

ADAC Business Plan

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Executive Summary:

This plan is the evolving brainchild of Dr. Mark Woods, with input and advice from several informal committees of experts in Italy, U.S.A., and the United Kingdom, including prominent business leaders, academics, residents, educational and financial consultants, and governmental leaders.

Dr. Woods has specific expertise in the financing, development, construction, and maintenance of projects for academic institutions (building and launching purpose-built film & media schools) and entertainment industry production (planning, building, and running film and television studios). [See Appendix 1].

Guglionesi was founded in 500 B.C.E. by the Samnites, and throughout the Roman Classical Period, Early and Middle Ages, and during the Renaissance and subsequent Industrial Age, has been a center for commerce, learning, literature, music, and art. The historic center of Guglionesi has been maintained in stunning architectural detail, with the preservation of numerous, Medieval cobblestone streets, boasting ancient churches, prestigious palaces, belltowers, and ancient ruins.

Since the Risorgimento (Unification of Italy, 1848-1871) Guglionesi has been supported primarily by agriculture, tourism, and local services. Guglionesi might be called the crown jewel in an 8-municipality zone called the Basso Molise, a chain of historic, hilltop towns (averaging 1,000 feet in altitude) and enjoying spectacular panoramic vistas of the Adriatic Sea Coastal beaches and islands, and the sweeping Gargano Promontory Mountains and golden Plains of Puglia.

Additionally, Guglionesi has arguably the best access to trains, high speed highways and seaports in nearby Termoli, Bari and Pescara, between a 15-minute to one hour drive, and access to the snowcapped mountains of Campobasso and adjacent winter ski resorts. Guglionesi is located directly due east of Rome, which is easily reached by car, train, and buses within 3 hours.

Dr. Woods has assembled a 20-member faculty of prestigious academics and media industry leaders, some of whom have already agreed to relocate to Guglionesi, purchase homes for themselves and their families, and to support the launch in October 2025 of the Adriatic American College at Guglionesi. (See Appendix 2).

Executive Summary (continued):

Finally, here is a summary of the key advantages of opening ADAC in a Guglionesi location as soon as possible – with projected class start dates in October 2025 (in person classroom, online Zoom, or various hybrids):

1. The ADAC project overcomes three key obstacles in Italy for American College students:
 - a. ADAC costs (in the Basso Molise) will be lower than most universities and colleges in Italy.
 - b. Most Italian Universities require a B2 level of proficiency in Italian, ADAC does not.
 - c. Most Italian Universities do not accept 2-year Associate / Community College credits – ADAC does welcomes and encourages students from 2-year Community Colleges.
2. Current USA government policies are harming the American brand (for universities and colleges among International College Students) – students risk arrest, detention, deportation, financial lost, etc.
3. Previously, international students studied in the USA – currently, these foreign students are desperate to find qualified, English Language college courses in Europe, where they feel safer, more secure and appreciated. ADAC is designed to redirect International Students away from hostile situations in the USA and to welcome them with open arms to Europe.^{1 2}

US colleges are facing a potential crisis as international students, who contributed over \$43 billion in 2023–24, begin to look toward Europe due to Trump-era immigration crackdowns and research funding cuts. A new €500 million European initiative aims to attract global talent, raising concerns among US institutions about declining enrollment, financial losses, and reduced academic diversity. Education leaders warn that unwelcoming policies could result in long-term damage to America's global academic reputation.

4. **ADAC WILL PRIMARILY SERVE FOREIGN (NON-ITALIAN) STUDENTS FROM OUTSIDE THE EU –** ADAC will exploit the lucrative demographic sector of International Students who speak English and who want to study in Europe. Both native American and International Students in the USA spend (on average) \$38,270 per year:

Annual Cost of College, Private

Institution Type	Cost of Tuition	Cost of Attendance
4-Year Nonprofit	\$38,421	\$56,628
4-Year For-profit	\$15,868	\$33,574
2-Year Nonprofit	\$20,019	\$36,026
2-Year For-profit	\$16,444	\$26,640

¹ <https://www.bbc.com/news/articles/c05768jmm11o>

² <https://timesofindia.indiatimes.com/education/news/why-us-colleges-fear-losing-billions-as-trump-era-policies-push-international-students-toward-europe/articleshow/121249622.cms>

KEYPOINT: “The average cost of college* in the United States is **\$38,270** per student per year, including books, supplies, and daily living expenses.” ³

KEYPOINT: The average cost of college* in the United States exceeds **\$60,000** per student per year, including books, supplies, daily living expenses and housing / transportation.

KEYPOINT: The U.S. has significantly higher tuition costs, especially for out-of-state students and private institutions, making Italy a more budget-friendly option for international students. ⁴ Here’s a table comparing the cost of studying in Italy vs. the United States based on tuition fees:

Expense	Italy	United States
Public Universities (Undergraduate)	EUR 900 – EUR 4,000 per year	EUR 24,186.80 per year
Private Universities	EUR 6,000 – EUR 20,000 per year	EUR 32,963.60 (Average) / EUR 55,200+ for prestigious schools

5. **Marketing & Recruiting / Market Research** – Identification of target student demographics, analysis of competition, with an understanding of market needs:

- A. Various political actions and socio-economic trends are discouraging students from attaining an American Liberal Arts College education within the actual physical / geographical borders of the USA. Where are these students going, if not the USA? Most are looking for alternatives in Europe. ^{5 6 7}
- B. “The rising costs of education in the U.S. have led many to explore opportunities in Europe, where tuition can be significantly lower, and the quality of education is often world-class. This shift is not merely a trend but a growing movement among American students seeking affordable, high-quality education.” ⁸
- C. “Foreign students are being deported for infractions as minor as parking or speeding tickets. A reported [500 student visas](#) have been suddenly revoked – with some students sent to deportation centres, and others told to “self-deport.” US universities, in a panic, have warned their million foreign students not to travel abroad for fear of never getting back in again. That is an extremely strong deterrent to others deciding whether to study in the US. The second largest group of foreign students in the US,

³ <https://educationdata.org/average-cost-of-college>

⁴ <https://fly.homes/blog/budgeting/cost-of-living-in-italy-vs-us/#h-cost-of-studying-in-italy-vs-united-states>

⁵ <https://www.timeshighereducation.com/depth/trumps-assault-us-universities-five-views-chainsaws-teeth>

⁶ <https://foreignpolicy.com/2025/03/18/trump-columbia-universities-attack-education-global-leader/>

⁷ <https://www.theguardian.com/commentisfree/2025/may/01/trump-higher-education-universities>

⁸ <https://toptieradmissions.com/study-abroad-popular-european-universities-for-u-s-applicants/>

after Indians, are Chinese. Is it realistic to expect new cohorts of them to flock to America, or might Europe look a far more attractive place to be?" ⁹ ¹⁰

D. American students seeking to study in Italy must navigate several obstacles, but two are important:

1. Italian Universities prerequisite Italian Language level in B2 – which most students looking to study in Italy have not yet attained.
2. Italian Universities do not traditionally offer 2-year, community college credits and Associate Degree programs – meaning that they cannot transfer their 2-year degree credits to the Italian institutions. ADAC will welcome, support and fully-accept community college credits at our campus in Italy.

KEYPOINT: Italian colleges and universities offer study programs for both American and international students. We are not seeking to directly compete with these institutions – mainly, because ADAC will target American / International students who wish to study in Italy while receiving an English Language degree.

6. Implementation of the Business Plan, planning, promotion, setup and launch of ADAC:

1) OVERVIEW -- We will launch a new, International / American college (3-year / 4-year Higher Education Institution and (1-year, 2-year, 3-year) Vocational / Technical College) in Molise, Italy by Oct. 2025, called ADAC. For more info, please see the May 2025 Biz Plan document:

a. CLASSES: We plan to deliver 3 types of classes by Oct. 2025 - (Classroom Courses, Online Courses, Hybrid Courses) – this gives us some leeway about exact dates and variables beyond our control, like immigration work permits, availability of startup Capital, time needed to secure zoning permits, housing supply, critical infrastructure, etc.

b. ADMIN / FACULTY -- We will form a Core Admin / Core Faculty – the minimum needed to launch our online, classroom and hybrid classes by launch date Oct. 2025. This will

⁹ <https://www.socialeurope.eu/trumps-policies-are-making-europe-the-new-education-superpower>

¹⁰ <https://journals.sagepub.com/doi/full/10.1177/20531680221141526>

be reflected in our proposed Startup / Launch Budget request, that must be fully funded prior to opening:

- i. We have proposed 20 Core Faculty / Core Academic Admin personnel, listed in our ADAC Pitch Deck Presentation and other documents.
- ii. Approximately 12 of these proposed Instructors / Researchers already have EU / Italian citizenship and/or Work Permits / Residency. They will in some cases require a 1-year or 5-year Carta di Soggiorno.
- iii. Approximately 6 of the above-described personnel will require Italian Immigration approval and 1-year work permits, along with assistance to receive the Codice Fiscale, Tessera Sanitaria, Carta d'Identità, etc.
- iv. All of the 20 Core personnel will be Tax Residents of Italy for purposes of Withholding Taxes and eligibility for the National Health System, Driver's Licenses, etc.
 - c. CURRICULUM / ACCREDITATION -- We will design the curriculum to meet (in advance) all governmental standards and regulations for securing accreditation, financial aid, and other regulatory requirements. ADAC will offer:
 - i. A 1-year certificate, 2-year Diploma / associate, 3 + 4-year BFA / bachelor's, graduate, or professional degree programs.
 - ii. A program of at least two years that is acceptable for full credit toward a bachelor's degree; or
 - iii. A training program of at least one academic year that leads to a certificate or other nondegree recognized credential and prepares students for gainful employment in a recognized occupation.
 - iv. ADAC Curriculum Courses are at least a 15-week (instructional time) undergraduate program of 600 clock hours, 16 semester or trimester hours, or 24 quarter hours. ADAC may admit students without an associate degree or equivalent.¹¹

2) ADAC SCHOOLS -- The college will have 4 Schools:

1. School of Acting and Digital Filmmaking (Primarily English-language Courses)

¹¹ <https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2024-2025/vol2/ch1-institutional-eligibility>

2. School of Fine Arts and Musical Performance (Primarily English-language Courses)
3. School of Business, Liberal Arts & Sciences (Primarily English-language Courses)
4. Italian Foundation College (Primarily Italian-language Courses):
 - a. This college serves a need in Molise, to help students lacking a high school diploma to acquire General Equivalency Diploma (GED) Learning Skills, Vocational (Below-the-Line) Certificates and Media Industry Diplomas, as well as Higher Education degrees (BFA, MFA, Ph.D.).
 - b. This college will build capacity into the Molise Region's economy, by better preparing Molisana residents, to compete for coveted, well-paying / sustainable jobs in our planned Molise Film & Television LED Studios, to be launched in 2027, as well as tourism and other future growth industries in Central Italy.
- 3) DEGREES OFFERED: The three English schools of the college will offer a BFA (Bachelor of Fine Arts degree) in 3-years full time, 4 years part time. The Italian Foundation College will offer a 1-year Certificate, 2-year Diploma and 3-year BFA. MFA + Ph.D. programs will be added in subsequent years.
- 4) ADAC FINANCIAL VIABILITY -- ADAC will be financially supported by:
 - a. Tuition fees (Classroom Courses, Online Courses, Hybrid Courses)
 - b. National Italian, Regional, Provincial, and European Union funding
 - c. Public & Private Donors, In-Kind Contributions, Benefactors
 - d. Alumni Support, Planning Giving, General Endowment, etc.
 - e. Income from Special Events, Academic Services and monetized sources.

- 5) ECONOMIC BENEFITS TO MOLISE: ADAC will create new, sustainable permanent employment in Molise:¹²

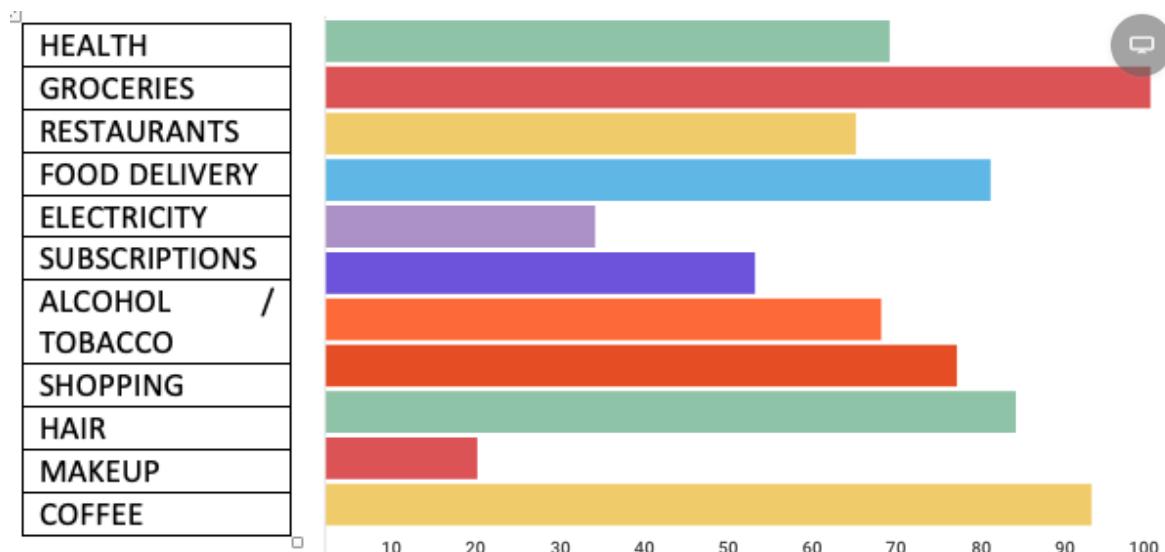
¹² <https://sites.lsa.umich.edu/mje/2024/03/20/the-dynamics-of-a-college-town/>

a. "College-centric towns are well-positioned to see 11% employment growth over the next decade by leveraging their well-educated worker pools in STEM, health care and creative jobs, according to a recent [McKinsey Global Institute study](#)."^{13 14}

College Student Spending in the USA in 2025:

- The average college student spends \$16,500 on Rent throughout a 4-year degree.
- College students need to spend \$1400-2100 monthly for the different expenses they incur.
- Eating out at restaurants, bars, cafes and fast-food costs college students \$4,000 per year.
- The average college student had five credit cards in 2019.
- Spending on college course materials has seen a significant decline over the past decade.
- College students spend on average \$547 per month.
- College students spend \$5.5 billion on alcohol each year.
- College students spend \$2.4 billion on entertainment.¹⁵

How American College Students Spend Their Money:



¹³ <https://wwwaxios.com/2019/09/04/college-towns-emerge-as-economic-powerhouses>

¹⁴ <https://unesdoc.unesco.org/ark:/48223/pf0000384200>

¹⁵ <https://blog.collegemarketinggroup.com/college-students-spend-money/>

Colleges are often a key economic driver, i.e., an “Economic Engine” for their surrounding towns and cities because they:

- **Attract spending power:** With large numbers of employees, many of whom will choose to live and shop in the area surrounding a campus, in addition to students and their visiting friends and families — colleges are often a vital source of income for the local community.
- **Local Business Startups and Economic Growth:** The knock-on benefits in terms of encouraging business growth and development, along with social benefits such as affordable housing and urban regeneration, shouldn’t be underestimated.
- **Drive residential real estate demand:** Colleges are often the anchor tenant for real estate development, with staff and students all in need of somewhere to live. Many students also choose to remain in their college town after graduating.
- **Drive commercial real estate demand:** Real estate investors are attracted by a steady stream of students needing rental accommodation. The need for community amenities such as shops, restaurants, nightclubs, fitness centers, and more also drives demand for commercial real estate.
- **Encourage innovation:** Colleges are often centers for innovation, research, and entrepreneurship. The strong interplay between colleges, corporations, research labs, and entrepreneurs can attract top talent and investment — both for these innovation hubs and the surrounding areas.
- **Support economic activity:** Colleges have been “saviors” for some towns, particularly those that were previously reliant on local manufacturing to drive the economy. Although this and other similar industries have declined in recent decades, the presence of a large research university has been shown to support economic activity and help maintain steady employment growth in the area.
- **Create development opportunities:** The pandemic-related trend toward remote and hybrid working has seen college towns emerge as even more desirable places to live. Evidence suggests that Gen Z is particularly attracted to college towns' affordable housing opportunities and their recreational amenities.
- **Improved Quality of Life for Residents:** These growing populations attract even more investment in housing — particularly multi-family and student housing — retail and leisure facilities.¹⁶ Student and Faculty demand for entertainment, goods and services tends to increase the quality and variety of choices for residents, while a more competitive consumer economy usually brings down prices for everyone.
- **Promote Local and Regional Tourism and Inward Investment:** The abundance of spending on college corporate identity, the increase in largescale events, including symposia, festivals, academic conferences, concerts, entertainment, presentations and competitions, and other normal business of the college, contribute to a direct increase in tourism – indeed, college towns receive (on average) more inward investment than non-college towns.

¹⁶ <https://educationdata.org/average-cost-of-college>

EXECUTIVE SUMMARY (CAPSULE VERSION):

- i) **ADAC** is a 3 year (fulltime) 4-year (parttime) American Liberal Arts College located in the Central Italian Region of Molise, on the Adriatic Sea Coast and located exactly 3-hours due east of Rome, Italy.
- ii) **ADAC** will be led by celebrated American Entertainment Industry leaders / academics, in the fields of literature, art, music, cinema, television, and business.

PROBLEM STATEMENT

Guglionesi is a splendid, well-connected, historic hilltop town with centuries of leadership in art, music, literature, religion, and commerce. Recently, Guglionesi has entered a cycle of depopulation and economic crisis.

Guglionesi must protect its way of life – however the past solutions of agricultural, manufacturing, tourism and services are not sufficient to reverse current downward trends in Guglionesi – mostly caused by the current financial and demographic crisis.

Although Guglionesi has the potential to recover, the stakes are high and might even constitute an eventual existential crisis. This puts at risk the continuation and preservation of the cultural, linguistic, ethnological, and architectural patrimony of the town.

PROPOSED SOLUTION

ADAC will begin offering classes (online, classroom, hybrid) in October 2025. Semesters will be 15-weeks long and will require 600 Instructional Hours of each student. A Core Faculty will be employed to administrate the operation of the college, and to teach the required classes.

Within one year, ADAC will employ at least 80 people, who will live and work in Guglionesi / Basso Molise. Students will spend their money on services, clothing, laundry, transportation, housing, food & drink, and entertainment in Guglionesi / Basso Molise, which in turn, will inject hundreds of thousands of euros into the local economy.

NEXT STEPS

- 1) Raise Startup Funds 2) Hire Core Faculty 3) Launch Social Media Marketing Campaign in targeted countries
- 4) Prepare Housing for Faculty, Students, Staff
- 5) Launch College Website
- 6) Acquire USA Financial Aid Authority
- 7) Acquire Academic Accreditation
- 8) Prepare College Offices, Classrooms, Study Laboratories, Student Lounges, Snack Bar, Mensa/Cafeteria, Health Center, Security & Safety Center, College Reception, Library, Computer Lab, Gymnasium, Student Services.
- 9) Prepare for October 2025 Start Date of classes.
- 10) Prepare College Offices, Classrooms, Study Laboratories, Student Lounges, Snack Bar, Mensa/Cafeteria, Health Center, Security & Safety Center, College Reception, Library, Computer Lab, Gymnasium, Student Services.
- 11) Arrange Transport and Travel for Oct. arrivals by Faculty, Students, Staff.

FINANCIAL REQUIREMENTS

ADAC has a minimum requirement of 1) Startup Funds for June – Sept. 2025. Subsequently, a minimum requirement for each degree program (Students must be accepted, and fully paid – tuition & fees, Housing Deposits, and rents, etc.) by October 2025 Start Date of classes. All classes will be offered in person / in classroom, unless due to problems with personnel, immigration work permits, family, etc. for faculty, and then classes will be offered online / hybrid instruction. A total operating budget and break-even point (with a prudent reserve) will be announced shortly.

Appendix 1:

A. Dr. Woods was on the Faculty Committee for the building of a new Film School for Wales called The Atrium from 2003 to 2009 with funding from Wales + UK.

<https://www.independent.co.uk/student/into-university/az-uni-colleges/south-wales-university-of-458933.html>

B. Dr. Woods was on the Faculty Committee for the expansion of a new Film School in Florence. The school opened in 2007 in Tuscany, with the collaboration of the Tuscany Region and Fondazione Sistema Toscana.

<https://giovanisi.it/post-magazine/la-new-york-film-academy-sceglie-firenze-per-la-sua-sede-europea/>

C. Dr. Woods was part of the Faculty Committee for the opening of a new Film School in Miami Beach from 2015 to 2023 with money from Miami-Dade County, State of Florida, etc.

<https://www.nyfa.edu/film-school-blog/new-york-film-academy-expands-to-south-beach-florida/>

D. Dr. Woods was the lead consultant for a bid to build and operate a new \$11.5 million film studio in downtown Miami, representing Twofour Broadcast Limited (now a division of ITV Studios).
https://dottoremark.wordpress.com/wp-content/uploads/2021/01/tanabi_edgewater-mec-proposal-oct-2013-borders.pdf

E. Dr. Woods has conducted feasibility studies in Italy, France, and the U.K. in the search for optimum locations to build new media and fine arts colleges:

<https://dottoremark.wordpress.com/2021/02/06/economic-impact-of-film-schools-in-international-markets-ticino-milano-and-the-padania/>

Appendix 2:

This information is available in a presentation, available upon request.