



School-based  
Enterprise Project

# Best Practices

A Program of DECA, Inc.

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## The School-based Enterprise Project

# An Introduction

**School-based enterprises** are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills. While some in the education community have only recently discovered the value of school-based enterprises, marketing educators and DECA advisors have used them as a powerful teaching tool for more than four decades.

DECA has undertaken a project to create a national network of school-based enterprises. The project is designed to encourage educators and administrators to share their experiences in establishing and managing such businesses and thus improve and expand the use of this excellent tool.

We are grateful to the more than 2,000 advisors who responded to our surveys, providing details on their school-based enterprises. This report highlights the results of national research on one particular type of enterprise . . . the school store, providing detailed profiles of nine school stores that represent innovative practices in design and operation.

Much of the research for this project was conducted under the leadership of Tim Coffey, DECA's Director of Corporate Development and Sissy Long, Project Coordinator. We are grateful for their fine efforts.

As we move forward with this project, we expect to create a national resource for the growth and development of school-based enterprises. We value your feedback and comments.



Dr. Edward L. Davis  
Executive Director  
DECA Inc.



# Overview

DECA Inc. has embarked on an exciting new School-based Enterprise Project. Long-term project goals include: developing a model school store Guide for Operations, creating a national network of school stores and designing a system for certifying school stores. With the achievement of these goals, we hope to improve the quality of school-based enterprises across the United States and Canada.

During the project's first year, 1998–1999, initial project goals were to

- 1) Assess the degree of DECA chapter involvement in school-based enterprises
- 2) Determine the best practices of successful school enterprises
- 3) Establish the beginnings of a database for a national school store network
- 4) Introduce a recognition system for the School-based Enterprise Project at DECA's International CDC
- 5) Develop preliminary materials for model school store operations.

## Focus Group

In the early planning stages of the School-based Enterprise Project, DECA state advisors were asked to identify chapter advisors from their state associations to serve as members of a project focus group. State advisors were also asked to recommend only those chapter advisors whose years of operating successful school stores could provide a broad base of experience to contribute to the project. Member selection was also designed to ensure representation from each of the four DECA regions.

The nine advisors selected for group participation utilize a variety of operating, merchandising and curriculum approaches to integrating the operation of a school store into the marketing education curriculum. Their school-based enterprises are also diverse in nature—a bank, a 7-Eleven, a school cafeteria, a supermarket, a gift shop and several general merchandise operations. Since the project's long-term goals include the development of training materials for model school store operation, this wealth and variety of knowledge/expertise are critical components to the project's validity and success.

## Surveys

In addition to the focus group, two surveys of more than 6,000 high schools were undertaken. Approximately 1,500 of those surveyed were schools that had a school store operated by their DECA chapter. The remaining 4,500 high schools, each with more than 1,000 students enrolled, were from the QED database. The

DECA schools surveyed gave the study valuable information on the operation of chapter-run enterprises, while the survey of QED high schools helped to identify the extent of school-based enterprises and discover if schools such as these had an interest in participating in a national network.

Workshops were also conducted at two regional DECA conferences to introduce advisors to the project and invite feedback as to challenges and opportunities surrounding a school-based enterprise.

Using the results of the surveys and the feedback of the workshops, an initial national network database of information has been collected. We are still in the planning stages of determining exactly how this national network will operate and what its scope will be. The process of updating the database will be ongoing, as interested school-based enterprises are identified.

It is to be noted that responses from the surveys, the regional workshops and the focus group not only recognized common challenges to operating a school store but were unanimous in identifying the opportunities and benefits that might result from a national network. The advantages of a national network of school stores might be counted on to include such benefits as stronger ties to the school's curriculum, increased resource/vendor support, Web site promotion, promotion/training aid development, showcase opportunities for best practices, and business partnerships to promote to school administration. More than 90% of those surveyed expressed interest in participating in a national network for school-based enterprises.

Survey findings also reported that the top three challenges to such projects were those relating to space, time and money, and that the general merchandise school store is more prevalent in both survey groups. (*For the complete surveys and findings, see Appendixes I and II.*)

## Best Practices

It should be emphasized that many, many DECA chapters across the country operate school-based enterprises equally successful to those included in the project's focus group. The SBE Best Practices on the following pages are descriptions of just nine of DECA's models for SBE operation and their approaches to important issues. These nine are an overview of many of the best practices of our DECA-operated school-based enterprises.

## Summary: DECA Chapter Surveys

We now know that there are numerous opportunities for both vendors and DECA to expand activities geared to satisfying the critical needs of those DECA chapters operating school-based enterprises. For example: With 76% of DECA school stores indicating that they would like to add new product lines to their stores, there is clearly an opportunity for vendors to promote products that would be both profitable and suitable additions to the school-based enterprise. It is also clear that school stores generate millions of dollars each year and that they are a target market not to be ignored. (See Appendix I.)

DECA, in the same vein, has an opportunity to step forward and assist with other needs, such as practical accounting systems and curriculum resources—the top two concerns of the school store operation. This national project can help in the development of materials that provide the type of educational support requested by those surveyed, such as a guide to model school store operation. There is also opportunity to better educate school administrators in the value and benefits of a DECA-operated school enterprise.

Assuming sales volume as one indicator of a school store's success, survey results were analyzed for commonalities between those stores with an annual sales volume greater than \$100,000. (The majority responding to the DECA school store survey indicated that "profit/sales volume" was the measure of their store's performance.) Findings indicated that stores in this category all operate general merchandise stores or restaurants with products lines that include food/snacks (and, almost all, selling drinks) operating in a facility larger than 200 square feet.

It is also noteworthy that analysis of the responses of schools with a sales volume of less than \$100,000 but greater than \$50,000 are identical to those described above. It is accurate to say that DECA school stores with the highest sales volumes are *general merchandise operations with product lines that include food/snacks/drinks*.

Findings also reveal that while only 16% of the DECA-operated school enterprises have a sales volume greater than \$50,000, their combined volume represents almost one-half (50%) of the total sales volume of all DECA school stores.

### The typical DECA school-based enterprise

The following description, based on survey findings, was developed to represent the typical DECA school-based enterprise:

- General merchandise school store
- Product lines include food/snacks and school supplies

- A facility larger than 200 square feet
- Operates in only one location
- Average sales volume is greater than \$30,000
- Hours of operation are break times during the school day
- All marketing education students/DECA members work the store on a rotating basis
- Students learn all procedures involved in the operation of a business
- Most of the products are delivered by the vendor to the business
- Top vendors are Pepsi, Frito-Lay, Otis Spunkmeyer, Coca-Cola and Sam's Wholesale
- Profit/sales volume is the measure of the school store's performance
- Accounting practices and curriculum resources are the greatest needs
- Greatest challenges include limited space at school, time and money
- Improving the operation would include a larger facility, better location, better product variety, food sales and/or better hours of operation
- Would like to add product lines
- Laws/regulations regarding the school lunch program limit the sale of food items
- Are interested in participating in a national network for school stores

The survey findings demonstrate how creative DECA school stores are in determining product lines and in making other decisions about their operations. *If you would like to ensure that your school enterprise is in our database, or if you would like additional information regarding this project, please contact either of the project leaders below:*

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# Profiles & Best Practices

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School-based Enterprise

## The Creek Cafe

### Contact

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### Project Description

*The Creek Cafe* is a full-service cafeteria operating from 7:00 a.m. to 2:45 p.m. during the school week. Opened in January of 1991, the Cafe succeeds a cafeteria closed by the school district due to poor sales and an annual operating loss.

The business philosophy of our enterprise is to “give the students what they want.” We do not serve (or prepare) the typical school lunch. Local businesses deliver our entree items (pizza, subs, chicken sandwiches and nuggets, Chinese items, and smoothies) each day. Our task is to keep the food at the proper temperature and serve it to our hungry fellow students. We complement entree items with other snacks such as candy, chips, soft drinks, cookies, ice cream, muffins, soft pretzels, bagels, milk and fruits. We do not receive any federal funds, so we are not restricted as to our food selections.

The Creek Cafe seats approximately 450 students with a serving area of only about 600 square feet. In addition, we have two offices, a dry storage and a walk-in freezer and refrigerator. We are inspected semi-annually by the health department and we are a fully licensed food establishment.

The business is wholly owned and operated by the Cherry Creek DECA Chapter. We employ one full-time adult manager and four student managers who are selected by marketing department teachers. All marketing students work in the Cafe in their free periods during the course of the year. Only the student managers are compensated financially; however, profits from the enterprise are partially used to fund student activities and DECA competitions. Many of our senior students receive their work experience credits through their hours at the cafe. The Creek Cafe makes it easier for advisors to schedule work experiences for their students since our marketing program is large (approximately 300).

Cherry Creek High School, located in a suburb of Denver, Colorado, has an enrollment of approximately 3,500 students, grades 9–12, with an open campus policy. During their 48-minute lunch periods, the student population can flood the many nearby fast food restaurants that offer a variety of food choices. Consequently, we attempt to be very competitive on our prices. Fortunately, because we buy in large quantity, our vendors offer us a substantial discount besides furnishing daily deliveries. Our food costs average 50% for most items.

Annual sales will exceed \$270,000 this year. The first \$35,000 of profits are paid directly to the DECA chapter, with the balance split 50/50 between the chapter and the high school.

This operation has been exciting, successful and rewarding. However, like any student store operation, it is also demanding and time-consuming.



Above: *The exterior of the Creek Cafe.* Right: *Students form a line for check out after making their selections.*



## Project

### The Creek Cafe

#### I: Learning Value of the Enterprise Project

The Creek Cafe serves as an actual lab for our marketing students. This real-life business provides an opportunity to “practice what we preach.” Customer service, cash register operation, buying, salesmanship, pricing, advertising and promotion, display, market research, employee relations, financial statements and inventory control are some of the units of study having a direct correlation to the operation of this enterprise. The teachers continue to use the actual experiences of the students (both good and bad) as a complement to curriculum and instructional units. Direct and immediate feedback to individual students on their performance occurs regularly from both the teachers and managers. That our students can actually apply what they learn in the classroom is of great value in validating both the need and the purpose of our curriculum.

#### II: Value of the Enterprise to the School

With our open campus, the Creek Cafe provides our students with the choice of staying on school grounds over lunch periods. We feel that our parents, teachers, administrators and the community are very appreciative of this fact. A strong sense of pride that our students have succeeded with this operation also exists within the school. We also offer school clubs, teams, parents and community members at large the opportunity to use our facility during evenings and weekends. Even though this often requires additional effort, the public relations benefits gained are worth the price. We also provide complimentary food to our faculty (on special occasions) and to special guests throughout the year.

#### III: Relationship of the SBE to the Community

Perhaps the strongest relationship, and most obvious, is with the businesses that supply the Creek Cafe with supplies each day. We feel we enjoy a classic win-win situation. Many of our vendors go beyond the basics by providing us with extended service and helpful instruction. Many have even expanded their commitment to our program by serving as advisory board members, guest speakers or as judges for DECA competitions. We naturally savor the positive responses we receive from the school board, central administration, parents and the many members of the community that we come in contact. Without their support it would be impossible to maintain our operation at its current profitable level.

#### IV: Vendor Sources

- |                                     |                      |
|-------------------------------------|----------------------|
| Maui Wowi Smoothies                 | Domino's Pizza       |
| Robinson Dairy                      | Chick-fil-A, Inc.    |
| Otis Spunkmeyer Cookies and Muffins | Blimpie Subs         |
| Frito Lay, Inc.                     | Flower Drum Chinese  |
| King Soopers                        | Coca-Cola USA        |
| Alliant Food Service                | Paragon Foods        |
| Dip 'n Dots Ice Cream               | American Concessions |

## School-based Enterprise **Rockin' JD's**

### Contact

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### Project Description

Our school store, **Rockin' JD's**, is the practical basis of our marketing management classes at Hanks High School. All of the management duties necessary to making the store a success are carried out by our second-year marketing students, while first-year students gain workplace experience. These second-year students have also worked in Rockin' JD's the year before and are familiar with the system.

In the spring, at the end of the marketing students' first year, the teacher selects from student applicants five managers and five assistant managers, one pair to run the store on each weekday. In the fall, the student managers, who are already in place, get a list of all marketing students in the program and begin to develop teams for their day of the week. This has two advantages; it is a great aid to building teamwork skills, and it helps students get to know other DECA members in different classes. Managers' responsibilities include team evaluations, scheduling, training and cashing out—all important in getting the students to buy into the whole idea of running a school store. Students make the decisions. Store operations are opened and closed on each of three shifts during the day. The manager and assistant manager are responsible for supervising these actions—one of the most important aspects of their jobs since the store is not located next to the classroom where a teacher might be readily available.

Other marketing management students are responsible for ordering from vendors, receiving inventory and entering it into the computer and maintaining accounts. All second-year students do daily deposits, stocking, inventory and advertising at one time or another. Students generate reports on sales summaries, cash flow and profit margins from our cash register program, Sellwise. They really get the feel of what it is like to be a manager, and most find that there is a change in their own attitudes toward their boss at their training stations outside school.

The store is a great incentive for students to proceed to the next level in marketing. The entire curriculum has the students using higher-level thinking skills to solve problems and analyze facts and figures. Managing the school store has provided many of my students a platform for getting a promotion at their current place of employment or to get that job they have long desired.

All first-year students serve as cashiers or order takers during one shift a week, assigned to them by their manager. Since most students have not had the chance to work before, this is the most perfect on-the-job training a teacher can give. Each team member is evaluated on attendance, punctuality,

knowledge, dependability, initiative, attitude and accuracy. These evaluations are given to the teacher by the day's manager or assistant manager to be recorded as a daily grade. Students more readily understand the curriculum taught during class when they are able to transfer that information to a hands-on, realistic retail situation—where there are real profits to be made, where real problems occur and where real solutions must be put into place.

Most of our sales are from drinks and snacks. School supplies and clothing are only a small portion of our total gross sales. Since we do have limited hours of operation, we are not a threat to the school's 24-hour vending operation. And, even though our students have an open campus and we have an on-campus cafeteria, we believe in free enterprise at our school and the cafeteria and administration are in full support of our store.



*Rockin' JD's, formerly the Knight Quarters, with its wares clearly visible over the counter, is popular on campus for both snacks and spirit items.*



Our high school students have a choice every day. They can go across the street or stay on campus. It is up to us to design ways to compete.

#### Important Facts

- The advisor is not in the store most of the time; that is the duty of the manager and the assistant manager.
- Students must be accountable. Monitoring by security cameras and videotape is helpful.
- Coke machines and merchandising racks can be obtained from your local vendors at no charge to you.
- Our success did not happen overnight. We have been open for 10 years (and we are still learning).
- Inventory is very important. Get a computerized cash register system at the beginning.
- There will be mistakes made. After all, this is a learning environment.
- The enterprise requires a dedicated and committed teacher to be successful.
- Give student scholarships. It gives students something to work toward during the year.
- **Make it fun!**

#### Statistics

**Location:** Remodeled concession stand between two gymnasiums, close to the cafeteria and the theater

**Size:** 240 square feet (no walk-in; counter service only)

**Hours of operation:** 1/2 hour before school, during lunch shifts and 1 hour at the end of the school day

**Gross sales:** \$35,000–\$40,000/school year

**Net income:** \$12,000–\$15,000/school year

**Years in operation:** 10

**Expenses:** Only supplies—no overhead, no salaries (all employees are student volunteers from marketing education classes)

**Employees:** Managers and assistant managers are second-year students from the marketing management class; all first-year marketing students serve as cashiers or order takers

**Departments:** Candy, drinks, chips, school supplies, clothing and spirit items

**Accounting system/cash register:** Computerized and networked to the classroom via a Sellwise program available from CAP Automation

**School statistics:** 2,600+ students, an open campus, four-year high school, 95 DECA members, 2 DECA advisors, 17 high schools in the city.

## Project

### Rockin' JD's

#### I: Learning Value of the Enterprise Project

Hands-on experience is the most effective way to develop skills. It is also the best way to complement and reinforce marketing techniques taught in the local marketing education program curriculum. Running a school store is the best of hands-on applications. Ideal job skills, as recommended for employees by major businesses across the United States and reported in the SCANS, are developed, as are the leadership and teamwork skills that are a life necessity for any successful young person.

#### II: Value of the Enterprise to the School

This is one of the first places visitors come to see at our high school. A school store offers many services to the students and faculty of the school.

- Teachers can request that specific school supplies be carried for their classes.
- The spirit items carried help to promote the school among both students and the community.
- The store serves as a clearinghouse for the fund-raisers of other school organizations.
- It is a vendor resource for coaches and teachers.
- It is an excellent showcase for the students' abilities.
- It is an effective recruiting tool for the marketing education program.
- All profits are returned to the DECA chapter in the form of recognitions and scholarships.
- It gives students and faculty a choice—just what free enterprise is supposed to do.

#### III: Relationship of the SBE to the Community

Once your school-based enterprise is established and successful, it will become a place of pride for the school. The administration will boast about the success and want it shared with the parents and community as often as possible by having it open for special events—for example, parent nights, plays, basketball games, etc.

Local employers are appreciative that their student employees have been taught basic work skills before being hired. The school store is the perfect internship for early employment as well as for students interested in marketing careers.

#### IV: Vendor Sources

Frito-Lay, Inc.

Coca-Cola, USA

Sam's Club

Eggerts School Shop 1-800-344-3787

Deanan Gourmet Popcorn 1-800-929-0062

Stahl's Transfer Express 1-800-622-2280 [www.txpress.com](http://www.txpress.com)

R & B Apparel–Bodacious line contact Fern Cox @ 317-838-7555 or 1-800-866-1003

CAP Automation–Sellwise v.98.1.4 (Y2K compatible) 1-800-826-5009 [www.capauto.com](http://www.capauto.com)

## School-based Enterprise

# The John Glenn Gantry

### Contact

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### Project Description

*The John Glenn Gantry* is in its 25<sup>th</sup> year of business. This model school-based enterprise is part of a comprehensive high school in a western suburb of metropolitan Detroit. The store is run by the advanced marketing students at John Glenn, with hourly supervision supplied by student workers in their third year of the marketing program. The store is open daily during three half-hour lunch periods and during selected times coinciding with school and seasonal events.

The Gantry is now at its third business location within the school—on a main corridor, across from the school cafeteria. This location was chosen to provide our student population the opportunity to shop conveniently during their lunch hours. The school's closed campus policy is further motivation for students to visit our store. Many of them shop on a daily basis. The store has 700 square feet of selling space, with a hallway connecting to an adjacent classroom. The store complex also includes an office, two storage/stock rooms and a work/supply room.

Our primary target market is the John Glenn student population, 2,200 students in the 9<sup>th</sup> through 12<sup>th</sup> grades. Approximately 80–85% of our sales are generated from this population. The second largest market segment is our building and school district staff. All employees in the Wayne-Westland School District receive a 10% discount on non-food purchases, a policy that has helped create a loyal staff following. A third market segment is our parent and alumni population. Parents are welcome to shop at most times during the day when student staff is available. In addition, we have a minimum of six parent open houses during the year. We also transport much of our spirit wear and accessories to the football stadium or basketball gym for selected games and events. The final group or market segment we work with is the community at large. Certain products we carry have appeal to the general population, and we try to make them available to the community on various occasions.

The store's product offerings are divided into 10 merchandise departments, each headed by a department "staff" of one to three members. Major departments include school spirit clothing and accessories, college and pro team wear, stuffed animals and gifts, tapes and CDs, and food. (We are somewhat restricted in what food we can carry; we must avoid snack foods, certain candy, and liquid refreshments.) We do carry many national brand names, including Jansport, College House, Jerzee and Ty. In addition, we offer a quantity of merchandise supplied by local vendors. To encourage customers to shop at the Gantry we accept Visa and MasterCard as one of our service offerings.

Our store has a two-fold pricing philosophy that applies to most non-food items. We use a combination of psychological/odd cent pricing (ending in .99 or .49) along with a percentage markup based on retail (between 20% and 35%). Selected high demand items, such as Beanie Babies, are sold at keystone markup or slightly higher. Occasionally, merchandise is placed on sale during a special promotional/seasonal event, but most of our stock is not promotionally priced. We attempt to sell 100% of our merchandise at 100% of our planned markup whenever possible.

The Gantry management teams use a variety of promotional methods to reach our target populations. We utilize three window displays to promote merchandise and services, we actively use a variety of in-store displays to encourage impulse buying, and various forms of signing and advertising are used, especially during seasonal selling events.

While working in the store, students enrolled in advanced marketing classes must complete a series of "required projects" related to the store's operation. Included in these projects are activities such as creating a window display and an advertisement, buying merchandise, selling and performing inventory control. Upon completion of an activity, the student can add each item's report to his or her high school portfolio.

Our entire school-based enterprise operation can be summarized by a simple goal statement, one we provide to our customers—to provide a quality product at a reasonable price, available day after day, year after year.



*The John Glenn Gantry offers a wide variety of merchandise for students and staff.*

## Project

### The John Glenn Gantry

#### I: Learning Value of the Enterprise Project

A school-based enterprise, especially a model school store, can play an important role in providing students with a real-life business learning environment. When exposed to a guided, hands-on experience, students have the opportunity to learn all aspects of a business operation, then apply basic marketing skills learned in the classroom to that operation. Very few part-time jobs can provide the number of experiences available to school store student employees. By being a part of the decision-making team running the business, students begin to have a stake in the business venture and begin to develop the leadership and management skills that come with taking responsibility in the running of a business.

#### II: Value of the Enterprise to the School

A major benefit of a SBE is the opportunity to create school spirit through products and services sold. By promoting school spirit in a positive learning environment, the school can only benefit. With the increased school spirit, the store in return benefits from an increased demand for its merchandise.

Everyone in the community can benefit from the products and services provided by the SBE operation. The student population should be the main focus of any school-based enterprise, but teachers, administrators, parents, coaches and teams and other school district staff are potential target markets for the business operation.

In addition, the school benefits from a school-based enterprise that uses its profits to fund participation in student professional organizations such as DECA. Store profits may also be returned to the school and community through the funding of student scholarships, equipment and materials purchases or other school-related activities.

#### III: Relationship of the SBE to the Community

A school-based enterprise can create a pool of trained and skilled workers for the local business community. With the help of a local business advisory committee, the needs and expectations of business for well-trained, experienced workers can be met. Individuals in the community can benefit from purchasing goods and services either on a daily basis or through various open houses during the course of the year. The school-based enterprise should be viewed as a viable member of the local business community.

#### IV: Vendor Sources

It is important to create a good vendor base for your products and services. Name recognition and variety of products come with using national vendor sources, and many times this may be the best route to follow. However, by comparing national vendors' goods and prices to local vendors' offerings, opportunities may be discovered for better pricing, quicker order response time, lower minimums and better service. The business should always be prepared to take advantage of new vendor sources as they arise. Networking with other school-based enterprises is a great way to identify new sources or reinforce your decision to continuing ordering from your present vendors.

## School-based Enterprise

### The Polar Market

#### Contact

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#### Project Description

The key to our success is our #1 goal—to create, and continually increase, spirit in our school and community. Other school stores may concentrate on making a profit or providing a valuable learning experience as their #1 goal, however, *The Polar Market* accomplishes these two goals very successfully as a result of meeting our primary goal.

Our store sells 50 different types of apparel—jackets, shirts, pants, hats, socks, etc. All of our spirit wear carries our school logo, or the words “North” or “Polars.” We also sell food products, including candy, chips, crackers and juice, as well as school supplies. Our location is attached to the cafeteria and we are primarily open during lunch each day. Special hours include being open before and after school from September through December, during parent conferences/open houses and during student orientations.

We are two-thirds the size of a normal classroom, with the store entering immediately into the marketing classroom—very convenient. There are 1,700 students at our school. The store is run exclusively by the 35 marketing students, who are all DECA members. Future plans include setting up a Web site that includes an online spirit wear catalog.



*Avid North High students enjoy not only shopping but also working in The Polar Market. They do everything from marking to selling.*



## Project

### The Polar Market

#### I: Learning Value of the Enterprise Project

Our school store provides a hands-on learning experience for all students in the marketing class. The experience includes serving as manager or department manager as well as a variety of other retailing opportunities. The retail experiences range from buying, pricing, inventory, bookkeeping and sales, to marketing, research, promotion and advertising, just to name a few. The students run the total operation and make all the decisions with the guidance of the marketing teacher-advisor.

#### II: Value of the Enterprise to the School

The Polar Market is a focal point of our school, and something we are very proud of. Our location, just inside the front entrance and attached to the cafeteria, allows for easy customer access. The store offers a valuable service to the staff and students by making popular school spirit wear, nutritional snacks, beverages and school supplies readily available at reasonable prices. We also provide financial assistance for staff and school activities, as well as providing students scholarships for DECA activities.

#### III: Relationship of the SBE to the Community

The store is recognized and used by the communities both in and outside of the school building. It is open for parent conferences and special events, and we also have a satellite location for the football games, where we feature our spirit wear products. Just recently we have set up locations at the middle schools to increase our target markets. The business provides financial support to our elementary school carnivals and local community events.



*Merchandise displays are always full at The Polar Market.*

#### IV: Vendor Sources

Kaner Distributing, Inc.  
Coca-Cola USA  
Russel & Miller, Inc.  
Cash Register Sales  
Andersons  
G-Whiz Lettering  
Brazos Sportswear  
Champion

## School-based Enterprise

### Bank North

### The Supermarket

### The DECA Marketplace

#### Contact

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#### Project Description

The marketing education program has three school-based enterprises operating in the areas of financial services, food marketing and retail merchandising. These enterprises have been founded without the use of state funds, with a minimum of school system funding and much support from the local business community. Active advisory committees, with representatives from each of the appropriate industries, help guide the planning and operation of each of the enterprises.

**School bank:** The program operates a full-service bank in partnership with the local **Bank North**. In service for almost four years, the branch is open from 7:30 a.m. to 3:00 p.m. when school is in session. It is managed by a Bank North employee and staffed by students from the marketing program. Those students gain training and experience in all phases of bank operations. They are paid employees and also receive school credit for hours worked. The facility is patronized by students (1,800+), faculty and staff (220+) and is open to the public.

**School supermarket:** **The Supermarket** is a job-readiness program founded by the teachers of marketing and special education at the school. In operation for eight years, it provides training and experience in all phases of a food marketing operation. Funded by three regional supermarket chains and one independent, it is an IGA (Independent Grocery Alliance) affiliate. On completion of training, the students are placed in OJT sites, and many remain with their employers upon graduation. The Supermarket has been recognized with an Exemplary Vocational Practices Project award by the Connecticut Department of Education.

**School store:** **The DECA Marketplace** is a student-operated enterprise with the students ordering merchandise, controlling cash and sales, staffing store hours, inventorying merchandise and performing other retail tasks. The store has a morning bagel and donut unit, an Otis Spunkmeyer cookie area, a sportswear area, school supplies and greeting card and gift area, and a large snack and beverage operation. It has operated in its present location since 1983 and is open from 7:30 to 9:45 a.m. and 1:30 to 2:05 p.m. The operation complies with all state and federal school lunch regulations. The enterprise has been awarded an Exemplary Vocational Practices Project by the Connecticut Department of Education. The original store opened in 1968.

## Project

### Bank North

### The Supermarket

### The DECA Marketplace

#### I: Learning Value of the Enterprise Project

SBEs enable a school to form partnerships with local businesses and industries. Students are exposed to content material, practices and experiences that are currently state of the art.

#### II: Value of the Enterprise to the School

The DECA Marketplace, the Supermarket and Bank North provide valuable services to the school. These three operations are the cornerstone of entrepreneurial focus at Southington High School. Students receive valuable work experience in the day-to-day operation of these businesses.

#### III: Relationship of the SBE to the Community

All successful SBEs require a strong relationship with the business community. All three of our ventures are served by advisory committees that include representatives from the appropriate industries—banking, food marketing and retailing.

#### IV: Vendor Sources

Sources are provided by Advisory Committee members via instructor search.



*School-based enterprise at Southington High School includes banking (left), a marketplace (right) and a food mart (below).*



## School-based Enterprise

# The Green & White Cookie Site

### Contact

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### Project Description

*The Green and White Cookie Site* is an incorporated school-based business of the Walker High School entrepreneurship class. Entrepreneurship students serve as board members and stockholders. The Cookie Site bakes and sells Otis Spunkmeyer cookies and muffins daily, along with offering seasonal and special promotions. The Cookie Site is a self-supporting business. Profits are used to maintain and expand the business and pay for travel and various expenses associated with DECA events.

The opinion of the teachers is that a school-based business, rather than an occasional fund-raiser, better teaches the school's marketing students the necessary business skills in preparing them for the working world. The Board of Directors (students) makes all decisions. The marketing coordinator does not run the business; she only oversees the marketing challenge. Any service provided, such as catering, exhibiting or presenting, whether complimentary or salaried, is based on discussion between the school administrator or staff person and the CEO or sales representative of the school-based business. The teacher does not get involved with negotiating their time, products or services.

Each stockholder (a student) is responsible for outside customer sales (in addition to school sales) and the running of a special promotion, and each is active in the daily operation of the Cookie Site. Job responsibilities and titles are assigned to each student in class by the board members. Every student has an equal voice in the Company, ensuring that each will experience ownership and feel responsibility for the success, or failure of the enterprise.

This endeavor has more than accomplished its initial intent after only six months of operation. Students have experienced, first-hand, the commitment required to build a successful business from the ground up, and as a result of their positive involvement, career planning has become more immediate.



*Balloon displays are popular.*

## Project

# The Green & White Cookie Site

### I: Learning Value of the Enterprise Project

Becoming involved in all aspects of the business, from its inception to its closing at the end of the year, offers students a wide range of experiences. They learn the business skills necessary, but they also develop self-esteem and self-confidence in a very visible manner. Many, although active in school and civic affairs and with above-average grade points, do not possess the people skills needed to interact in the business world. Undoubtedly, most of them would develop these qualities as they progressed in their career field; however, they are now aware, much earlier, of the attributes needed for success.

The Cookie Site offers opportunities for students to lead, assigning each of them a week's responsibility in developing promotions, leading the other associates in the business, handling management responsibilities and following through on business transactions. It promotes teamwork as well, because associates are responsible for their team's success.

The program encourages self-assessment and provides motivation for success. Students must adhere to high standards in the program, and this carries over to other courses and activities. Performance in math, English and communication is enhanced. Students begin to see the value of the academics and work harder to master the standards. As the year progresses and students involve other teachers in their learning process, higher standards of achievement are set and met. Performance in other classes is improved.

This school-based enterprise enhances the on-the-job training of co-op students. They become actively involved in all business aspects and form a clearer understanding and appreciation for the world of work. Even non-co-op students enhance their learning process with the experiences gained from their first involvement in a business/marketing situation.

### II: Value of the Enterprise to the School

The entire school benefits from an enhanced program that raises the student achievement level, as well as from a successful venture providing positive visibility for the school in the community.

Students enrolled in the Entrepreneurship Program are seen as leaders. This may not be projected at the beginning of the school year, but within the first few weeks, school staff become aware of the extra time these students are spending developing the Company. The dedication, positive attitude and feeling of accomplishment enhance their ability to perform.



The attention to detail those students must assume in the Company leads to better application in other academic classes.

Students take pride in their own work and their personal success. As a team, they take great pride in the business as a whole. Visitors cannot help but feel the excitement and see the learning taking place. It does not take long for students to let visitors know that the cookie company is only an outlet: baking cookies and selling them is not what the business is about. Visitors leave with positive information and respect the school for offering such opportunity. They usually leave with their own sample of cookies, too.

School administration and local system staff utilize the services of the Green and White Cookie Site for various functions. Students become advocates for the school. The business's stockholders exhibit at local fairs and events, represent the school at civic meetings and town activities, cater various meetings, make presentations, visit schools and more.

This school-based business is a positive experience for the entire school. It supports academic training, teaches skill training for marketing as well as skills needed for almost any career option, helps develop civic and community goodwill, provides opportunities for self-improvement and helps develop future entrepreneurs.

### III: Relationship of the SBE to the Community

Because students are running the business from the school but are actually serving people outside the school, the entire community has an opportunity to work with these high school students. Employees of the Green and White Cookie Site Company are in and out of businesses making presentations for sales, delivering orders, purchasing additional merchandise, etc. As an added benefit, as our business students approach business leaders, they often spend time discussing school programs and how businesses can get involved with specific school projects in and outside of the DECA/marketing education program.

A positive image of the school has emerged. Community leaders have a greater respect for the program and for the school when they have positive experiences with the students. It is easy for them to understand opportunities such as the Company as a direct educational experience. This image influences their support of school and school activities.

Local businesses are involved in the program. They serve as guest speakers on topics such as inventory control, financing a business, human relations and expanding business opportunities and offer their business services to help enhance the program.

Working with business and community leaders also has a positive impact on the students. The interaction helps develop their self-confidence and encourages them to become more civic minded. As a result of the Cookie Site, students have been involved in city and community business expositions, had meetings with the mayor, have visited with the school board and staff members and have worked with local business in joint projects. Although students learn by doing, their personal contact with community leaders and decision-makers adds another dimension to the learning process.

### IV: Vendor Sources

Otis Spunkmeyer, Inc.



*Otis cookies are the favorite snack at the Cookie Site.*

## School-based Enterprise

# The Hive

### Contact

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### Project Description

Enumclaw is a rural community of approximately 10,000 with a high school population of 1,500 students. We presently have a small but very successful school store located in the gym lobby that is open for all three lunch periods, selling pennycandy, Cup O'Noodles, candy bars, Boyd's coffee, Freeza's, Powerade, water, hot chocolate and Otis Spunkmeyer cookies. **The Hive** also sells spirit items that are difficult to find elsewhere. The art department makes jewelry to sell in the store, and we work cooperatively with other school organizations and the Associated Student Body by offering to sell or display any fund-raiser items.

Enumclaw High School is in the process of renovation and soon a new marketing department will emerge, complete with a huge school store located in the commons area of the cafeteria. The new store will be equipped with an ice cream parlor and a balloon and flower shop. Our classroom will be adjacent, along with a storage room, computer lab and work room for marketing projects. There will be a full display window running the length of the storefront and a seven-foot mobile espresso cart, recently donated to the class by a local business, will feature cookies and espresso.

The advanced marketing class is Entrepreneurship. Each year the hour-and-a-half class reaches maximum enrollment of approximately 35 students. Every student is involved in our school store, either as a manager or as an employee, and is trained on the computerized cash register system. The store is closed every Wednesday for the class to meet as a group to review and analyze the computer printouts and to learn how to read the financial statements as well as the sales and profits statements. First-semester students write a nine-page manual on the topic of entrepreneurship for DECA competition. Second-semester students complete a five-page international country research project for the international marketing segment of the class. This is in addition to their store hours and the regular curriculum. Each spring we host an Easter egg hunt. The eggs are filled with candy and coupons for the school store with a grand prize of \$50—this is our biggest store promotion of the year.

We have integrated with the math analysis class to use school store printouts to make a weekly report. We have also partnered with the accounting department to count daily receipts, make deposits, take inventory at the end of every month, track cashier's overages and shortages, and complete our income statements. A student, acting as accounting manager, is enrolled in both accounting and entrepreneurship, allowing her two hours each day to facilitate the store's accounting tasks. The positive working relationships with other departments and classes on campus is a win-win situation for all parties. A percentage of our profits is disbursed to the accounting class for their efforts and involvement in the project.

## Project

# The Hive

### I: Learning Value of the Enterprise Project

The entrepreneurship class and enterprise project are very much a learning lab for the students. They experience on-the-job situations and learn to research and to understand and use business tools such as profit and loss statements. Along with this, the orchestrating of community and school events by the class helps them to understand how interaction between school, business and community is mutually beneficial.

### II: Value of the Enterprise to the School

The school store is a valuable resource to the campus because of the convenience of the goods and services we provide. We are open during lunches selling food and spirit items as well as providing an outlet for the fund-raising efforts of other school organizations.

We are building a new school store which will dramatically increase marketing/promotion opportunities as well as increase club and activity participation in the enterprise. The new arrangement will accommodate the infusion of more clubs and activities, allowing the marketing department students to become the marketers and selling agents for all clubs on campus. By including the items of more clubs and activities in our school store, we hope to foster school spirit and a sense of school ownership in the endeavor.



*Outside, students line up for lunches and snacks at the Enumclaw Hive while others work the counter inside.*

### III: Relationship of the SBE to the Community

The Enumclaw community is very supportive of our program. They are appreciative of the job skills training made possible by the student store that helps students prepare for real-world employment.

Community donations include computers, books and a \$3,000 mobile espresso cart for use in the school store. (This fall, a business proposed donating a \$20,000 espresso cart. Unfortunately, due to liability issues, we were unable to accept it.)

We utilize local business as much as possible for our suppliers. We work closely with our Chamber of Commerce on research projects for the community and involve numerous members as guest speakers and mentors. For example, local bankers spend time with our students advising them on their financial projections to be included in the Entrepreneurship Event manuals before competition. The key to success is our willingness to help the business community with their projects; they in turn give us the support we need to be successful.

### IV: Vendor Sources

Frito-Lay, Inc.  
Gen X National Distributors  
Marey Candy Company  
Gollipop  
Freeza Italian Soda  
Harbor Wholesale  
Coca-Cola USA  
Safeway, Inc.  
Otis Spunkmeyer, Inc.  
Buds-n-Bloom  
Youngs  
Fesco  
Pop E-Z  
Totem  
Boyd's Coffee Company  
Span America

## School-based Enterprise

# The Eaglecrest 7-Eleven

### Contact

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### Project Description

Students at Eaglecrest High School are very familiar with a certain logo seen in cities and towns throughout the country. In the fall of 1990, the school opened a campus **7-Eleven** store.

The Eaglecrest administration and the Southland Corporation have joined in a business and marketing education partnership that, at the time, established only the third student-run 7-Eleven in the nation. Others opened prior to Eaglecrest were in Union City, California, and Albuquerque, New Mexico.

The Southland Corporation supplied the fixtures and the Cherry Creek school district made the initial investment associated with the facilities and equipment. In addition, Southland provided specialized training to begin operations, with the marketing education program at Eaglecrest providing additional expertise in classroom instruction and employee development. Each year, after completing a job application and interviews, 30 students rotate responsibilities that include ordering, bookkeeping, inventory control, management and marketing. Each student is paid and is considered, first and foremost, an employee of the school.

The Eaglecrest 7-Eleven was featured in *Entrepreneur* magazine in June 1997, and numerous articles have appeared in *The Denver Post* and the *Rocky Mountain News*. By encouraging the entrepreneurial spirit in students, the program has inspired many of its students to become business majors in college.

Although the store's primary goal is to educate students, it also raises money for campus clubs and activities. A portion of the \$190,000 in annual sales goes to fund-raising efforts, student scholarships and capital reinvestment. The store is governed by a joint partnership with the Eaglecrest administration and the business and marketing education program. Recently, profits have been plowed back into the store to equip an additional storage facility and add a new POS system. In addition, money has gone to various student clubs and to a new scholarship benefitting students interested in majoring in education.

The 588-square-foot store, located in the cafeteria, carries a wide variety of products that include consumer goods (candies, pop, chips, ice cream, milk, fruit juices), personal goods (lip balm, nail polish, school supplies), lunch goods (microwaveable sandwiches, burritos, etc.) and athletic goods (letter jackets, caps, T-shirts, jerseys).

School superintendent Robert Tschirki endorses the program as a "wonderful opportunity and a valuable interaction with the real world."

## Project

### The Eaglecrest 7-Eleven

#### I: Learning Value of the Enterprise Project

Our school superintendent, Robert Tschirki, sees the program as a “wonderful opportunity and a valuable interaction with the real world.” All students associated with the 7-Eleven at Eaglecrest High School learn just that—real world applications. First and foremost, those involved are considered employees rather than students. Not only are they paid, but they are expected to learn up-to-date techniques associated with merchandising and customer service. Each student is rotated through a series of training modules on ordering, bookkeeping, inventory control, management and marketing. As a result of this intense focus, many are inspired to continue their training in college by majoring in business. They also learn the importance of taking responsibility, on a daily basis, for managing a store that brings in close to \$200,000 annually. The store’s performance is a direct reflection on their performance and the application of skills learned in the classroom.

#### II: Value of the Enterprise to the School

The Eaglecrest 7-Eleven has been featured in *Entrepreneur* magazine, *The Denver Post*, the *Rocky Mountain News* and the local ABC and NBC television stations. These articles are a direct reflection of the school’s ongoing efforts to provide quality, worked-based education to students. The school not only benefits in the community from the positive publicity generated through a quality educational program but also benefits financially. The store’s profits are shared among various clubs, activities and a recently established educational scholarship fund. The school-based



The Eaglecrest 7-Eleven in-school store offers pretty much anything you'd find off campus.

enterprise is a member of the school-to-career coalition within the Eaglecrest High School community and continually strives for excellence.

#### III: Relationship of the SBE to the Community

The Eaglecrest 7-Eleven has a direct agreement and relationship with the Southland Corporation. Not only are the school and the business community linked in this relationship, they are fellow partners in the education of the community’s young people. Through ongoing efforts in training and communications, both the school and the business community benefit by building a quality entry-level workforce. Most importantly, with the help of a Business/Marketing Advisory Committee, the business community realizes that schools are interested in meeting their needs. The committee meets a minimum of twice a year to discuss ways that businesses can provide direct training and support to our high school students.

#### IV: Vendor Sources

The Eaglecrest 7-Eleven maintains relationships with the following vendor sources:

- McLane (Southland)
- Frito-Lay, Inc.
- Sinton Dairy
- Pepsico (Pepsi)
- Coca-Cola USA
- Dolly Madison, Inc.
- Continental Bakery
- Dippin’ Dots
- Beverage Express
- Various athletic apparel vendors



The entrance to the store offers a place to leave coats and packages.

## School-based Enterprise

# Cinnaminson High School Student Store

### Contact

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### Project Description

*The Student Store* first opened in 1968. Operated by the juniors enrolled in Marketing Ed II, it is 900 square feet.

### Hours of Operation

We are open from 7:20 until 10:30 a.m. for food. (Food service is discontinued then due to federal lunch program restrictions.) We are open until noon for all other items. During the holiday season, we remain open in the evening for the convenience of parents in the community.

### Special Services

- House charge accounts are offered to faculty and staff, as is a limited house charge of \$75 to all marketing students.
- Gift wrapping is available and includes huge pompom bows made by hand. All gift purchases are packed in our purple gift boxes marked with a silver CHS stamp.
- We not only sell Mylar and latex balloons in school, we also provide special balloon arches and centerpieces for events on campus as well as for dinners and catering jobs off school grounds. We are known for doing arches for fashion shows and graduations at the middle and elementary schools.
- Winning teams come to us to be supplied with spirit items such as team sweatshirts, T-shirts and jackets.



- Four small bistro tables and chairs are available, and students may come to the student store for 15 minutes during study halls to snack and then return to study.

### Items Available

Our best-selling food items include bagels; Otis Spunkmeyer cookies, muffins and brownies; coffee, tea and cappuccino; Pepsi and Coke products; and candy.

Clothing and accessory items that have proven popular include jeans, gym suits, T-shirts, sweatshirts and school

jackets, handbags and leather goods (wallets and key cases), jewelry—novelties, sterling silver and occasionally 14kt gold—and greeting cards.

Our giftware includes Fitz and Floyd giftware, Possible Dream merchandise, Seraphin Angels by Roman, Annalee Dolls, Burnes of Boston frames, plush by Gund, candles by Slakin and hand-painted items.

### Student Involvement

Older, experienced students become department managers with other students to assist them. Duties include keeping an accurate inventory of all stock, keeping areas neat and clean, and keeping merchandise moving by executing various promotions. While managers are responsible for contacting sales representatives for upcoming seasons, they also must keep the teacher-advisor informed as to the need for additional or new merchandise. Our students are enthusiastic because of their vital involvement in store management and operations. They also experience "bonus" opportunities such as attending trade shows like the National Giftware Show in New York and the Fashion Boutique shows. Many important store decisions are made for the upcoming season at these shows.



*From cookies to perfume, selection's large.*

### Projects for Next Year

We hope to acquire additional collectible items such as Boyd Bears, Pritka Santas, Christmas Carolers and Dickens figures.

### Successes

This operation really kicked off when we started selling Lee Jeans in the early 1980s. Our other successes are based on the services we offer, such as the charge accounts for teachers and staff, and the quality of popular merchandise we carry at lower prices than gift stores. Both teachers and students do their gift shopping in the store and, for students, the Student Store is the "in" place to be.



*All kinds of beverages and lots of snacks are available at the school store. This is the place to take a well-deserved break from the books and visit with friends.*

## Project

### Cinnaminson High School Student Store

#### I: Learning Value of the Enterprise Project

The enterprise allows students to explore career opportunities and develop real-life business experience in merchandising, inventory management, purchasing and window and interior display. Students gain managerial experience by assuming department head positions in areas such as athletic wear, giftware and food. Their development of staffing and scheduling teaches responsibility and consistency in management. In addition, the store provides realistic accounting opportunities in the keeping of accurate ledgers, managing payment of invoices based on weekly revenue from sales, and managing the in-house charge accounts for faculty, staff and marketing students.

#### II: Value of the Enterprise to the School

The store is popular with staff, especially for its breakfast foods such as bagels, juice, coffee and tea. That, plus its convenience for gift purchasing, with special emphasis on major holidays, is a service to the entire school. The store is also known in the community and is recognized by community and school customers for its well-known brands available at discounted prices. Special services such as gift-wrapping, gift baskets, balloon delivery (within the school), catering, etc., increase the visibility of this successful school project.

#### III: Relationship of the SBE to the Community

Special store promotions with profits donated to a community service or a charitable organization, as well as contributions of balloons and student staffing for community wide events, all help to spotlight the school, its students and the store in a positive light. Community members appreciate the training that the students receive and also appreciate being able to take advantage of our products and services.

#### IV: Vendor Sources

New vendors are often obtained through attendance at regional and national trade shows. If you have been doing business with a vendor, use them in establishing credit with the nationally recognized vendors. Specific clothing and giftware vendors used include the following:

- MVP (gym suits, sweatshirts)
- Fitz & Floyd, Dallas, Texas
- The Mitchell Company, Lenexa, Kansas
- Possible Dreams, Foxboro, Massachusetts
- Kay Dee Designs (kitchen towels and mitts)
- Seraphin Angels/Roman Inc., Chicago, Illinois
- Flower's Inc., Bogart, Georgia (balloons, related supplies)



# *Appendixes:*

## Project Surveys and Survey Findings

## Appendix I

## DECA, Inc.

## School-based Enterprise Survey Results

(March 1999)

Surveys were mailed to 1,570 DECA advisors who operate school-based enterprises. The responses to the survey's questions are summarized below.

1. Which of the following best describes the type of school-based enterprise (school store) operated by your chapter?

- 70% General merchandise (including snacks)
- 5% Restaurant/food service
- 1% Credit union/bank
- 5% Vending
- 12% Concessions
- 7% Other: (please specify) school supplies, books, balloons, cookies, clothing, screen printing, T-shirts, spirit items, candy, coffee, seasonal items, supermarket items, mini-mart, expresso cart

2. What product lines are carried in your school store?

- 85% Food/snacks
- 65% Drinks
- 76% School supplies
- 61% Clothing/fashion wear/accessories
- 35% School ID items
- 21% Other: (please specify) school spirit items, greeting cards, balloons, health and beauty aids, stuffed animal, prepaid credit cards, posters, CDs, gift items, jewelry, collectibles, savings and loan, homemade consignment items, computer items, magazines, newspapers, safety items, parking permits, teacher request items, flowers, cookies, senior class items, seasonal items, candles, groceries, uniforms, expresso, locks, athletic equipment

3. Which of the following best describes the size of your school store?

- 32% Smaller than 100 square feet
- 17% Between 120–150 square feet
- 14% Between 150–200 square feet
- 37% Larger than 200 square feet

4. Do you operate more than one store location?

- 10% Yes
- 90% No

5. What best describes the sales volume for your school store for the past year?

- 38% Less than \$10,000
- 26% Between \$10,000–\$25,000
- 20% Between \$25,000–\$50,000
- 12% Between \$50,000–\$100,000
- 4% Greater than \$100,000

6. Rate the following needs regarding the operation of your school store (1 being the highest).

- 1 Accounting practices
- 2 Curriculum resources
- 3 Identification of vendors
- 4 Justify operation to administration

Other needs included inventory control, advertising and promotion resources, operational procedures, vendor service, supervision, federal regulations regarding sale of food, security, time, student motivation, equipment and supplies, online cash register system, space, facilities and fixtures

7. Are you interested being part of a DECA network that will assist in school store operations?

- 91% Yes
- 9% No

8. What are your hours of operation? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- Before/after school
- Break times during school day
- During lunch
- Entire school day
- Class change times between each period

9. How many people does your school store employ? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- All marketing education students/DECA members on rotating basis
- No paid employees (students work for grade)
- No paid employees (students volunteer)
- Few schools have paid employees
- Number of employees varies between 1–40 with 2 the most common number working at one time

10. How could you improve your school store operation? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- Larger facility/more space
- Better location
- Offer more products/better variety
- Better hours of operation
- Be allowed to sell food items
- Incentives/motivation for student workers
- Higher sales
- Curriculum/better tie to marketing education curriculum
- Recordkeeping
- Add technology (scanners, computerized inventory, security cameras, etc.)
- Equipment/fixtures
- Better employee training
- POS systems
- Improve advertising and displays
- Additional vendors

11. What are the challenges you would face when trying to make these improvements? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- Limited space at school
- Time
- Money
- Vendors/vendor minimums
- Motivation
- Student accountability
- Administrative support
- School policies
- Physical plant issues
- Federal laws regarding lunch program
- Supervision

12. How do you use the school store for training purposes? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

Students learn all operating procedures including money handling, inventory, buying, pricing, stocking, customer service, selling, recordkeeping, promotion, accounting and display. School store also reinforces math skills, employability skills and problem solving skills.

Performance is a part of the students' grades.

All students operate store on a rotating schedule.

13. Would you like to add merchandise lines to your store?

76% Yes      24% No

If yes, what lines? Healthier products, better variety, specialty items, computer software, drinks, novelty and gift items, seasonal items, food items, spirit items, snacks, bottled water, NASCAR sportswear, flowers, school supplies, chips, senior class items, phone cards, discount movie tickets, clothing, beauty aids, CDs, cards and dairy products.

14. If you do not sell food/snacks, why not? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- Laws/regulations regarding federal lunch program
- Administration will not allow; school policy
- Cannot get adequate vendor service
- Takes vending money away from administration

15. Who are your top vendors? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- |                              |                  |                   |
|------------------------------|------------------|-------------------|
| 1. Frito-Lay, Inc.           | 8. Tom's         | 15. Hostess       |
| 2. PepsiCo                   | 9. Lance         | 16. Champion      |
| 3. Otis Spunkmeyer           | 10. Office Depot | 17. Little Debbie |
| 4. Sam's Wholesale           | 11. Treplo       | 18. Kathryn Beich |
| 5. Coca-Cola USA             | 12. Costco       | 19. Dr Pepper     |
| 6. Local vendors/wholesalers | 13. Klosterman's | 20. Totem Foods   |
| 7. Paragon Foods             | 14. Snapple      |                   |

16. How do you get products to your store? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- Delivered and/or shipped
- Some delivered and some picked up
- Pick-up

17. How do you measure your school store's performance? (Answers listed below were most frequent responses and are in order beginning with most frequent answer.)

- Profit and/or sales
- Student performance
- Customer satisfaction
- Comparison with previous year
- How well profits finance our year's DECA activities

31% Return rate

1,570 Long surveys mailed

481 Long surveys returned

## DECA, Inc. School-based Enterprise Survey Results (March 1999)

Surveys were mailed to 4,573 high schools to determine if they operate school stores. Of those mailed, 732, or 16%, were returned. The responses to the survey's questions are summarized below and are based on the number that responded to the question.

1. Do you currently operate a school-based enterprise (school store)?  
83% Yes      17% No
2. If yes, what type?  
57% Basic general merchandise store (*most popular items: snacks, beverages, school supplies and spirit items*)  
20% Specialty business (*types include bank, cafe, convenience store, print shop, bike shop, cookie store, etc.*)  
13% Book store/school supplies only  
10% Snacks only
3. Who is in charge of your school-based enterprise?  
45% Operated by ME/DECA members  
32% Individual's name given (no title)  
23% Others (*includes Student Government, FBLA/BE classes, administration, parents, etc.*)
4. Do you have a marketing education class/DECA chapter?  
72% Yes      28% No
5. If yes, are they correlated to the school-based enterprise?  
89% Yes      11% No
6. Are you interested in having your school store be a part of a national network that can help improve the quality of your school-based enterprise?  
95% Yes      1% No      4% Maybe/need more information