | |
|--|--|
| Day 1 | Day 2 |
| Objective: <ul style="list-style-type: none"> Students will be able to their express fears associated with opening their own business | Objective <ul style="list-style-type: none"> Students will be able to identify opportunities and resources that assist them in starting their own business |
| Concept: Facing your fears makes it easier to overcome them. | Concept: There are several opportunities and resources available to youth that can strengthen entrepreneurial skills |
| Discussion Points: <ul style="list-style-type: none"> What are your fears regarding starting your own business? How can you face your fears? | Discussion Points: <ul style="list-style-type: none"> What are some businesses that align with your passions, talents and skills? What are some unique skills or perspectives that you could bring to the business industries that already exist? |
| Activities: <ul style="list-style-type: none"> Read Chapter 3 of How to Start a Business on a Ramen Noodle Budget p. 31-34 Discuss Chapter 3 concepts and Ideas | Activities: <ul style="list-style-type: none"> Conduct Internet research on youth entrepreneurship to find organizations, mentors and programs to sustain entrepreneurship efforts beyond this project Discuss results from Internet research |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book Internet | |
| Teacher Notes: | |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

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|---|---|--|
| TOPIC No. 5 | Topic: Dreaming Vs. Creating: Goal Setting | |
| Focus Plan | | |
| Day 1 | Day 2 | |
| Objective: <ul style="list-style-type: none"> Students will be able to describe the goal setting process | Objective <ul style="list-style-type: none"> Students will be able to set business and personal goals | |
| Concept: Goals are dreams with structured plans and deadlines. | Concept: Goals + Action = Traction | |
| Discussion Points: <ul style="list-style-type: none"> What is your Most Epic Dream? What is the purpose in setting unrealistic goals? | Discussion Points: <ul style="list-style-type: none"> What are some businesses that align with your passions, talents and skills? What are some unique skills or perspectives that you could bring to the business industries that already exist? | |
| Activities: <ul style="list-style-type: none"> Read Chapter 4 of How to Start a Business on a Ramen Noodle Budget p. 35-39 Discuss Chapter 4 concepts and Ideas Write Most Epic Dream | Activities: <ul style="list-style-type: none"> Read Chapter 4 of How to Start a Business on a Ramen Noodle Budget p. 39-43 Discuss Chapter 4 concepts and Ideas Write at least 1 business goal for each tier of goals Set electronic reminders for goal milestones/checkpoints | |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book Calendar software in email or on smartphone | | |
| Teacher Notes: | | |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

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|---|---|-------|
| TOPIC No. 6 | Topic: Action Plan for Starting your Business, Part 1 | |
| Focus Plan | | |
| Day 1 | | Day 2 |
| Objective: <ul style="list-style-type: none"> Students will be able to analyze potential business pitfalls and creative business solutions | Objective <ul style="list-style-type: none"> Students will be able to develop a prototype and pitch for a business idea | |
| Concept: Some conventional business thinking can be a pitfall; Creative and innovative business solutions will help you thrive on a small budget. | Concept: Potential customers and/or investors will need to hear your pitch and see your prototype. | |
| Discussion Points: <ul style="list-style-type: none"> What are some potential business pitfalls and how can you avoid them? What are some creative business solutions to thrive on a small budget ? | Discussion Points: <ul style="list-style-type: none"> What business pitch and how is it used? What is a prototype? What purpose does a prototype serve for potential customers and investors? | |
| Activities: <ul style="list-style-type: none"> Read Chapter 5 of How to Start a Business on a Ramen Noodle Budget p. 44-51 Discuss Chapter 5 concepts and Ideas Write ways to use the creative business solutions described on p. 44-51 | Activities: <ul style="list-style-type: none"> Read Chapter 5 of How to Start a Business on a Ramen Noodle Budget p. 51-52 Discuss Chapter 5 concepts and Ideas Write a Prosperity Plan Write business pitch Develop product or service prototype | |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book Internet Materials for prototype Prosperity Plan from the "Toilet Paper Entrepreneur" | | |
| Teacher Notes: | | |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

| | | |
|---|--|--|
| TOPIC No. 7 | Topic: Action Plan for Starting your Business, Part 2 | |
| Focus Plan | | |
| Day 1 | | Day 2 |
| Objective: <ul style="list-style-type: none"> Students will be able to analyze business communications and marketing solutions | | Objective <ul style="list-style-type: none"> Students will be able to select appropriate communications and marketing tools |
| Concept: All businesses need mechanisms for communications and marketing. | | Concept: Appropriate communications and marketing tools vary according to needs of each business. |
| Discussion Points: <ul style="list-style-type: none"> What are some marketing and communications tools for business? Which marketing and communications business tools are cost-efficient for a small business? | | Discussion Points: <ul style="list-style-type: none"> What marketing and communications tools are appropriate for your business idea? |
| Activities: <ul style="list-style-type: none"> Read Chapter 5 of How to Start a Business on a Ramen Noodle Budget p. 44-51 Discuss Chapter 5 concepts and Ideas Write ways to use the creative business solutions described on p. 44-51 | | Activities: <ul style="list-style-type: none"> Read Chapter 5 of How to Start a Business on a Ramen Noodle Budget p. 53-57 Complete action steps 2-6 from Chapter 5 |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book Internet Microsoft Office or Publisher | | |
| Teacher Notes: | | |

C.R.E.A.T.E.! INSTRUCTIONAL FOCUS PLAN

| | | |
|---|--|--|
| TOPIC No. 8 | Topic: Action Plan for Starting your Business, Part 3 | |
| Focus Plan | | |
| Day 1 | Day 2 | |
| Objective: <ul style="list-style-type: none"> Students will be able to analyze business productivity solutions | Objective <ul style="list-style-type: none"> Students will be able to select appropriate business productivity tools | |
| Concept: Technology tools can lessen your workload. | Concept: Leverage technology to get more done. | |
| Discussion Points: <ul style="list-style-type: none"> What are some productivity tools for business? Which business productivity tools are cost-efficient for a small business? | Discussion Points: <ul style="list-style-type: none"> What business productivity tools are appropriate for your business idea? | |
| Activities: <ul style="list-style-type: none"> Read Chapter 5 of How to Start a Business on a Ramen Noodle Budget p. 58-60 Discuss Chapter 5 concepts and Ideas Write ways to use the creative business solutions described on p. 58-60 | Activities: <ul style="list-style-type: none"> Complete action steps 7-9 from Chapter 5 | |
| Resources: <ul style="list-style-type: none"> How to Start a Business on a Ramen Noodle Budget book Internet | | |
| Teacher Notes: | | |

Appendix A: Project Mentor Information



“Everyone is a Genius, you just have to look past your circumstances and get creative!”

Is Felecia Hatcher’s message when she speaks to large crowds around the world. For over a decade Hatcher has dedicated her life to empowering people around the world to create their own opportunities and follow their most Epic Dreams. Hatcher has been named one of the Top 10 Superstar Entrepreneurs under 30, 2014 White House Champion of Change for STEM access and diversity, a TEDx Presenter and featured on the Food Network, Inc, Wall Street Journal, Entrepreneur, Essence Magazine and Black Enterprise for her work in Branding, Social Media and Entrepreneurship.

As a “C” student in high school Hatcher beat the odds and won over \$100,000 in scholarships to attend college by getting creative. Felecia used her experience and knack for personal marketability to start her first business called Urban Excellence as a freshman in college where she built and ran innovative college prep programs for companies like DeVry University, MECA, AMPS Institute, the YMCA, Texas A&M University, TED, and the Urban League.

In 2005 Hatcher brushed off her entrepreneurial bug and spent the next few years traveling around the country spearheading successful experiential marketing campaigns for Fortune 500 companies like Nintendo, Sony, Wells Fargo, and Microsoft. Hatcher also worked for the NBA as the Front Office Marketing Manager for the Minnesota Timberwolves/Lynx organization and spearheaded their re-branding campaign.

In 2008 Hatcher started a gourmet popsicle and ice cream catering company after she fell flat on her face while attempting to chase an ice cream truck in heels. The company is dedicated to sustainability and innovation donating a portion of each popsicle sell to charity as well as running social enterprise Code Fever dedicated to turning black youth from consumers of technology to creators of technology by providing tech entrepreneurship training, mentorship and funding.

Hatcher has formed many strategic partnerships through her company Feverish Ice Cream serving clients like, Trump, The W Hotel Universal Music, Adidas, Whole Foods, Live Nation, Barcardi, J.Crew, Capitol Records, Maker’s Mark, The US Census Bureau, The W Hotel, Playboy, Tom Cruise, and Vitamin Water to promote their new products through her trucks, carts, social media networks and sponsored ice cream give-a-ways. Hatcher is also mom and the author of 4 books *The “C” Students Guide to Scholarships*, *How to Start a business on a Ramen Noodle Budget*, *PopPreneurs* and *FAILURE-A Success Story*.

Featured In:



Inc. ESSENCE **Entrepreneur** MAGAZINE The Boston Globe

THE WALL STREET JOURNAL.

The Miami Herald

BLACK ENTERPRISE



Praise for Felecia

Testimonials

Just wanted to thank you again for an incredible session at our DECA School-based Enterprise Academy in Atlanta! The material you presented was spot-on as far as being relatable to the students' experience in DECA and in running their school businesses. I have received nothing but positive feedback from advisors and students – and several comments that you were our most interesting and dynamic speaker to date! It was clear the students were so engaged during your presentation and eager to listen and learn from you. It was an absolute pleasure to work with you and London over the past few months and I hope we'll have the chance to work together again in the future!

Best,

Lori Tran | Program Assistant, Competitive Events & School-based Enterprise
DECA Inc.

Student Testimonials via Instagram



♥ 17 likes

theunaveragejoe Thanks to @feleciahatcher for the amazing advice yesterday! We took the chance and made the judge laugh and got several compliments on our colorful pants! 🍷 WE MADE IT TO FINALS! Out of 212 groups in our category, little quincy found its way to being in the Top 20 at international competitions! #SoHappy

Recent KEYNOTES/Speaking engagements

- Department of State's International Visitor Leadership Program's Summit
- NGO Management and Engaging Society Summit
- The Atlantic Magazine Start Up City Conference
- World Economic Forum Global Shapers Panel on Entrepreneur and Tech Education
- National Association of Community College Entrepreneurs Keynote
- Black Enterprise 2014 Entrepreneurs Conference
- BE-Bill and Melinda Gates Panel on Tech Education
- Girl Scouts of America Atlanta-Keynote
- University of Miami-Women's History Month—"The Woman in U."
- Florida International University-4th Annual FIU Diversity Summit
- 2014 SW FL Young Women's Leadership Symposium
- DECA National Conference-Sunday Keynote
- Future Business Leaders of America National Conference
- Urgent Inc Panel
- NAACP Entrepreneurs Round Table
- Inspired Living Conference Kingston Jamaica
- Operation Hope Atlanta June 18th
- Young Entrepreneurs Georgia Keynote Speaker @Coca Cola Headquarters
- Academy of Finance Miami Dade College Keynote Speaker
- St. Thomas University Black History Month Keynote Speaker
- FBLA Atlanta Spring Regional Conference Keynote Speaker
- Southern Florida Minority Supplier Development Council-Youth Entrepreneurship Speaker
- Jazz in the Gardens Women
- Entrepreneurship 101 3rd Annual Florida Women's Conference
- Fashion is a Business Trinidad
- Inspire Many Retreat
- Tech Munch Food Bloggers Conference Whole Foods HQ
- Women Entrepreneurship Conference Florida International University
- Girls to Women
- Tampa Bay Young Women's Symposium
- Young & Connected London Webinar
- Creative Entrepreneurs Conference
- 2013 HISPANICIZE MIAMI DIVERSITY TECH & SOCIAL MEDIA SUMMIT
- City Year Member Summit
- Teach for America Miami TFAx
- Take Stock in Children Keynote Speaker

- Florida International University Global Entrepreneurship Week
- Miami Dade Community College Global Entrepreneurship Week Keynote
- Focus 100-Black Women in Technology Conference New York
- White House Young America Series
- Spelman College October 13th Women Interactive Conference
- TEDxJamaica - Kingston Jamaica
- TedxMiami
- Google London Campus
- SXSW -Blacks in Technology
- Coca Cola Headquarters Youth Conference Keynote Speaker
- Teach for America Topic: "Average Genius"
- Black Girls Code Miami
- Black Girls Code Atlanta GA-Emory University
- JMBB Inspired Living Women's Empowerment Summit -Kingston Jamaica
- Big 12 Conference on Black Student Government- Lunch Keynote Speaker- University of Oklahoma
- St. Thomas University Global Entrepreneurship Week Keynote Speaker
- Miami Dade Community College Global Entrepreneurship Week Keynote Speaker
- Spelman College GEEK WEEK 2012
- Martin Luther King Center- Operation Hope Keynote Speaker- Atlanta GA
- Pbi Beta Lambda National Conference Speaker
- FBLA National Conference Speaker
- Equal Education Opportunity Group *Keynote Speaker-Tennessee
- 6 stop speaking tour in Wyoming- Carbon County Higher Ed Center
- That Conference Aug 12th
- Jazz in the Gardens Women's Conference

Honors & Awards

2014 White House Champion of Change for STEM Educational Excellence Access and Diversity for African Americans

Impact 100 Top 100 Entrepreneurs Under 30 honored at the White House 2011.

Essence Magazine Tech Master

Black Enterprise Innovator of the Week

Stiletto Magazine Entrepreneur of the Year 2013

Miami's Power 30 under 30

Allbusiness.com's Top 10 Superstar Entrepreneurs Under 30

NBC's Grio 100 Top 100 African American's making History

Legacy Magazine's Leaders of Today and Tomorrow Top 40 under 40.

Featured on the NBC Today Show

Featured on the Cooking Channel's Unique Sweets

TedxMiami Presenter

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Felecia Hatcher on the NBC Today Show and Food Network Show Unique Sweets
<http://www.youtube.com/user/FeleciaFlair>

Links

Felecia Hatcher
www.feleciahatcher.com

Code Fever
www.CodeFeverMiami.com

Black Tech Miami
www.BlackTechMiami.com

C Students Guide to Scholarships
www.CStudentsRock.com



@FeleciaHatcher



<http://www.linkedin.com/in/feleciahatcher>



@FeleciaHatcher

Appendix B: Prosperity Plan Sample



Obsidian Launch's Prosperity Plan

Obsidian's Life Mission

The Purpose for Our Existence and Our Relentless Commitment to Growth

Investing in tomorrow's leaders, today.™

Obsidian Launch is the world's most highly regarded business growth accelerator. Our sole purpose is to "invest in and rapidly mature new entrepreneurial companies into steadfast niche leaders." It is our emphatic belief that entrepreneurialism offers the greatest freedom for people to do remarkable things for themselves and others, to strengthen the economy, and to lead lives driven by passion; and it is our relentless mission to foster entrepreneurialism because of this.

Obsidian's Destiny

What We Are Destined To Be

On December 31, 2018 Obsidian Launch has achieved annual income of more than \$53M. Obsidian is recognized as having formed and being the pinnacle of the new market of 'growth accelerators'. Revenue is being generated from ongoing phantom equity interests in approximately 250 niche businesses and liquidity events. VCs and other investment firms are placing a valuation 25% to 50% higher on Obsidian's Partners than similar opportunities because of Obsidian's reputation of breeding the best niche companies.

We are recognized as one of the top 100 places to work in the US. Obsidian's Partners are some of the fastest growing, healthiest and well recognized businesses in the US. Over 25% of Obsidian's clients have succeeded in being acquired and today continue to grow and succeed at the next level, further strengthening the recognized value Obsidian brings to new businesses.

Several entrepreneurs of former Obsidian Partners have joined Obsidian's team and are creating the next generation of business leaders.

The Obsidian offices are a place where we look forward to coming every day. It is a place of high energy, supportive colleagues, and the occasional good natured prank. A few mascot dogs walk around the office building and colleagues enjoy the break areas with a TV, a pool table, video games, and great cuisine. Lounge areas and mini-libraries are located throughout the office – these are places to talk, think, focus and drive ourselves to the next level.

Learning is HUGE at Obsidian and all colleagues are required (and excited) to constantly take courses, read books, work with mentors and all but bathe in their field of expertise. Obsidian offers cross training and fun educational activities to avoid burn out. Many of Obsidian's colleagues are recognized as the leading experts in their field. Some Obsidian experts elect to spin off and start their own businesses in their field of passion. Of course, Obsidian invests in these companies and helps them grow and they turn out to be some of our most successful Partners.

Obsidian's Area of Innovation

How We Do It

Obsidian leads on **Quality** – Quality of service, quality of experience and quality of the deliverables. We have a relentless obsession to provide the highest quality hands-on involvement and support available. We cherry pick partners who are motivated, passionate and focused. It is undeniable that partnering with Obsidian is at least 100 times better than partnering with any single person. As a result, Obsidian has changed the entire paradigm on partnering. The world now views launching your own company, by yourself, while retaining 100% equity to be safer and far more effective than having equity partners.

Obsidian's Immutable Laws

The Way We Do It

Give to Give – We get what we give. Our passion is in teaming with first time young entrepreneurs and building them into niche industry leaders. We achieve our goals only if our partner achieves their's. We put every ounce of our ability into launching their company and launching it healthily and strongly. Our reward is their success and we only achieve our goals when we foster success in them.

No Jerks Allowed – We are driven by the fact that we are serving a higher purpose and doing good things for the world. We exploit laughter, fun & enjoyment, yet we do it at no one's expense. Our positivity is undeniable. Our colleagues, our partners and our vendors are all friends that we like and respect. Not only this, but they are great at what they do and share common good values. Dicks are not allowed.

Blood Money – Money is the blood of a business and must be treated that way. Obsidian and our partners practice financial prudence and are financially healthy every quarter of every year. When our partners launch from the Obsidian partnership, they are positioned for a lifetime of continued financial growth. We will never associate with “get-rich-quick” schemes. We only partner with “get-rich-right” plans.

Obsidian's Community

Who We Do It With and For

We partner exclusively with young, first time entrepreneurs – the leaders of our future. Our partners are young men and woman between the ages of 18 and 26 who have an extraordinary entrepreneurial drive. They are highly risk tolerant and passionate about their concepts. They have a low demand for immediate income and are desirous of making the sacrifices now to have the success later.

Every partner that joins the Obsidian Portfolio brings strong synergies to the existing group and enhances everyone else. Everyone has a commitment to “getting rich right.”

Appendix C: Websites and References

Toilet Paper Entrepreneur- <http://www.toiletpaperentrepreneur.com/index.html>

Felecia Hatcher Speaks - <http://www.feleciahatcher.com/>

TechnoKids Curricula - <http://www.technokids.com/>

TechnoEntrepreneur Curriculum - <http://www.technokids.com/computer-curriculum/intermediate/how-to-teach-excel.aspx>

GenerationOn - <http://www.generationon.org/>



APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2014-15. Most catalogs can be viewed at The Education Fund web site at www.educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

**APPLICATION DEADLINE:
December 10, 2014**

Apply online at www.educationfund.org

For more information, contact:

Edwina Lau, Program Director

305.558.4544, ext. 113

elau@educationfund.org

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