



SCHOOL-BASED ENTERPRISES CHAPTER RE-CERTIFICATION

SCHOOL-BASED ENTERPRISES SBE

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

When a school-based enterprise achieves certification at the gold level, they can apply to be gold re-certified for four additional years by submitting the appropriate documentation as outlined in these guidelines. After five years (year of initial gold certification plus four additional years of re-certification), the SBE must complete the original gold certification process to be eligible for the gold level certification award. There is no option for re-certifying at the bronze or silver level. The re-certification documentation is limited to 25 pages and must follow the format in these guidelines.

When submitting the Chapter Re-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 re-certification for the 2021-2022 school year. Adherence is proven through documentation of all performance indicators within each of three standards.

SBEs must submit their documentation to DECA Inc. via the online submission site sbe.decaregistration.com no later than 11:59 p.m. Eastern Standard Time on January 10, 2022. **All submissions must be uploaded 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

21st 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 re-certification for 2022.

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 re-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.

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 2022 SBE Academy at the International Career Development Conference (ICDC) in Atlanta, Georgia, with approval of their chartered association advisor. During the SBE Academy, students experience professional development sessions, network with other SBE managers and compete in front of judges with a prepared oral presentation based on one of the instructional areas covered in the chapter certification project.

RE-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. Re-certification Manual (including title page, SBE description page, table of contents and body of report)
2. Photo of SBE

The Re-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
- strategic goals for the school year

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-in information for the DECA membership system. Step-by-step submission instructions can be found at www.deca.org/sbe.
- Body of report is 25 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: MARKETING-INFORMATION MANAGEMENT

GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL: COMPLETE ALL

Describe the need for marketing data.

- Describe data-driven marketing. Include the advantages and challenges that can impact the SBE.
- Discuss the marketing data the SBE collects and provide examples of how the information is used.

Identify data monitored for marketing decision-making.

- Describe in detail the decisions made based on marketing data. Include product decisions, price decisions, place (distribution) decisions and promotion decisions.
- Include student decision-making responsibilities and how these decisions have impacted the SBE.

Track trends (e.g., social, buying, social media, advertising agency, etc.).

- Describe the importance of tracking trends in business, provide examples of types of industry trend analysis. Include how the SBE monitors trends.
- Discuss the challenges and opportunities of tracking trends in the SBE.

Analyze customer behavior (e.g., media-consumption, buying, etc.).

- Explain the importance of customer behavior to drive business decisions. Include customer acquisition, customer retention and customer growth.
- Provide examples of student decision-making in analyzing customer behavior and the impact of their decisions on the SBE.

OPTIONAL SUPPORTING DOCUMENTS

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

STANDARD 2: PRODUCT/SERVICE MANAGEMENT

GOLD LEVEL: COMPLETE ALL

SILVER LEVEL: COMPLETE ANY 4

BRONZE LEVEL: COMPLETE ANY 3

Identify components of a retail image.

- Provide a detailed description of the SBE image from all levels (students, faculty, administration, district, community).
- Discuss how the SBE is viewed as a community-oriented, service-oriented and/or price-oriented business by customers. Include examples.
- Share any relevant changes or upgrades in the past year to the SBE's image. Include student roles in addressing the changes.

Choose vendors.

- Discuss student responsibilities in the vendor selection process. Include considerations for new vendors, adding new product selections, and requirements and feasibility of keeping current vendors.
- Explain how student decisions have impacted the operation of the SBE. Include student involvement in selecting new merchandising, changing merchandise offers, etc.
- Provide specific examples of the vendor selection processes as well as any challenges that have occurred.

Plan merchandise assortment (e.g., styling, sizes, quantities, colors).

- Discuss the width, length, depth and consistency of the SBE product line. Provide information on the brand mix.
- Explain the process for planning merchandise assortment. Describe how this impacts the SBE operation.
- Share how students are involved in determining product lines and mix of brands.

Determine stock turnover.

- Discuss and provide examples of stock turnover for the SBE.
- Describe student decisions that ensure appropriate stock turnover by product lines; include steps determined to avoid over-stocking and/or inadequate inventory levels.

Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages).

- Discuss student responsibilities in merchandise planning. Include information on potential reductions such as sale items, discounts, and/or markdowns.
- Explain the process for handling challenges with pricing and turnover. If no reductions are offered, explain how the SBE has addressed the issue.

OPTIONAL SUPPORTING DOCUMENTS

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

STANDARD 3: HUMAN RESOURCES MANAGEMENT

GOLD LEVEL, SILVER LEVEL, BRONZE LEVEL: COMPLETE ALL

Explain human resources management functions.

- Describe the acquisition and selection process for store employees.
- Describe the process of training and developing employees to become efficient and work toward the goals of the SBE.
- Provide a description of how employees are motivated to do their job well. Include information on self-motivation, SBE competition, sales quotas, appreciation activities, etc.
- Discuss how the SBE maintains employees and if it provides any tangible benefits to its employees. Include information of providing a safe and healthy environment.

Foster “right” environment for employees.

- Describe the processes in place to ensure a positive working environment for employees.
- Describe special considerations provided for student employees, including special events or incentives to boost morale.

Facilitate employee learning.

- Discuss how to conduct formal and informal employee training. Include instructor-led training, on-the-job training, any job rotation programs or mentoring/coaching by more experienced employees.
- Discuss how the SBE functions as a learning laboratory for students.

Assess employee performance.

- Explain the various methods used to measure and evaluate employee performance used in the SBE.
- Describe student responsibilities in evaluating employee performance (peer evaluation, self-evaluation) and include student learning activities that strengthened overall performance.

OPTIONAL SUPPORTING DOCUMENTS

- 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 25 (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. MARKETING-INFORMATION MANAGEMENT

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Describe the need for marketing data				
Identify data monitored for marketing decision-making				
Track trends (e.g., social, buying, social media, advertising agency, etc.)				
Analyze customer behavior (e.g., media-consumption, buying, etc.)				

___ Achieved all performance indicators

2. 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)				

___ Achieved all performance indicators

3. HUMAN RESOURCES MANAGEMENT

PERFORMANCE INDICATOR	LITTLE/ NO VALUE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Explain human resources management functions				
Foster “right” environment for employees				
Facilitate employee learning				
Assess employee performance				

___ Achieved all performance indicators