



2013 School-based Enterprise Certification Program Guidelines

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A **school-based enterprise** (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in Marketing, Finance, Hospitality or Management. SBEs provide realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk or through internet marketing. Products may include school spirit wear, food and beverage items, school supplies, signs and banners and more, while other SBEs provide services such as creative design, advertising sales and more.

Program Description

The School-based Enterprise (SBE) Certification Program provides recognition for outstanding achievement by school-based enterprises and motivates SBEs to strive for excellence and growth. The program provides SBEs with standards for model operations and recognition at three levels: bronze, silver and gold.

Procedure

Members are to prove adherence to the achievement standards listed in these guidelines in order for the school-based enterprise to achieve certification for the 2012-2013 school year. The level of certification awarded depends on the number of performance indicators successfully documented within each of the ten standards. This number varies from standard to standard and will be specified under the heading of each. For some standards, all performance indicators must be documented. For others, members can choose to document a certain number of performance indicators from a list, while other standards require members to document a combination of mandatory and chosen performance indicators. Certification documentation is limited to 85 pages and must follow the format in these certification guidelines. Those SBEs awarded bronze and silver certification will receive recognition at the chartered association level. Those SBEs awarded gold certification or gold re-certification will be eligible to bring one advisor and one to three student manager(s) to the 2013 SBE Academy at the International Career Development Conference (ICDC) in Anaheim, California, with approval of their chartered association advisor.

Chapters must prove adherence to the performance indicators within each standard through documentation of member work in the school-based enterprise. The documentation must follow the format specified on page 3 of these guidelines. SBEs must submit their documentation to DECA Inc. (1908 Association Drive, Reston, VA 20191) with a **postmark of no later than January 11, 2013** for certification review. ***Please spell check and proofread your documentation before submitting. SBEs must also include a copy of their documentation on a USB/flash drive/CD which will be kept by DECA Inc.*** Be sure to label the USB/flash drive/CD with your school name, state and the level of certification desired.

We strongly encourage advisors to review their students' documentation prior to submission to DECA Inc., as certification will be awarded based on the information provided with no opportunities for adding information once the manual is submitted.

Review and Recognition

After the documentation has been reviewed, DECA Inc. will submit a list to chartered association advisors of SBEs that have been awarded certification, along with the appropriate award certificates. Chapter advisors will also receive official notification from DECA Inc. via email regarding the level of certification awarded. Manuals will be returned via mail for bronze and silver certified SBEs. Manuals for gold and gold re-certified chapters will be available for pick-up at the SBE Academy at ICDC.

Gold certified SBEs may remain certified at that level for a total of five years (years do not have to be consecutive) by completing the requirements for re-certification for a total of four years after initial gold certification. The guidelines for certification and re-certification can be found at www.deca.org/sbe/certification/. After the fourth re-certification, the SBE must complete the original gold certification process to be eligible for the gold level certification award.

Knowledge and Skills Assessed

- Financial Analysis
- Operations
- Marketing-Information Management
- Market Planning
- Product/Service Management
- Pricing
- Distribution/Channel Management
- Promotion
- Selling
- Human Resources Management

Common Career Technical Core

The introduction of the Common Career Technical Core (CCTC) is an excellent opportunity for school-based enterprises to evaluate their adherence not only to DECA's certification guidelines, but also to common CTE-accepted standards. The standards that members will be demonstrating through the completion of this certification are presented below. Please note that the CCTC standards do not require additional documentation beyond that requested for DECA certification; as members document their work in the school-based enterprise they will simultaneously be proving their adherence to the CCTC standards.



Business Management & Administration Career Cluster™ (BM)

Business Information Management Career Pathway (BM-BIM)

- Plan, organize and manage day-to-day business activities to sustain business functioning.

Human Resources Management Career Pathway (BM-HR)

- Motivate and supervise personnel to achieve completion of projects and business goals.
- Plan, monitor and manage day-to-day business activities to foster a safe and healthy work environment.

Operations Management Career Pathway (BM-OP)

- Describe and follow laws and regulations affecting business operations and transactions.



Finance Career Cluster™ (FN)

Accounting Career Pathway (FN-ACT)

- Describe and follow laws and regulations to manage accounting operations and transactions.
- Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Business Finance Career Pathway (FN-BFN)

- Manage the use of financial resources to ensure business stability.



Marketing Career Cluster™ (MK)

Marketing Communications Career Pathway (MK-COM)

- Apply techniques and strategies to convey ideas and information through marketing communications.
- Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Marketing Management Career Pathway (MK-MGT)

- Plan, manage and organize to meet the requirements of the marketing plan.
- Determine and adjust prices to maximize return and meet customers' perceptions of value.

Marketing Research Career Pathway (MK-RES)

- Design and conduct research activities to facilitate marketing business decisions.
- Use information systems and tools to make marketing research decisions.

Merchandising Career Pathway (MK-MER)

- Move, store, locate and/or transfer ownership of retail goods and services.
- Create and manage merchandising activities that provide for client needs and wants.

SBE Certification Format

Signed Statement of Assurances: This page (page 15 of this document) should precede the title page and not be numbered.

Title Page: The first page of the actual documentation is the title page, which will not be numbered and will list the following:

School-based Enterprise Certification Program
 Level of Certification Desired
 Name of DECA Chapter
 Name of Chapter Advisor
 School Street Address
 City/State/Zip Code
 School Phone Number
 Advisor E-mail Address
 Date Submitted

SBE Description: The second page is a one-page description/summary of your school store. This is not a numbered page.

Table of Contents: The third page is the table of contents, which must list the name of every standard and the page on which the documentation for that standard begins. The table of contents may be single-spaced and may be one or more pages long. This is not a numbered page.

Body of SBE Certification Documentation: The first page of the body is numbered "1" and all other pages are numbered in sequence. Use the format provided online at www.deca.org/sbe/certification/ when assembling your documentation. Please note that SBEs working on silver certification must also complete the standard for bronze, and SBEs working on gold level certification must complete the silver and bronze standards as well. The performance indicators within each standard are listed on the left side of the page; a corresponding question or task for each performance indicator is listed on the right side. Use the standard being documented as your heading for each sub-section, and use the performance indicators and levels being documented (gold, silver, or bronze) as your sub-headings.

Bibliography: Include a bibliography **if necessary**. This is not a numbered page.

SBE Photo: Include one photo of your SBE in JPG, EPS or TIF format for possible publication on the DECA SBE Web site on the USB/flash drive/CD submitted with your manual.

Checklist Standards

- The entry must be submitted in an official 1-inch DECA binder or DECA folio. These items are available from DECA Images. No markings, tape or other material should be attached to the binder (other than that which is used to secure USB/flash drive/CD).
- A signed Statement of Assurances must be submitted with the entry. This precedes the title page and is not numbered.
- The body of the written entry cannot exceed 85 pages. This excludes the signed Statement of Assurances, title page, summary page, table of contents page and bibliography page (if necessary), which are not numbered pages.
- The pages of the body must be numbered in sequence, starting with “Financial Analysis” and ending with “Human Resources Management.” The signed Statement of Assurances, title page, summary page, table of contents page and bibliography page (if necessary) should not be numbered.
- Include chapter name and state in left footer and page numbers in right footer throughout document.
- Major content of the written entry must be double-spaced and use size 12 font. Figures and exhibits, headings, lists, sample forms, etc. may be single-spaced.
- The entry must be typewritten or word-processed. Charts and graphs may be handwritten.
- Foldouts, attachments, paste-ups, photographs, tabs, etc. may be used.
- A copy of documentation on USB/flash drive/CD must be included. Be sure to label the USB/flash drive/CD with your school name, state and the level of certification desired and tape/secure to manual.
- SBE photo (JPG, EPS or TIF format) is included on USB/flash drive/CD submitted with documentation.
- Include bibliography page (if necessary).
- Do not use plastic page protectors.

Standards and Performance Indicators	Questions and Documentation
Standard 1: Financial Analysis	
<i>Bronze - all 4 starred (*) performance indicators</i>	
<i>Silver - starred PIs plus 1 more</i>	
<i>Gold - starred PIs plus 2 more</i>	
*Explain the nature of balance sheets (FI:093) (SP)	Include balance sheet and explain its significance to your SBE.
*Describe the nature of income statements (FI:094, FI LAP 4) (SP)	Include profit and loss statement and explain its significance to your SBE.
*Maintain financial records (FI:069) (CS)	Discuss the importance of storing, either physically or electronically, financial records for reference (daily sales reports, monthly sales reports, other examples).
*Prepare cash flow statements (FI:092) (MN)	Include cash flow statement and explain its significance to your SBE.
Demonstrate the wise use of credit (FI:071) (CS)	Discuss credit as it pertains to your SBE—did you obtain a loan to cover the initial costs of your SBE that you must pay back with interest? Do you use a school store credit card to make purchases? Do you take credit cards as a form of payment?
Explain the need for accounting standards (GAAP) (FI:086) (CS)	Does your SBE employ a regularized system for compiling its financial reports (QuickBooks, accounting journal, Excel spreadsheet, other examples)? Explain.
Prepare cash drawers/banks (OP:194) (CS)	Explain the purpose of a petty cash fund.
Open/Close register/terminal (OP:195) (CS)	Include daily sales sheet, if applicable, and explain its significance to your SBE.

Standards and Performance Indicators	Questions and Documentation
<p>Standard 2: Operations</p> <p><i>All levels - choose 4 performance indicators</i></p> <p>Devise/Enact merchandise security measures to minimize inventory shrinkage (OP:172) (SP)</p> <p>Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ)</p> <p>Follow safety precautions (OP:007, RM LAP 2) (PQ)</p> <p>Describe health and safety regulations in business (OP:004) (PQ)</p> <p>Explain routine security precautions (OP:013, RM LAP 4) (CS)</p>	<p>Do you have an anti-theft convex mirror? A security camera? Describe security measures employed by your SBE to reduce theft.</p> <p>Are instructions for equipment (food heating stations, POS systems, other examples) conveniently displayed? Are SBE employees trained on proper use of equipment? Explain why proper adherence to equipment instructions is important.</p> <p>Describe procedures in place in case of an emergency.</p> <p>Describe the health and safety regulations (federal/state/district food safety guidelines, fire escape routes, other examples) followed by your SBE.</p> <p>Describe measures routinely taken to ensure overall security in your SBE. (Lock up merchandise, lock door when not in use, count cash after hours, other examples.)</p>

Standards and Performance Indicators	Questions and Documentation
<p>Standard 3: Marketing-Information Management</p> <p><i>All levels - all 4 performance indicators</i></p> <p>*Scan marketplace to identify factors that could influence merchandising decisions (IM:396) (SP)</p> <p>*Analyze competitors' offerings (IM:298) (SP)</p> <p>*Assess trading area (IM:127) (MN)</p> <p>*Determine price sensitivity (IM:415) (MN)</p>	<p>What social/cultural/economic trends are you experiencing in the marketplace, and how have these trends affected your merchandise mix?</p> <p>Do you compete with the cafeteria for business? Are there local coffeeshops, food stores or general merchandise stores that you consider to be competitors? How do you circumvent the issue of competitors offering identical or similar products to those offered in your SBE?</p> <p>Describe the reach of your SBE. Is your clientele limited to the population of your school, or does it extend to your community? Do you operate a satellite location (at home athletic games, parent events, elsewhere)?</p> <p>Provide an example of how a product's price affects its turnover.</p>

Standards and Performance Indicators

Questions and Documentation

Standard 4: Market Planning

All levels - all 3 performance indicators

*Profile target customer (MP:027) (MN)

Create a customer profile (describe your average customer in terms of demographic, average amount spent, other examples).

*Determine market needs (MP:025) (MN)

Describe the market research you conduct to determine what products to carry in your store.

*Determine customer demand for merchandise (MP:033) (MN)

How do you track sales to determine demand for certain products?

Standards and Performance Indicators	Questions and Documentation
Standard 5: Product/Service Management	
<i>Bronze - all 4 starred (*) performance indicators</i>	
<i>Silver - starred PIs plus 1 more</i>	
<i>Gold - starred PIs plus 3 more</i>	
<p>*Select mix of brands (PM:256) (MN)</p>	<p>Describe the brand assortment in your store. Do you notice products of certain brands turning over more quickly than others? What is the value of a brand name?</p>
<p>*Develop seasonal assortment strategies (PM:230) (MN)</p>	<p>What, if any, seasonal products do you introduce throughout the year? Explain the significance of varying your product mix by season.</p>
<p>*Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages) (PM:063) (SP)</p>	<p>When and why does your merchandise go on sale? Do you offer discounts? Have you seen a correlation between markdowns and quicker inventory turnover? Explain.</p>
<p>*Determine stock turnover (PM:224) (SP)</p>	<p>What is the average turnover for your different product lines? How do you avoid overstocking, and, conversely, inadequate inventory levels?</p>
<p>Determine quality of merchandise to offer (PM:223) (SP)</p>	<p>What factors affect the quality of merchandise you can offer in your store?</p>
<p>Plan merchandise assortment (e.g., styling, sizes, quantities, colors) (PM:254) (SP)</p>	<p>What are your product lines? How did you decide what products to offer? Describe the width and depth of your various product lines.</p>
<p>Determine when to buy/reorder (PM:262) (SP)</p>	<p>Describe your reordering process. Do you reorder product at specified times throughout the school year or when inventory runs low?</p>
<p>Choose vendors (PM:263) (SP)</p>	<p>What questions do you ask when considering new vendors for your store? What questions do you ask when considering new merchandise?</p>
<p>Identify components of a retail image (PM:243) (SP)</p>	<p>How do customers view your SBE? (As a community-oriented, service-oriented or price-oriented business?) What aspects of your business contribute to how customers view it?</p>

Standards and Performance Indicators	Questions and Documentation
<p>Standard 6: Pricing</p> <p><i>Bronze – all 3 starred (*) performance indicators</i></p> <p><i>Silver – starred PIs plus 1 more</i></p> <p><i>Gold – all PIs</i></p> <p>*Determine cost of product (breakeven, ROI, markup) (PI:019) (MN)</p> <p>*Describe pricing strategies (PI:045) (MN)</p> <p>*Develop seasonal pricing strategies (PI:064) (MN)</p> <p>Adjust prices to maximize profitability (PI:008) (MN)</p> <p>Evaluate pricing decisions (PI:057) (MN)</p>	<p>Discuss breakeven point, ROI and markup for a specific product within your store. Provide numbers in addition to written explanation.</p> <p>Describe the various pricing strategies and explain how you implement them in your school store.</p> <p>Describe seasonal pricing strategies used in your store and how they impact sales.</p> <p>Discuss a time when you had to adjust the price of an item and why.</p> <p>Describe the effectiveness of the pricing strategy implemented for a specific product in your store. Do you feel that you maximized your opportunity for profitability or would you have done something differently?</p>

Standards and Performance Indicators	Questions and Documentation
<p>Standard 7: Distribution/Channel Management</p>	
<p><i>Bronze - all 3 starred (*) performance indicators</i></p>	
<p><i>Silver - starred PIs plus 1 more</i></p>	
<p><i>Gold - starred PIs plus 2 more</i></p>	
<p>*Complete inventory counts (DS:025, DS LAP 6) (CS)</p>	<p>Describe how your SBE conducts inventory (physical, perpetual, a combination of the two) and how often it does so.</p>
<p>*Assess sales and stock performance (DS:145) (MN)</p>	<p>Provide an example of a time you ran a sale and describe how your sale items performed.</p>
<p>*Determine inventory shrinkage (DS:026, DS LAP 4) (SP)</p>	<p>Account for loss of inventory due to shrinkage (damage, theft, sample product). How does shrinkage affect your store's bottom line?</p>
<p>Explain the relationship between customer service and distribution (DS:029) (CS)</p>	<p>Discuss how timing of orders, stock rotation and availability of product ultimately affects your SBE's ability to provide customers with goods for purchase.</p>
<p>Explain the receiving process (DS:004, DS LAP 5) (CS)</p>	<p>Describe how you handle the receipt of new merchandise.</p>
<p>Explain storing considerations (DS:013) (CS)</p>	<p>Describe the space in your store available for storage and how this space ultimately impacts back stock/ordering.</p>
<p>Establish system for processing dead/excess merchandise (DS:094) (MN)</p>	<p>Do you return unsold merchandise to vendors for credit, or do you prefer to mark it down and sell it? Explain why.</p>
<p>Resolve problems with incoming shipments (DS:086) (CS)</p>	<p>Describe the process for solving issues with shipments (packing slip does not match items shipped, shipment arrived late, items are damaged, other examples).</p>

Standards and Performance Indicators	Questions and Documentation
Standard 8: Promotion	
<i>Bronze - all 4 starred (*) performance indicators</i>	
<i>Silver - starred PIs plus 1 more</i>	
<i>Gold - starred PIs plus 2 more</i>	
*Plan special events (PR:360) (SP)	Describe a special event that your SBE planned.
*Explain types of display arrangements (PR:026) (CS)	What are the most common types of display arrangements? What display arrangement do you use in your store? Describe a display in your store in which you have placed merchandise for impact.
*Plan promotional strategy (PR:343) (MN)	What are your promotional objectives for the year? What is your promotional budget for the year? How do you incorporate the promotional mix?
*Measure success of promotional efforts (PR:339) (MN)	Provide an example of how you evaluated the effectiveness of a promotional strategy used by your SBE.
Prepare store/department for special event (PR:068) (SP)	Describe how you prepared for the event.
Explain the use of visual merchandising in retailing (PR:023) (CS)	How does the way products are displayed encourage or discourage customers to purchase the products?
Create promotional signs (PR:109) (SP)	Include photo(s) of recent promotional signs made for promotions run in your store. Where did you display this signage?
Use cross-merchandising techniques (PR:358) (SP)	How do you promote products from different categories to build sales?

Standards and Performance Indicators	Questions and Documentation
<p>Standard 9: Selling</p> <p><i>Bronze - choose 3 performance indicators</i> <i>Silver - choose 4 PIs</i> <i>Gold - choose 5 PIs</i></p> <p>Establish relationship with customer/client (SE:110, SE LAP 101) (CS)</p> <p>Determine customer/client needs (SE:111, SE LAP 114) (CS)</p> <p>Recommend specific product (SE:114, SE LAP 111) (CS)</p> <p>Demonstrate suggestion selling (SE:875, SE LAP 110) (SP)</p> <p>Process returns/exchanges (SE:162) (CS)</p> <p>Process sales documentation (SE:117) (SP)</p>	<p>What tactics do salespeople in your SBE employ to establish customer relationships?</p> <p>What routine questions do you ask customers? What questions help salespeople “hone in” on what an indecisive customer may be interested in?</p> <p>What techniques do you use to channel what you know about a customer toward a specific product?</p> <p>How do you delicately suggest other products for purchase without seeming pushy or irritating the customer?</p> <p>Describe your SBE’s return policy.</p> <p>Do you provide a receipt for every transaction? Do individual employees track their sales? Explain why sales documentation is important.</p>

Standards and Performance Indicators	Questions and Documentation
<p>Standard 10 – Human Resources Management</p>	
<p><i>All levels – all 4 performance indicators</i></p>	
<p>*Conduct product “show and tell” (HR:398) (SU)</p>	<p>Describe how new employees are trained on the features/benefits of new products so that they are equipped to sell them.</p>
<p>*Conduct contests to motivate employees (HR:397) (SU)</p>	<p>What, if any, activities motivate SBE employees to do their job well?</p>
<p>*Foster “right” environment for employees (HR:403) (SU)</p>	<p>How do you ensure a positive working environment, and one which functions as a learning laboratory in addition to a business?</p>
<p>*Hold special events for employees (HR:404) (SU)</p>	<p>What, if any, events are held solely for employees, either to boost morale or provide training opportunities?</p>

DECA School-based Enterprises Statement of Assurances, 2013

Research and report writing are important elements of modern business activities. Great care must be taken to assure that the highest ethical standards are maintained by those engaging in research and report writing. To reinforce the importance of these standards, all written entries in DECA's School-based Enterprises Certification Program **must** submit this statement as part of the entry. The statement **must** be signed by the school-based enterprise student manager and the chapter advisor.

I understand the following requirements are set forth by DECA Inc. for all School-based Enterprise Certification entries. These requirements are additional to the general rules and regulations published by DECA Inc. By signing this statement, I certify that all are true and accurate as they relate to this entry.

1. The contents of this entry are the results of my work or the work of current members of this DECA chapter.
2. No part of this entry has previously been entered as part of the School-based Enterprises Certification Program.
3. Credit for all secondary research has been given to the original author through the project's bibliography, footnotes or endnotes.
4. All activities or original research procedures described in this entry are accurate depictions of my efforts or the efforts of my chapter.
5. All activities or original research described in this entry took place during this school year or the timeline specified in the Certification Guidelines.
6. I understand that DECA has the right to publish all or part of this entry. Chapters or individuals with extenuating circumstances may appeal the right to publish the entry to the executive committee of the board of directors prior to submission.

This statement of assurances must be signed by the school-based enterprise student manager and the chapter advisor, and submitted with the certification entry.

School-based Enterprise Student Manager's Name

School-based Enterprise Student Manager's Signature

School/State

To the best of my knowledge, I verify that the above statements are true and that the student's (students') work does not constitute plagiarism.

Chapter Advisor's Name

Chapter Advisor's Signature

Chapter Advisor's Email

Hole punch and place in front of the written entry. Do not count as a page.