

Colorado CTE Course – Scope and Sequence

| Course Name | School-based Enterprise-Operations/Management | | Course Details | 1.0 year long | |
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| | | | Course = 0.50 Carnegie Unit Credit | Level 4 (A/B) | |
| 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. *Course qualifies as a work-based learning level 4. Outcomes taken from DECA SBE Certification - Helpful link: https://www.deca.org/high-school-programs/school-based-enterprises/ (updates every year) | | | | |
| SCED Identification # | 12998 | Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allow 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 | | Use throughout DECA SBE Certification FBLA |

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| MARKETING INFORMATION MANAGEMENT | | Standard: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions | Scan marketplace to identify factors that could influence merchandising decisions | <ul style="list-style-type: none"> • Demonstrate how social/cultural/economic trends affect the SBE marketplace and merchandising decisions. | |
| | | | Analyze competitors' offerings | Identify competition faced by the SBE, including within the school, community and beyond • 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 | <ul style="list-style-type: none"> • Create a customer profile by describing your SBE's average customer in detail. Include demographic and psychographic information. • Identify the average amount of dollars spent by customers and what affects changes in customer decisions. • Address how students use | |



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| | | | | 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 market opportunities and to build brand for the organization | Identify components of a retail image. | Create a brand Research how the SBE is viewed as a community-oriented, service-oriented and/or price-oriented business by customers. | |
| | | | 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) | • Determine the width, length, depth and consistency of the SBE product line. Develop the brand mix. • Determine the process for planning merchandise assortment. | |



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| | | | Determine stock turnover. | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Establish various ways to determine product pricing. | |
| | | | <ul style="list-style-type: none"> Describe pricing strategies | Develop pricing strategies used by the SBE and how they are implemented in the business. <ul style="list-style-type: none"> 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. | |
| | | | <ul style="list-style-type: none"> Evaluate pricing decisions | <ul style="list-style-type: none"> Develop strategies for how pricing decisions are evaluated for effectiveness. | |



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| <p>HUMAN RESOURCES MANAGEMENT</p> | | <p>Standard: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources</p> | <p>Conduct product “show and tell”</p> | <ul style="list-style-type: none"> • 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. | |
| | | | <p>Conduct contests to motivate employees</p> | <p>Develop strategies on how to motivate employees to do their job well. Include information on self-motivation, SBE competition, sales quotas, appreciation activities, etc.</p> | |
| | | | <p>Foster “right” environment for employees</p> | <p>Develop strategies to ensure a positive working environment for employees and customers.</p> | |
| | | | <ul style="list-style-type: none"> • Hold special events for employees | <ul style="list-style-type: none"> • Develop special events or incentives to boost morale as well as training opportunities. | |
| <p>OPERATIONS</p> | | <p>Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</p> | <ul style="list-style-type: none"> • Describe health and safety regulations in business | <p>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.</p> | |
| | | | <ul style="list-style-type: none"> • Understand instructions for use of equipment, tools, and machinery | <ul style="list-style-type: none"> • Use and operate equipment, tools, and machinery used in the SBE. • Implement training and checks and balances regarding equipment used in | |



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| | | | | the SBE. • Discuss how students are trained to use equipment and tools necessary for the SBE. Develop training and what steps are taken to ensure safety. | |
| | | | <ul style="list-style-type: none"> • Follow health and safety regulations in business | <p>Implement health and safety regulations set forth by the school, district, county and/or state regarding operation of your SBE.</p> <ul style="list-style-type: none"> • Include food safety, fire and emergency safety, and other precautions/trainings and regulations that must be addressed and practiced. | |
| | | | <ul style="list-style-type: none"> • Explain routine security precautions | <ul style="list-style-type: none"> • Practice routine measures that ensure overall security in the SBE • Monitor activities and tasks that are required by the SBE, school and district that have a positive or negative impact on the SBE <p>Devise/Enact merchandise security measures to minimize inventory shrinkage</p> | |
| PROMOTION | | Standard: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas | Explain the use of visual merchandising in retailing | Describe how visual merchandising is implemented in your SBE. Include decisions, examples and discussion on the importance of appropriate visual merchandising for your SBE. • Share student roles in the visual merchandising component of the SBE. | |



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| | | to achieve a desired outcome | | | |
| | | | Plan special events | <ul style="list-style-type: none"> • Determine special events for the SBE. | |
| | | | Use cross-merchandising techniques | <ul style="list-style-type: none"> • Determine specific details for cross-merchandising strategies. | |
| | | | Plan promotional strategy (promotional objectives, budget, promotional mix, etc.) | <p>Create SBE promotional objectives for the school year. Include information on learning activities and tasks to be completed. • Include a promotional budget</p> | |
| | | | Measure success of promotional efforts | <p>Create an effective promotional strategy and outcomes</p> | |
| SELLING | | <p>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.</p> | Establish relationships with client/customer | <ul style="list-style-type: none"> • Determine how employees build customer/client relationships. Include information beyond initial greeting and thanking customers. | |
| | | | Determine customer/client needs | <ul style="list-style-type: none"> • Determine customer/client needs. • Determine how employees engage with customers, particularly indecisive | |

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| | | | | 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 | |
| DISTRIBUTION/ CHANNEL MANAGEMENT | | Standard: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels | <ul style="list-style-type: none"> • Explain the relationship between customer service and distribution | <ul style="list-style-type: none"> • Establish positive customer relationships. • Determine how the timing of orders, stock rotation and product availability has affected your SBE's ability to provide customers with goods and services. | |
| | | | <ul style="list-style-type: none"> • Explain the receiving process | <ul style="list-style-type: none"> • Develop a detailed merchandise receiving process, including student responsibilities. | |
| | | | Complete inventory counts | <ul style="list-style-type: none"> • Develop a process for inventory control in your SBE, including physical, perpetual or a combination of both. Create student roles/responsibilities in the process. | |



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| | | | <ul style="list-style-type: none"> • Determine inventory shrinkage | <p>Determine the types of shrinkage the SBE has encountered. Create steps the SBE has taken to ensure limited shrinkage.</p> | |
| FINANCIAL ANALYSIS | | <p>Standard: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p> | <p>Open/Close register/terminal.</p> | <ul style="list-style-type: none"> •students open and closes business each day, including student responsibilities. • Learn the significance of proper opening and closing tasks and the significance to your SBE. • Include learning activities that impact both student success and SBE operations. | |
| | | | <ul style="list-style-type: none"> • Maintain financial records | <ul style="list-style-type: none"> • Describe how financial records are kept and used for the SBE and discuss the importance of financial record keeping. • Include examples of how records have impacted the operations of the SBE. • Discuss the learning impact fiscal responsibility has with students involved in the SBE | |
| | | | <p>Demonstrate the wise use of credit</p> | <ul style="list-style-type: none"> * use credit as it pertains to the SBE, including initial cost of startup and liabilities associated with startup costs . * Describe impact of credit within the SBE. | |
| | | | <p>Prepare cash flow statements</p> | <ul style="list-style-type: none"> * develop a cash flow statement for the SBE. * students are involved in fiscal management | |



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| | | | <ul style="list-style-type: none"> • Explain the nature of balance sheets | <p>Create SBE balance sheet</p> <p>Explain how students use balance sheet information in the operation function of the SBE.</p> | |
| | | | <ul style="list-style-type: none"> • Describe the nature of income statements | <p>Create an income statement for the SBE</p> <p>Explain how students use the income statements in the operations of the SBE.</p> <p>Read and use Profit and Loss Statements to manage financials of the SBE.</p> | |