



Colorado BMEF CTE Course – Scope and Sequence

Course Name	School Based Enterprise – Operations/Management		Course Details	Credits = 1.0 (Yearlong) Level 4	
			Course = 0.50 Carnegie Unit Credit		
Course Description	This course focuses on all facets of starting and managing a school-based enterprise. Focus will include writing a business plan, holding interviews, and establishing operating policies and procedures. Building a solid framework of work-based learning for the student.				
Note	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all competencies are covered. These competencies are adopted from the DECA SBE Guidelines. Outcomes taken from DECA SBE Certification - Helpful link: https://www.deca.org/high-school-programs/school-based-enterprises/ (Resource Updates Annually)				
SCED Identification # 12998		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Introduction to Management Store Opening	Length of instruction based on individual store operations	Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information	Store Operations Set up		FBLA: Business Plan, Business Financial Plan Use throughout DECA SBE Certification
Marketing Information Management		Standard: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate,	Scan marketplace to identify factors that could influence merchandising decisions	Demonstrate how social/cultural/economic trends affect the SBE marketplace and merchandising decisions.	

		and disseminate information for use in making business decisions			
			Analyze competitors' offerings	a. Identify competition faced by the SBE, including within the school, community and beyond b. Identify challenges faced through competition and how challenges were addressed.	
			Assess trading area	Identify SBE trading area and potential trading area. Include plans for expanding or making changes affecting your SBE trading area.	
			Determine price sensitivity	Identify challenges and opportunities for product turnover and pricing.	
Market Planning		Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience	Profile target customer	a. Create a customer profile by describing your SBE's average customer in detail. b. Include demographic and psychographic information. c. Identify the average amount of dollars spent by customers and what affects changes in customer decisions. d. Address how students use customer profiles to enhance business decisions.	
			Determine market needs	Interpret market research conducted to determine product purchases and customer service offerings.	
			Determine customer demand for merchandise	Students are able to track sales and customer demand and identify the impact demand has on business operations.	
Product/Service Management		Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to	Identify components of a retail image.	a. Create a brand b. Research how the SBE is viewed as a community-oriented, service-oriented and/or price-oriented business by customers.	

		market opportunities and to build brand for the organization			
			Choose vendors.	Develop the vendor selection process. Include considerations for new vendors, adding new product selections, and requirements and feasibility of keeping current vendors.	
			Plan merchandise assortment (e.g., styling, sizes, quantities, colors)	a. Determine the width, length, depth and consistency of the SBE product line. b. Develop the brand mix. c. Determine the process for planning merchandise assortment.	
			Determine stock turnover.	Implement procedures 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, etc.)	Develop student responsibilities in merchandise planning. Include information on potential reductions such as sale items, discounts, and/or markdowns.	
Pricing		Standard: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value	Determine cost of product (breakeven, ROI, markup)	Establish various ways to determine product pricing.	
			Describe pricing strategies	a. Develop pricing strategies used by the SBE and how they are implemented in the business. b. Interpret the impact pricing	

				strategies have on sales. Examples include on seasonal pricing, competition pricing, bundle pricing, psychological pricing, product line pricing, cost plus/cost based/value cost pricing, etc.	
			Evaluate pricing decisions	Develop strategies for how pricing decisions are evaluated for effectiveness.	
Human Resources Management		Standard: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources	Conduct product “show and tell”	Create a training plan of ongoing training as it applies to new merchandise, changes in product line, new equipment and other changes that require additional or updated information.	
			Conduct contests to motivate employees	Develop strategies on how to motivate employees to do their job well. • Include information on self-motivation, SBE competition, sales quotas, appreciation activities, etc.	
			Foster “right” environment for employees	Develop strategies to ensure a positive working environment for employees and customers.	
			Hold special events for employees	Develop special events or incentives to boost morale as well as training opportunities.	
Operations		Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning	Describe health and safety regulations in business	Understand health and safety regulations set forth by the school, district, county and/or state regarding operation of your SBE. • Include food safety, fire and emergency safety, and other precautions/trainings and regulations that must be addressed and practiced.	

			Understand instructions for use of equipment, tools, and machinery	a. Use and operate equipment, tools, and machinery used in the SBE. b. Implement training and checks and balances regarding equipment used in the SBE. c. Discuss how students are trained to use equipment and tools necessary for the SBE. d. Develop training and what steps are taken to ensure safety.	
			Follow health and safety regulations in business	Implement health and safety regulations set forth by the school, district, county and/or state regarding operation of your SBE. • Include food safety, fire and emergency safety, and other precautions/trainings and regulations that must be addressed and practiced.	
			Explain routine security precautions	a. Practice routine measures that ensure overall security in the SBE b. Monitor activities and tasks that are required by the SBE, school and district that have a positive or negative impact on the SBE c. Devise/Enact merchandise security measures to minimize inventory shrinkage	
Promotion		Standard: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome	Explain the use of visual merchandising in retailing	a. Describe how visual merchandising is implemented in your SBE. Include decisions, examples and discussion on the importance of appropriate visual merchandising for your SBE. b. Share student roles in the visual merchandising component of the SBE.	

			Plan special events	Determine special events for the SBE.	
			Use cross-merchandising techniques	Determine specific details for cross-merchandising strategies.	
			Plan promotional strategy (promotional objectives, budget, promotional mix, etc.)	Create SBE promotional objectives for the school year. • Include information on learning activities and tasks to be completed. • Include a promotional budget	
			Measure success of promotional efforts	Create an effective promotional strategy and outcomes	
Selling		Standard: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.	Establish relationships with client/customer	Determine how employees build customer/client relationships. • Include information beyond initial greeting and thanking customers.	
			Determine customer/client needs	a. Determine customer/client needs. b. Determine how employees engage with customers, particularly indecisive and/or unhappy customers, so that their needs are met.	
			Demonstrate suggestion selling	Implement routine suggestive selling techniques. • Include student training opportunities for increasing customer sales.	
			Process returns/exchanges	Create an SBE return policy. • Include information that is being considered for future operation of the SBE.	
			Process retail sales documentation	Create a process for documenting sales	

Channel Management		Standard: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels	Explain the relationship between customer service and distribution	a. Establish positive customer relationships. b. Determine how the timing of orders, stock rotation and product availability has affected your SBE's ability to provide customers with goods and services.	
			Explain the receiving process	Develop a detailed merchandise receiving process, including student responsibilities.	
			Complete inventory counts	a. Develop a process for inventory control in your SBE, including physical, perpetual or a combination of both. b. Create student roles/responsibilities in the process.	
			Determine inventory shrinkage	a. Determine the types of shrinkage the SBE has encountered. b. Create steps the SBE has taken to ensure limited shrinkage.	
Financial Analysis		Standard: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	Open/Close register/terminal.	a. Students open and closes business each day, including student responsibilities. b. Learn the significance of proper opening and closing tasks and the significance to your SBE. c. Include learning activities that impact both student success and SBE operations.	
			Maintain financial records	a. Describe how financial records are kept and used for the SBE and discuss the importance of financial record keeping. b. Include examples of how records have impacted the operations of the SBE.	

				c. Discuss the learning impact fiscal responsibility has with students involved in the SBE	
			Demonstrate the wise use of credit	a. Use credit as it pertains to the SBE, including initial cost of startup and liabilities associated with startup cost b. Describe impact of credit within the SBE.	
			Prepare cash flow statements	a. Develop a cash flow statement for the SBE. b. Involve students in fiscal management	
			Explain the nature of balance sheets	a. Create SBE balance sheet b. Explain how students use balance sheet information in the operation function of the SBE.	

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Standard 2: Reading for All Purposes

- **Prepared Graduate 5:** Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Standard 3: Writing and Composition

- **Prepared Graduate 6:** Craft arguments using techniques specific to the genre.
- **Prepared Graduate 7:** Craft informational/explanatory texts using techniques specific to the genre.
- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.