



# SCHOOL-BASED ENTERPRISES CHAPTER CERTIFICATION

SCHOOL-BASED ENTERPRISES **SBE**  
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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) Chapter 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.

When submitting the Chapter Certification project, SBEs must indicate whether they specialize in Food Operations or Retail Operations. Utilize the following information to determine how to categorize your SBE:

### FOOD OPERATIONS:

- product assortment includes food or beverage items prepared or assembled by students in the SBE, or hot food items prepared off-site and brought in to the SBE to sell
- food items account for largest percentage of items sold in the SBE and/or largest percentage of gross sales (either packaged foods or prepared foods)
- typical Food Operations SBEs might include coffee shops, snack shops, convenience style shops selling predominately packaged snacks, restaurants, cafes, lunch counters, etc.

### RETAIL OPERATIONS:

- product assortment consists primarily of merchandise that is not food (school supplies, spirit wear, gifts, etc.)
- non-food items or services account for the largest percentage of items sold in the SBE and/or account for the largest percentage of gross sales
- pre-packaged snack foods might be a part of the product assortment, but do not account for the majority of product sales
- the SBE specializes in a service (graphic design, screenprinting, credit union, consulting, etc.)

## 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 2016-2017 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 depending upon the level of certification they are pursuing.

SBEs must submit their documentation to DECA Inc. via the online submission site [sbe.decaregistration.com](http://sbe.decaregistration.com) no later than 11:59 p.m. Eastern Standard Time on January 20, 2017. **\*All submissions must be sent via the website. Mailed submissions will not be accepted.**

## KNOWLEDGE AND SKILLS DEVELOPED

Participants will demonstrate knowledge and skills needed to address the components of the project as described in the content outline and evaluation forms.

National Curriculum Standards Instructional Areas:

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

### 21<sup>st</sup> Century Skills

- **Critical Thinking and Problem Solving**  
Reflect critically on learning experiences and processes
- **Collaboration and Teamwork**  
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- **Communication**  
Use Communication for a range of purposes (e.g. to inform, instruct, motivate and persuade.)
- **Creativity and Innovation**  
Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

## STATEMENT OF ASSURANCES

The statement of assurances will be acknowledged electronically via the submission site. Please review the language below with your students. Upon submitting the project online, advisors will be asked to confirm that their students understand and agree to abide by the requirements set by DECA.

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.

Advisors are strongly encouraged 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 project is submitted. Projects determined to have previously been entered as part of the SBE Certification Program will not be accepted and the SBE will automatically be disqualified from earning a certification for 2017.

## 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. Chapter advisors will also receive official notification from DECA Inc. via email regarding the level of certification awarded. Judge evaluations will be accessible via the submission website after the certification results have been provided to all advisors.

SBEs awarded bronze and silver certification will receive a certificate and recognition at the association level. Gold certified SBEs will receive a certificate and plaque, and gold re-certified SBEs will receive a certificate and medallion. Gold certified and gold re-certified SBEs are also eligible to bring one to three student manager(s) to the 2017 SBE Academy at the International Career Development Conference (ICDC) in Anaheim, California with approval of their chartered association advisor. During the SBE Academy, students experience professional development sessions, network with other SBEs, and compete in front of judges with a prepared oral presentation based on one of the 10 instructional areas covered in the chapter certification project.

Gold certified SBEs may remain certified at that level for a total of five years by completing the requirements for re-certification for a total of four years after initial gold certification. The guidelines for certification and re-certification, along with sample gold level manuals, can be found at [www.deca.org](http://www.deca.org). After earning four re-certifications, the SBE must complete the original gold certification process to be eligible for the gold level certification award.

## CERTIFICATION FORMAT

Each online submission should include the following which may be combined into 1 file or may be 2 separate files uploaded to the submission website (may be in PDF, Word Doc, or JPEG format):

1. Certification Manual (including title page, SBE description page, table of contents, and body of report)
2. Photo of SBE

The Certification Manual should be formatted in the following sequence:

**TITLE PAGE.** The first page is the title page, and should 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  
School Fax Number  
Advisor E-mail Address  
Date  
Food Operations or Retail Operations submission

**SBE DESCRIPTION.** The second page is a one-page description/summary of your school-based enterprise.

This page should be a general overview of your SBE and briefly address the following:

- target market
- revenue
- product mix
- location

**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 each standard begins. The table of contents may be single-spaced and may be one or more pages long.

**BODY OF SBE CERTIFICATION DOCUMENTATION.** Use the standard being documented as the heading for each section, and use the specific performance indicators as your sub-headings. Include photos, graphs, charts and related supplemental information within each corresponding sub-section. (Supplemental documentation is optional unless otherwise indicated as mandatory within each standard.)

**BIBLIOGRAPHY.** If applicable.

## CHECKLIST STANDARDS

- The entry must be submitted by the chapter advisor online at <https://sbe.decaregistration.com>. The username and password to access the site are the same as the advisor log-on information for the DECA membership system. Step-by-step submission instructions can be found at [www.deca.org/sbe](http://www.deca.org/sbe).
- Body of report 50 pages or less.
- Include chapter name and state in footer with page numbers.
- 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.
- SBE photo included (preferably uploaded to the submission site as its own file—but embedded within the manual is also acceptable.)

## STANDARD 1: FINANCIAL ANALYSIS

**GOLD LEVEL:** COMPLETE ALL

**SILVER LEVEL:** COMPLETE ANY 5

**BRONZE LEVEL:** COMPLETE ANY 4

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- **Open/Close register/terminal.**  
Example: Include daily sales sheet, if applicable, and explain its significance to your SBE. If you operate a virtual SBE/website, how do you track daily sales?
- **Demonstrate the wise use of credit.**  
Example: 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 credit card to make purchases? Do you take credit cards as a form of payment?
- **Maintain financial records.**  
Example: 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 and include an example.**  
Example: Include cash flow statement and explain its significance to your SBE.
- **Explain the nature of balance sheets and include an example.**  
Example: Include balance sheet and explain its significance to your SBE.
- **Describe the nature of income statements and include an example.**  
Example: Include profit and loss statement and explain its significance to your SBE.

### OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Financial Analysis.

## STANDARD 2: OPERATIONS

**GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL:** COMPLETE ALL

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- **Follow instructions for use of equipment, tools, and machinery.**  
Example: Are instructions for equipment (food heating stations, POS systems, other examples) conveniently displayed? For virtual SBEs/websites, are there instruction manuals for employees to reference when updating the site? Explain why proper adherence to equipment instructions is important.
- **Describe health and safety regulations in business.**  
Example: Describe the health and safety regulations (federal/state/district food safety guidelines, fire escape routes, or other examples) followed by your SBE.
- **Explain routine security precautions.**  
Example: Describe measures routinely taken to ensure overall security in your SBE. (Lock up merchandise, lock door when not in use, count cash after hours, site encryption for online stores/ virtual SBEs, or other examples.)

### OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Operation Standards.

## STANDARD 3: MARKETING-INFORMATION MANAGEMENT

GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL: COMPLETE ALL

- **Scan marketplace to identify factors that could influence merchandising decisions.**  
Example: What social/cultural/economic trends are you experiencing in the marketplace, and how have these trends affected your merchandise mix?
- **Analyze competitors' offerings.**  
Example: Do you compete with the cafeteria for business? Are there local coffee shops, websites, 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?
- **Assess trading area.**  
Example: 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)?
- **Determine price sensitivity.**  
Example: Provide an example of how a product's price affects its turnover.

OPTIONAL SUPPORTING DOCUMENTS

- Include optional photos, charts, graphs, etc. to further illustrate Marketing-Information Management Standards.

## STANDARD 4: MARKET PLANNING

GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL: COMPLETE ALL

- **Profile target customer.**  
Example: Create a customer profile (describe your average customer in terms of demographic, psychographic, average amount spent, other examples).
- **Determine market needs.**  
Example: Describe the market research you conduct to determine what products to carry in your store.
- **Determine customer demand for merchandise.**  
Example: How do you track sales to determine demand for certain products?

OPTIONAL SUPPORTING DOCUMENTS

- Include optional photos, charts, graphs, etc. to further illustrate Market Planning Standards.

## STANDARD 5: PRODUCT/SERVICE MANAGEMENT

GOLD LEVEL: COMPLETE ALL

SILVER LEVEL: COMPLETE ANY 4

BRONZE LEVEL: COMPLETE ANY 3

- **Identify components of a retail image.**  
Example: 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?
- **Choose vendors.**  
Example: What questions do you ask when considering new vendors for your store? What questions do you ask when considering new merchandise?
- **Plan merchandise assortment (e.g., styling, sizes, quantities, colors).**  
Example: What are your product lines? What mix of brands do you carry? How did you decide what products to offer? Describe the width and depth of your various product lines.
- **Determine stock turnover.**  
Example: What is the average turnover for your different product lines? How do you avoid overstocking, and, conversely, inadequate inventory levels?
- **Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages).**  
Example: 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.

OPTIONAL SUPPORTING DOCUMENTS

- Include optional photos, charts, graphs, etc. to further illustrate Product/Service Management Standards.

## STANDARD 6: PRICING

GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL: COMPLETE ALL

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- **Determine cost of product (breakeven, ROI, markup).**  
Example: Discuss breakeven point, ROI and markup for a specific product within your store. Provide numbers in addition to written explanation.
- **Describe pricing strategies.**  
Example: Describe the various pricing strategies and explain how you implement them in your school store. Do you have seasonal pricing strategies? How do they impact sales?
- **Evaluate pricing decisions.**  
Example: 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?

OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Pricing Standards.

## STANDARD 7: DISTRIBUTION/CHANNEL MANAGEMENT

GOLD LEVEL: COMPLETE ALL

SILVER LEVEL: COMPLETE ANY 3

BRONZE LEVEL: COMPLETE ANY 2

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- **Explain the relationship between customer service and distribution.**  
Example: Discuss how timing of orders, stock rotation and availability of product ultimately affects your SBE's ability to provide customers with goods for purchase.
- **Explain the receiving process.**  
Example: Describe how you handle the receipt of new merchandise.
- **Complete inventory counts.**  
Example: Describe how your SBE conducts inventory (physical, perpetual, a combination of the two) and how often it does so.
- **Determine inventory shrinkage.**  
Example: Account for loss of inventory due to shrinkage (damage, theft, sample product). How does shrinkage affect your store's bottom line?

OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Distribution/Channel Management Standards.

## STANDARD 8: PROMOTION

GOLD LEVEL: COMPLETE ALL

SILVER LEVEL: COMPLETE ANY 4

BRONZE LEVEL: COMPLETE ANY 3

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- **Plan promotional strategy.**  
Example: What are your promotional objectives for the year? What is your promotional budget for the year? How do you incorporate the promotional mix?
- **Explain the use of visual merchandising in retailing.**  
Example: How does the way products are displayed encourage or discourage customers to purchase them?
- **Use cross-merchandising techniques.**  
Example: How do you promote products from different categories to build sales?
- **Plan special events.**  
Example: Describe a special event that your SBE planned and the resulting impact it had on your business.
- **Measure success of promotional efforts.**  
Example: Provide an example of how you evaluated the effectiveness of a promotional strategy used by your SBE.

OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Promotion Standards.

## STANDARD 9: SELLING

**GOLD LEVEL:** COMPLETE ALL

**SILVER LEVEL:** COMPLETE ANY 4

**BRONZE LEVEL:** COMPLETE ANY 3

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- **Determine customer/client needs.**  
Example: What routine questions do you ask customers? What questions help salespeople “hone in” on what an indecisive customer may be interested in?
- **Establish relationship with customer/client.**  
Example: What tactics do salespeople within your SBE employ to endear themselves to customers? If your SBE is virtual, how do you establish a relationship online?
- **Demonstrate suggestion selling.**  
Example: How do you delicately suggest other products for purchase without seeming pushy or irritating the customer?
- **Process sales documentation..**  
Example: Do you provide a receipt for every transaction? Do individual employees track their sales? Explain why sales documentation is important.
- **Process returns/exchanges.**  
Example: Describe your SBE’s return policy.

### OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Selling Standards.

## STANDARD 10: HUMAN RESOURCES MANAGEMENT

**GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL:** COMPLETE ALL

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- **Conduct product “show and tell.”**  
Example: Describe how new employees are trained on the features/characteristics of new products so that they are equipped to sell them.
- **Conduct contests to motivate employees.**  
Example: What, if any, activities motivate SBE employees to do their job well?
- **Foster “right” environment for employees.**  
Example: How do you ensure a positive working environment, and one which functions as a learning laboratory in addition to a business?
- **Hold special events for employees.**  
Example: What, if any, events are held solely for employees, either to boost morale or provide training opportunities?

### OPTIONAL SUPPORTING DOCUMENTS

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- Include optional photos, charts, graphs, etc. to further illustrate Human Resources Management Standards.



# VERIFICATION OF AWARD ACHIEVEMENT LEVEL CHECKLIST

DECA Inc. will verify to assure that SBEs have adhered to the following format and guidelines.

\_\_\_ Documentation included the following (may be combined into one file or individual files uploaded to submission site):

- Title Page
- SBE Summary Page
- Table of Contents
- Body of SBE Certification Documentation (written documentation plus any additional documentation for each of the necessary performance indicators within each standard)

\_\_\_ Documentation follows sequence as outlined in the guidelines

\_\_\_ Number of pages limited to 50 (excluding title page, summary page, table of contents, and appendix)

\_\_\_ Major content is double-spaced and uses size 12 font—figures and exhibits, headings, lists, sample forms, etc. may be single-spaced

\_\_\_ Entry typewritten or word-processed

\_\_\_ SBE photo (JPG, PDF or Word Doc format) included as separate file or embedded within body of report

## JUDGE SCORING

A maximum score of **“Exceeds Expectations”** in any category means that, in the judge’s opinion, the information is presented effectively and creatively; nothing more could be expected for that performance indicator.

A **“Meets Expectations”** rating means that the information is presented well. Though there may be a few minor problems or omissions, they are not significant. Creativity, however, is not shown to any great degree.

A **“Below Expectations”** score means that the information presented does not meet minimum standards of acceptability.

A **“Little/No Value”** score means either that some major flaw has been noted that damages the effectiveness of the information (this may be a major omission, a serious misstatement, poor writing or any other major flaw) or that the information presented is of no value (does not address the performance indicator at all.)



SBE documentation for the following sections should consist of a written description of achievement and other documentation as appropriate/needed. Reviewer's assessment of documentation appears to the right of each performance indicator.

## 1. FINANCIAL ANALYSIS

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Open/Close register/terminal				
Demonstrate the wise use of credit				
Maintain financial records				
Prepare cash flow statements & include example				
Explain the nature of balance sheets & include example				
Describe the nature of income statements & include example				

\_\_\_ Meets Bronze Level Standard (Must achieve 4 performance indicators)

\_\_\_ Meets Silver Level Standard (Must achieve 5 performance indicators)

\_\_\_ Meets Gold Level Standard (Must achieve all performance indicators)

## 2. OPERATIONS

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Follow instructions for use of equipment, tools, and machinery				
Describe health and safety regulations in business				
Explain routine security precautions				

\_\_\_ Meets Bronze, Silver and Gold Level Standard (Must achieve all performance indicators)

## 3. MARKETING-INFORMATION MANAGEMENT

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Scan marketplace to identify factors that could influence merchandising decisions				
Analyze competitors' offerings				
Assess trading area				
Determine price sensitivity				

\_\_\_ Meets Bronze, Silver and Gold Level Standard (Must achieve all performance indicators)

## 4. MARKET PLANNING

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Profile target customer				
Determine market needs				
Determine customer demand for merchandise				

\_\_\_ Meets Bronze, Silver and Gold Level Standard (Must achieve all performance indicators)

## 5. PRODUCT/SERVICE MANAGEMENT

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Identify components of a retail image				
Choose vendors				
Plan merchandise assortment (e.g., styling, sizes, quantities, colors)				
Determine stock turnover				
Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages)				

\_\_\_ Meets Bronze Level Standard (Must achieve 3 performance indicators)

\_\_\_ Meets Silver Level Standard (Must achieve 4 performance indicators)

\_\_\_ Meets Gold Level Standard (Must achieve all performance indicators)

## 6. PRICING

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Determine cost of product (breakeven, ROI, markup)				
Describe pricing strategies				
Evaluate pricing decisions				

\_\_\_ Meets Bronze, Silver and Gold Level Standard (Must achieve all performance indicators)

## 7. DISTRIBUTION

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Explain the relationship between customer service and distribution				
Explain the receiving process				
Complete inventory counts				
Determine inventory shrinkage				

\_\_\_ Meets Bronze Level Standard (Must achieve 2 performance indicators)

\_\_\_ Meets Silver Level Standard (Must achieve 3 performance indicators)

\_\_\_ Meets Gold Level Standard (Must achieve all performance indicators)

## 8. PROMOTION

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Plan promotional strategy				
Explain the use of visual merchandising in retailing				
Use cross-merchandising techniques				
Plan special events				
Measure success of promotional efforts				

\_\_\_ Meets Bronze Level Standard (Must achieve 3 performance indicators)

\_\_\_ Meets Silver Level Standard (Must achieve 4 performance indicators)

\_\_\_ Meets Gold Level Standard (Must achieve all performance indicators)

## 9. SELLING

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Determine customer/client needs				
Establish relationship with customer/client				
Demonstrate suggestion selling				
Process sales documentation				
Process returns/exchanges				

\_\_\_ Meets Bronze Level Standard (Must achieve 3 performance indicators)

\_\_\_ Meets Silver Level Standard (Must achieve 4 performance indicators)

\_\_\_ Meets Gold Level Standard (Must achieve all performance indicators)

## 10. HUMAN RESOURCES MANAGEMENT

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Conduct product "show and tell"				
Conduct contests to motivate employees				
Foster "right" environment for employees				
Hold special events for employees				

\_\_\_ Meets Bronze, Silver and Gold Level Standard (Must achieve all performance indicators)