Business and Computer Science Programs
Industry Certification Standards
2016-2017

Partnership between
Georgia State Council
Society for Human Resource Management
and
Georgia Department of Education
Office of Career, Technical & Agricultural Education

Working together to recognize
OUTSTANDING
Business and Computer Science Programs
preparing students to be
College and Career Ready
What is Industry Certification?
Industry Certification is a high-school program designed to recognize and promote high quality Business and Computer Science programs. Certified programs include
- involved advisory committees
- project-based instruction
- career development activities
- up-to-date technologies and equipment
- dedicated teachers through professional development
- an active student organization (FBLA).
Competency standards and specific performance objectives provide the foundation for a solid curriculum based in Business and Computer Science. Industry certification provides recognition to the high school’s programs that document evidence to meet certification standards.

The Society for Human Resource Management (SHRM) and the Georgia Department of Education (GaDOE) have partnered to develop standards of excellence for Business and Computer Science programs across Georgia. SHRM personnel and volunteers evaluate the Business and Computer Science programs based on standards in the areas of:

- Standard 1: Curriculum and Instruction
- Standard 2: School, Program, and Teachers
- Standard 3: Advisory Committee and Community Involvement
- Standard 4: Employability Skills and Career Development Activities
- Standard 5: Program Facilities
- Standard 6: Future Business Leaders of America

Which Areas are Included?
Career Clusters included in the Business and Computer Science program area are Business Management & Administration, Finance, and Information Technology.

Approval for Industry Certification
Each school must apply and may receive grant approval through the Georgia Department of Education. Grant applications should be completed fully, including as much detail as possible to aid the approval committee during the approval process. It is not required for a school to receive the grant to complete the certification process. Prior to applying for the program,
each program should complete the industry certification checklist to ensure the program is ready to begin the process.

**Industry Certification School Chair**

One teacher at each school should be identified as the Industry Certification School Chair for the Business and Computer Science program. The IC Chair will serve as the primary contact for SHRM and the GaDOE during the process. It is recommended that the department head not be the certification chair, but the decision is up to the teachers in the program.

**Industry Certification Prep Workshop**

Every teacher in the Business and Computer Science program (full time, part time and teaching even just one course) at each school must attend an Industry Certification Prep Workshop to review the process and procedures for Industry Certification for initial and re-certification. The workshop must be completed by each teacher to earn certification. It is recommended that CTAE administrators and school administrators also attend the workshop so that they are familiar with requirements for earning Industry Certification. All teachers from one school will work together to develop a plan of action to complete the program. At the workshop, each school will work to complete an action plan for the certification process that outlines the steps needed to complete the process. Workshops are offered at the beginning of the school year of certification. If all teachers are unable to attend, the CTAE Administrator may choose to pay SHRM a fee of $500 for a one-day workshop for teachers. Details of the individual workshops should be negotiated with SHRM.

**On-site Visit**

The on-site official visit date and time is scheduled to be held after the FBLA State Conference date each year. The Industry Certification School Chair should distribute the date and time to the advisory committee, CTAE Administrator, local Board of Education, local administration, county superintendent, and other supporters of the program (examples include school administration team, local newspaper, and county level leadership) and request their attendance at the on-site visit. All advisory committee members are **strongly encouraged** to attend the on-site visit. The advisory committee chair and other members should be prepared to report on their involvement with the committee and the impact of the committee on the Business and Computer Science program for the interview portion of the on-site visit.

Verification of meeting all standards will be achieved through monthly checklists. All checklists should be complete at stated deadlines and web site updated and complete by
March 31 to ensure all standards are met. Final points for the industry certification process will be earned at the on-site visit. Programs receiving certification will be notified at the on-site visit informally by the SHRM committee present, and will be provided with commendations and recommendations for the program. Official notification will arrive in a letter from SHRM within a few weeks following the on-site visit.

**Evidence of Standards**
The evidence of every standard should be presented in a digital format that is VERY CLEAR, EASY TO FOLLOW, and DETAILED enough for non-educators to see and understand how each standard was met. The certification is guided through a SHRM consultant, but the approval process is earned through SHRM volunteers who evaluate the evidence throughout the process. A web site should be created to digitally display evidence of each standard. Each teacher in the program should contribute to the creation of the web site and submission of the evidence. A team approach is essential to achieving Industry Certification. Inclusion of pictures of documentation for all standards is encouraged. Copyright laws should be followed for all documentation and projects. Programs should follow the 5 monthly checklists and the on-site visit checklist for required documentation. Feedback from the SHRM Consultant throughout the year will aid the program in clarification of meeting each standard.

**Permission Slip**
A publication of student work/picture and print release for each student in the program and in FBLA should be obtained with parent consent. A suggested format is to add the release to the FBLA Application for all members and to each class syllabus. Copies of signed releases for each student in program should be organized and maintained by each teacher. Individual student forms are NOT part of the EVIDENCE but should be kept on file by the teachers. Only if needed will this documentation be requested by the visiting team. All FBLA members should also have a release for use, print, and promotion of program of work and picture; copies of all signed releases should be organized and maintained by primary adviser. In addition, the Business and Computer Science program should follow ALL school and county policies regarding publishing student work and photographs.

**Earning Certification**
Programs will earn certification by meeting every standard. Schools that exceed the required FBLA Chapter of the Year requirement may exceed the points required, but must meet all standards. Standards are met by documented evidence on the program web site. Teachers in the program should strive to EXCEED every standard and present more evidence to show the
OUTSTANDING program. The SHRM Consultant is a resource for the programs undergoing certification. Communication should be continuous throughout the year of certification for questions, concerns, and ideas.

**Timeline of Industry Certification Process**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>WHO</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15</td>
<td>CTAE Director</td>
<td>Grant Application Complete; Notification of Grant status will be given after State Board Approval.</td>
</tr>
<tr>
<td>July-August</td>
<td>All BCS program teachers;</td>
<td>Industry Certification Prep Workshop: All teachers in Business and Computer Science program (full-time, part-time, or teaching just one course) at the school going through the IC process should attend the SAME workshop; the CTAE administrator &amp; school-level administrator are encouraged to attend as well to understand and assist teachers with decisions for meeting standards. Nomination of Industry Certification school chair.</td>
</tr>
<tr>
<td>Sept 1</td>
<td>SHRM Consultant</td>
<td>Verification sent to DOE Program Specialist and local schools with details of completed workshop confirmation and contact information for consultant working with the schools. Contact information for the SHRM chapter and volunteers working with the school should be sent to IC school chair to begin or continue relationship of working together through certification process.</td>
</tr>
<tr>
<td>Sept 15</td>
<td>SHRM Consultant</td>
<td>After working with SHRM Director and DOE Program Specialist, send confirmation date and time of on-site visit to IC school chair, all BCS teachers, CTAE administrator and any others designated by local school.</td>
</tr>
<tr>
<td>Sept 30</td>
<td>IC School Chair</td>
<td>Confirm with SHRM Consultant the date and time for the on-site visit. Date and time should be shared with all advisory committee members, the local board of education, school and county administrators, and other vested parties in the Business program.</td>
</tr>
<tr>
<td>Oct 1</td>
<td>IC School Chair</td>
<td>Website complete for October 1 checklist.</td>
</tr>
<tr>
<td>Date</td>
<td>Role</td>
<td>Task Description</td>
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</tr>
<tr>
<td>Oct 15</td>
<td>SHRM Consultant</td>
<td>Send email to SHRM Consultant with a link to website for school IC documentation. Work on documentation based on requirements from checklist. Follow up through email format with feedback on documentation to school.</td>
</tr>
<tr>
<td>Nov 1</td>
<td>IC School Chair</td>
<td>Website updated for November 1 checklist and all corrections are made from previous checklist feedback. Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.</td>
</tr>
<tr>
<td>Nov 15</td>
<td>SHRM Consultant</td>
<td>Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.</td>
</tr>
<tr>
<td>Dec 1</td>
<td>IC School Chair</td>
<td>Website updated for December 1 checklist and all corrections are made from previous checklist feedback. Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.</td>
</tr>
<tr>
<td>Dec 15</td>
<td>SHRM Consultant</td>
<td>Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.</td>
</tr>
<tr>
<td>December 31</td>
<td>SHRM Consultant</td>
<td>SHRM Consultant should provide a summary report for all schools documenting progress toward meeting certification, action steps for remainder of school year, and notes from each school. All major issues should be included in the report.</td>
</tr>
<tr>
<td>January 15</td>
<td>DOE Program Specialist</td>
<td>Follow up with any schools (IC school chair, all business teachers, and CTAE administrator) not meeting certification standards to this point as reported by SHRM.</td>
</tr>
<tr>
<td>February 1</td>
<td>IC School Chair</td>
<td>Website updated for February 1 checklist and all corrections are made from previous checklist feedback. Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.</td>
</tr>
<tr>
<td>February 15</td>
<td>SHRM Consultant</td>
<td>Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.</td>
</tr>
<tr>
<td>March 1</td>
<td>IC School Chair</td>
<td>Website updated for March 1 checklist and all corrections are made from previous checklist feedback. Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.</td>
</tr>
<tr>
<td>Date</td>
<td>Role</td>
<td>Task Description</td>
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</tr>
<tr>
<td>March 15</td>
<td>SHRM Consultant</td>
<td>Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.</td>
</tr>
<tr>
<td>March 15</td>
<td>SHRM Volunteers</td>
<td>Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details.</td>
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<tr>
<td></td>
<td></td>
<td>Follow up through email format with feedback on documentation to IC School Chair and SHRM Consultant.</td>
</tr>
<tr>
<td>March 31</td>
<td>BCS Teachers</td>
<td>All corrections and documentation is complete based on feedback from SHRM Consultant.</td>
</tr>
<tr>
<td>After Annual FBLA State Conference; no later than May 1</td>
<td>All Business Teachers at school, SHRM Consultant, CTAE admin., school admin., advisory comm.</td>
<td>Website complete with all documentation. On-Site Visit Should occur after FBLA State Conference date to allow school to have feedback on FBLA Chapter of the Year documentation present at the on-site visit.</td>
</tr>
<tr>
<td>May 15</td>
<td>SHRM</td>
<td>Send initial list of “passing” and “failing” schools to DOE Program Specialist.</td>
</tr>
<tr>
<td>June 15</td>
<td>DOE Program Specialist</td>
<td>Revise and post standards for following school year.</td>
</tr>
<tr>
<td>June 1, annually</td>
<td>All programs that were previously Industry Certified</td>
<td>Send completed Annual Report to DOE Program Specialist. Recertification should be done during the 5th year of your certification.</td>
</tr>
<tr>
<td>July</td>
<td>SHRM, all BCS teachers, CTAE &amp; school administrators</td>
<td>Attend the Awards Luncheon at GACTE Summer Conference hosted by SHRM honoring teachers and administration from certified schools.</td>
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### Standard 1: Curriculum and Instruction

Instructional materials are standards-based and support a variety of project-based learning opportunities for individuals and teams. All courses are designed to prepare a student to be college and career ready.

#### Document Program

1. Create a website to document program

* Documentation includes a live website created to display program elements and requirements for certification. A professional appearance and functioning website should be created for program. Documents should not be added as additional links to open on the site. All content must be displayed on the website. Embedded content through flipping book, video, pictures, and other methods should be used. (Examples of flipping book software: FlipSnack, Flip PDF, aXmag, 1stFlip, etc.)

#### Course Syllabi and Pacing Guide

2. Document syllabus and pacing guide for each course taught in the Business & Computer Science program of each course (1 point)

* Documentation on each syllabus includes at minimum the pathway, system grading scale, career opportunities, and End of Pathway Assessment related to the course.
* Documentation for the pacing guide includes at minimum dates, Georgia Performance Standards, projects, FBLA integration, and long-term project for the pacing guide.

#### Project-Based Instruction

3. Document 2 short-term (3-5 class hours) projects for each course taught in the Business & Computer Science program through project-based instruction (1 point)

* Documentation includes project overview sheet with the objective of each project (what the students should learn and what the students should have accomplished in this project), Georgia Performance Standards, business ethics, rubric for assessment, minimum number of class hours required, and a minimum of 2 student work samples for each project. The entire project should be included in the documentation from the introduction skills, daily assignments, etc. that lead up to the student being able to complete the project.

#### Future Business Leaders of America (FBLA) in the Classroom

4. Document FBLA as co-curricular (1 point)

* Documentation includes at minimum activities included in each course through a continuous timeline chart for each course including all FBLA co-curricular activities. A variety of activities should be included in each course and be continuous throughout the semester for all students by all teachers. Business Achievement Awards and FBLA educational/informative activities within the classroom are appropriate.
Long-Term Team Application Project

5. Document the use of a long-term (at least 15 class hours) team application project in each pathway (1 point)

Note: Each long-term project should be conducted in the second or third level course in each Pathway area.

* Documentation includes at minimum one (1) long-term team application project for each pathway on a description sheet that explains the project, including Georgia Performance Standards, timeline of activities, and rubric/assessment of project.

The team project should simulate actual business activities directly related to course content. Demonstrate critical thinking, problem solving, and teamwork in the project. Format should be a team project (minimum of 3 students) that requires students to work together and depend on each other to complete project. A minimum of 15 hours of class time should be spent on the project, but does not have to be continuous time. Include pictures and sample work throughout project in documentation.

Creativity should be used when designing a long-term project that allows students to further develop skills and apply knowledge learned in course. Application of knowledge and skills learned in the course should be the MAIN focus of the team application project.

6. Required student team professional presentation(s) at the on-site visit (1 point)

- Students presenting the project (3 -5 students) should demonstrate the presentation skills learned throughout BCS program and should have practiced presentation PRIOR to delivery to on-site team.
- Students giving the presentation should have been involved in completing the project.
- Students should develop the presentation with guidance and supervision from BCS teachers. Practice of the presentation is encouraged prior to on-site visit presentation.
- Presentation should cover how the project was completed and what specific knowledge and skills were applied and learned throughout project completion. Examples of the final project work should be shown but should not be the focus of the presentation.
- A multimedia program and effective presentation skills should be used by the students when giving the presentations.
- Students should follow FBLA Professional Dress Code when presenting at the on-site visit.

Microsoft Office Specialist Certification

7. Document the use of Microsoft Office Imagine Academy (MSIA) and Microsoft Office Specialist (MOS) certification testing (1 point)

* Documentation includes at a minimum 1 student per class per teacher per semester earning at least 1 MOS certification. Upload student certificates in pdf to the website. Note: Schools on 4x4 block should remember to update new student certifications for second semester.
**Standard 2: School, Program, and Teachers**

The environment, demographics, and people create the school. By providing a summary of the overall school, a deeper understanding of how the Business and Computer Science program fits within the school can easily be explained. The program should offer students the opportunity to complete a pathway as well as a teacher who is current with business and industry needs. Teachers must be certified through the Georgia Professional Standards Commission in accordance with the requirements for the pathways they are teaching. They must consistently be exposed to the ever-changing field of business, finance, and technology. Through professional organizations and professional development activities, teachers experience programs directly related to the Business and Computer Science Georgia Performance Standards. Pathways offered are reflective of local and state business and industry needs.

### School Demographics

8. **Document school demographics (1 point)**

* Documentation includes at minimum a presentation/video/information sheet or other easy-to-follow format that highlights the make-up of the school. This information should be included during the teacher presentation at the on-site visit.

9. **Document teacher presentation of program (1 point)**

* Documentation includes a presentation by all teachers in the program and will be presented at the on-site visit to educate about the school, program, teachers, and FBLA. The purpose of the presentation is to SHOWCASE/HIGHLIGHT the program. All teachers should have a speaking part of the presentation. The teacher presentation should reflect the entire program, curriculum, teachers, unique/outstanding features, and involvement in school and community. Presentation should be professional in nature with teachers following Professional Dress. All invited guests to the on-site visit will be present during the presentation.

### Teacher Professional Affiliations

10. **Document each teacher’s current school year membership in Association of Career and Technical Education (ACTE) and Georgia Association of Career and Technical Education (1 point)**

* Documentation includes at minimum a copy of membership card from ACTE; (FYI: ACTE & GACTE have same membership card). Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference attendance, conference volunteer, etc.) should be included in documentation. Note: Contact your GBEA Vice President on the GACTE Board of Directors to see how you can become involved.

11. **Document each teacher’s current school year membership in Georgia Business Education Association (GBEA) (1 point)**

* Documentation includes at minimum a copy of membership letter from GBEA. Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference
attendance, conference volunteer, etc.) should be included in documentation. Note: Contact your GBEA President to see how you can become involved.

12. Document each teacher’s current school year membership in National Business Education Association (NBEA) which includes Southern Business Education Association (SBEA) (1 point)

* Documentation includes at minimum a membership card from NBEA. Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference attendance, conference volunteer, etc) should be included in documentation. Contact NBEA and SBEA to see how you can become involved.

Teacher Professional Development
13. Document 20 hours of professional development for each teacher annually (June – March of Industry Certification year) directly related to Business and Computer Science Georgia Performance Standards (1 point)

* Only graduate courses and other courses/workshops that relate to teaching practices and/or specific BCS content related educational sessions may count in this area; professional development conference workshops may be included.
* If a teacher chooses to complete a job shadow experience, it should be for a minimum of eight hours for one day at a participating company in a business field related to course skills and knowledge. It must be documented by a brief statement on the business’s letterhead and must be signed and dated by employee shadowed. Job shadow experience must be in a professional business environment and not an educational intuition.

Program Offerings
14. Document course offerings, enrollment numbers, and pathway completers (1 point)

* Documentation includes at minimum the following:
  • a list of pathways and courses offered
  • enrollment numbers for previous and current school year for each course
  • number of pathway completers for previous and current school year (include students who are predicted to be completers for current school year)
  • inclusion of number for past 5 years is suggested.

15. Document number of industry recognized credentials earned by pathway completers (1 point)

* Documentation includes at minimum the Technical Skills Attainment (End of Pathway Assessment) for each pathway including the number of students attempting/earning credentials.
Teacher Certification, Schedule and Additional Responsibilities

16. Document teacher daily schedule and additional responsibilities beyond a classroom teacher

* Documentation includes at minimum the following:
  
  - teacher’s name
  - teacher’s daily schedule
  - date of Industry Certification Prep Workshop
  - type and level of teaching certificate
  - number of years teaching experience
  - other school responsibilities (i.e. department chair, club sponsor, athletic coach, etc.). Include any leadership positions by name and organization related to position as BCS teacher including but not limited to local school, Georgia FBLA, Professional Organizations, or Civic Organizations.

Program Recruitment Practices

17. Document recruitment practices with community, current high school students, middle school program, school leadership, and school counselors. (1 point)

* Documentation includes at minimum the following:

  - Promotional material for Business and Computer Science Program used within school and community, which includes at minimum items listed below:
    - program mission statement and philosophy
    - pathways offered
    - course information
    - information on the local FBLA Chapter
  
  - Summary of involvement, connection, resources used, outreach, and/or activities with local organizations (Rotary, Chamber of Commerce, SHRM Chapter, local leadership program, or other civic groups focused on business in local community; can also include activities completed in the local businesses to promote Business & Computer Science program (display at local Career/Business Expo, presentation at local civic group meeting, workshops for community members, etc.)
  
  - Evidence of publicity in school and local newspapers, school or business websites, newscasts, or newsletters about the program

Standard 3: Advisory Committee and Community Involvement

An effective and continuous program of community relations is necessary to maintain a close working relationship with business, industry, and other organizations and individuals. This relationship will foster a program that provides relevant experiences and curriculum to students. The Business and Computer Science program should have a formally organized advisory committee that is broadly representative of the business, industry and the school community it serves. Representatives for each pathway should be included on the advisory committee. The purpose of the advisory committee is to assist with the design, development, implementation, administration, and evaluation of the program.

Members should represent career focus area(s) served by pathways offered within the program. The
advisory committee should be structured with at least 51% of the membership from business and industry representing career areas directly related to the pathways. The committee should have leadership positions appointed each year including co-chairs (one teacher and one business leader), and secretary. An agenda should be provided and minutes kept for each meeting. Format of agenda and minutes should follow the FBLA guidelines. Ongoing communication is essential to involved committee members. Monthly activities are suggested for a continuous relationship with the program (guest speaker, mock interviews, field trips, etc.).

Suggested business protocol should be followed for meetings. An agenda should be developed with input from all members. A request for items should be made to all members 2 weeks prior to meeting date. A tentative agenda and copy of the previous meeting’s minutes should be provided to all members one week in advance of the meeting. Planning is needed for active participation from business and industry professionals. Meeting dates should be set well in advance for the entire school year. Members should communicate date and time preference to meet the needs of the majority of the membership. Locations of the meetings may alternate between school campus and business facility.

Programs should use care not to overload the committee with school personnel; however, counselors should be on the committee. Local administration and CTAE Director should attend committee meetings.

Potential committee activities may include:

- Provide details of the needs/expectations of business and industry from students entering the workforce to aid the teachers with classroom instruction
- Identify skills and knowledge needed by students entering workforce based on local business & industry needs
- Inform program of equipment, software, and technology needs based on industry standard
- Communicate actions needed within community that serve as opportunities where program could get involved
- Engage participation of teachers and students in projects or initiatives at place of business
- Act as a resource for current industry information and updates
- Host field trips and help arrange field trips within local community to expose students to a variety of career opportunities
- Serve as guest speakers to tell personal story and job responsibilities, expectations in the workplace, and share content area knowledge
- Recruit other speakers from community to come to classroom and work with program to allow students and teachers to network with other community leaders
- Reinforce “soft skills” importance and value with students by providing industry examples, expectations, and policies
- Visit classrooms during student presentations throughout semester
- Participate in mock interviews, public speaking and presentations, team building activities, and student projects throughout semester
- Communicate networking opportunities for teachers and students in the program

Goal for membership of members from local business community should be 1% of total school population;
2,000 students in school = 20 local business & industry community members. 51% of total membership should be from local business representatives with remaining members education representatives.

**Business and Industry Membership MUST include:**
- At least one local Chamber of Commerce Member
- At least one SHRM member from local/near chapter: if no SHRM member in the local area, a human resources professional can fill this position
- At least one Business/Industry Representative from each Career Pathway offered at State Level

* Business and Industry Membership may extend to include:
  - Local news media (newspaper, television, radio)
  - Parent of student in business world
  - Local civic group member (Rotary, Woman’s Club, Kiwanis, etc.
  - Local government representative
  - Local business manager
  - Business and/or industry representatives from surrounding counties
  - Elected officials to Georgia House and Senate representing county
  - Staffing agency
  - Local CPA or accounting clerk
  - Local financial advisory or financial planner
  - Local financial investor
  - Local bank representative
  - Local insurance representative
  - Local computer repair/sales representative
  - Local technology company representative
  - Other career areas related to pathways from businesses outside local community

**Education Membership MUST include:**
- School Guidance Counselor
- Middle School Business Teacher(s) of feeder school(s)
- All teachers in Business and Computer Science program

* Education Membership may extend to include:
  - Post-Secondary Instructor: Both Technical College and University Instructor encouraged
  - FBLA President or officer enrolled in BCS program
  - Local CTAE Administrator
  - Local school administration
  - Work-based Learning/Youth Apprenticeship Coordinator
  - Career Center Coordinator
  - Local board of education member(s)

*An Advisory Committee chart should be created that includes the following:*
Active Advisory Committee
18. Document Advisory Committee (1 point)

* Documentation includes at minimum agenda and minutes from previous two years and current school year meetings following FBLA format guidelines. Include member’s names in attendance in minutes.

19. Document business and industry membership and involvement (1 point)

* Documentation includes at minimum membership chart roster with name, business, and position noting the officers of the committee (co-chair and secretary) AND includes at minimum active involvement from local business community members with the Business and Computer Science program through chart of names, business, and activities. Activities should be within the classroom, in the business workplace, and through FBLA. Example activities include but are not limited to the following:
  - guest speakers
  - field trips
  - job shadow hosts
  - FBLA involvement, to include judging
  - video conferencing
  - resources provided
  - conducting workshops for teachers and/or students

Program Needs Assessment
20. Document local business and industry needs assessment from representative sample of local community (1 point)

* Documentation includes at a minimum copy of survey, format of survey, number of surveys sent, number of responses, results, etc., that includes at a minimum six major areas:
  - Types of entry-level positions available in the community
  - Use of employment tests for entry-level positions
  - Types of employment tests required
  - Technical skills critical to success of entry-level workers
  - Software used by business
  - Soft-skills essential to employee success

*Survey should be sent to a minimum of 50 business and industry representatives. If less than 50% return rate, alternate methods should be used and listed to gather data (i.e. phone survey, follow-up letter, personal visit). Program needs responses from at least 25 business and industry representatives.

21. Document shared information with stakeholders (1 point); e-mail results to stakeholders and/or include...
Standard 4: Employability Skills and Career Development Activities

Every student needs exposure to a variety of careers and post-secondary options as well as employability skills when they leave high school. Multiple opportunities and formats/methods of career development activities should be made available for students to explore career options and the local business environment. Career development activities should vary for each grade level and course. Use of advisory committee for exposure and resources to local business and industry career options should be in place. Multiple activities and events are to be completed by each student to provide a range of exposure to career related educational activities.

Students should be taught how to deliver a business presentation and have the opportunity to deliver a presentation in class. All students need to learn basic employability skills. Students should be able to demonstrate employability skills required by business and industry.

Document Activities for Each Course by Teacher

Employability Skills

22. Document how students are taught employability skills in each course.

* Documentation includes at minimum a chart format for each course with topic and format of employability skills taught. Examples may include:
  - Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
  - Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
  - Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
  - Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
  - Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
  - Present a professional image through appearance, behavior, and language.

Career Development Skills

23. Document multiple career development activities for each course by each teacher. Activities should vary in format and depth based on grade level of each student. (1 point)

* Documentation may include the following:
  - Student job shadow experience which includes a list of the students, grade level, name of company where job shadowing was completed, and the types of career(s) shadowed
• Career research projects
• Career focused field trips
• Mock interviews
• Career Portfolio: Job Application, Cover Letter, Résumé, Follow-Up Letter

* Documentation may include professional organization involvement: Students with a definite career focus should have the opportunity to further their knowledge in the field by participating in professional organizations related to the field if available in the area. These organizations could include local or state government, Chamber of Commerce, SHRM, Georgia Society of Certified Public Accountants, etc.

Presentation Skills
24. Document how students are taught Presentation Skills (1 point)

* Documentation includes at minimum activity/material/resources used to teach students

25. Document how students apply presentation skills through class presentations (1 point)

* Documentation includes at minimum a chart format for each course with topic of presentations, number of students presenting, and the type of visual aid used.

Standard 5: Program Facilities
To assure successful learning, the physical facilities for each program should meet the requirements that will prepare students for successful transition into business and industry environment. The first impression of the classroom should be inviting and be a showcase of the program. The program is supported by local and county administration to ensure equipment is up-to-date, replaced according to the replacement plan, and provides for emerging occupational opportunities. Facilities should be conducive to a variety of learning methods. An adequate budget for consumable supplies should be in place as well as documentation of grant funds spent on the Business and Computer Science program.

Classroom Appearance
26. Document a neat, organized and clean classroom with environment that encourages and promotes learning (1 point)

* Documentation includes at minimum evidence of outstanding student work and evidence of FBLA chapter activities in and out of classroom. Pictures prove adequate space provided and room arrangement that provides an environment conducive to learning and working for individuals and teams and for project-based instruction.

Equipment for Each Business & Computer Science Classroom
27. Document equipment in each Business & Computer Science Classroom (1 point)
* Documentation includes at minimum individual classroom inventory, the minimum equipment including:
  - LCD projector (ceiling-mounted preferred)
  - Student networked computer with all standard peripherals and internet connection
  - Teacher networked computer with all standard peripherals and internet connection
  - Digital Camera
  - Digital Video Camera (may be digital camera with video option)
  - Scanner w/OCR capabilities
  - Networked Laser Printer
  - Projection Screen, preferable interactive white board
  - Television with DVD player OR a connection to show DVDs through projection system with sound system
  - Camera for video conferencing
  - Headphones for Webinar participation
  - Additional equipment may be needed to teach knowledge and skills required in course standards based on project-based learning

* Suggested additional equipment for each classroom
  - Networked color laser printer
  - Classroom sound system for presentations, DVDs, etc.
  - Interactive white board
  - Classroom management software
  - Network storage space for student work
  - Shredder
  - Paper Cutter
  - Comb/Wire Binder
  - Other technology/digital devices to teach knowledge and skills required in course standards based on needs in business and industry

* Use of equipment should be evident through projects and activities in the program

Replacement Plan for Equipment

28. Document classroom technology is up-to-date (1 point)

<table>
<thead>
<tr>
<th>Computer Type</th>
<th>Hard Drive</th>
<th>RAM</th>
<th>Operating System</th>
<th>Hard Drive Capacity</th>
<th>Software Type/Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printers</td>
<td>Make</td>
<td>Model</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Documentation includes at minimum equipment specifications in each classroom and software type/version used in each course.

29. Document replacement plan (1 point)
* Documentation includes at minimum the equipment replacement plan showing the replacement schedule for each Business and Computer Science classroom

**Program Budget**

30. Document annual budget for Business & Computer Science Program (1 point). Please use an appropriate budget model showing money received, items purchased, etc.

* Documentation includes at minimum the annual departmental budget and a list of consumable supplies purchased

31. Document Industry Certification Grant Funds, if received (1 point)
{Programs that do not receive grant funds are OMITTED from this standard.}

* Documentation includes at minimum a budget and details of grant fund expenditures documenting total amount of money received and specific items purchased for program using grant funds. All guidelines for grant funds must be followed when spending grant money. All grant funds should be accounted for at on-site visit. Schools are encouraged to spend funds early in the year to make the most use of the grant funds on the program throughout the year receiving certification.

**Sample Budget:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td></td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$644.50</td>
<td>2,855.50</td>
</tr>
<tr>
<td>Ipads</td>
<td>$998.00</td>
<td>1,857.50</td>
</tr>
<tr>
<td>Printer Cartridges</td>
<td>$676.00</td>
<td>1,181.50</td>
</tr>
<tr>
<td>Dreamweaver Software Update</td>
<td>$1,033.00</td>
<td>148.50</td>
</tr>
<tr>
<td>External Hard Drive</td>
<td>$148.50</td>
<td>0</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>3,500.00</td>
<td>0</td>
</tr>
<tr>
<td>Difference</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
**Standard 6: Future Business Leaders of America**
The leadership component of the Business and Computer Science Program is available to students through activities of the Future Business Leaders of America (FBLA). Students should have access to an active chapter that conducts a variety of activities and participates in activities at the region and state levels. Each local chapter should have a primary adviser, but all teachers in the Business and Computer Science program are expected to participate in FBLA activities. FBLA is a co-curricular part of the BCS program. Every class should have FBLA activities continuously included.

### Chapter Program of Work
32. Document local chapter Program of Work (1 point)

* Documentation includes at minimum Chapter of the Year format including timeline of monthly activities as well as adviser and teachers involved. Suggestion: document through pictures throughout year

### Region, State, and National Participation
33. Document chapter participation (advisers and students) in region, state, and national events (1 point)

* Documentation includes at minimum a chart of number participating in each event:
  - Fall Motivational Rally
  - Fall Leadership Conference
  - Region Conference
  - State Leadership Conference
  - Fall National Leadership Conference and National Leadership Conference, if applicable
  - Copy of each registration email from Monty Rhodes or copy of submitted registration form.

34. Document competitive event participation (1 point)

* Documentation includes at minimum competitive event participation at region, state, and national level through chart of name, level, and competitive event and/or a copy of each registration email from Monty Rhodes.

### Chapter of the Year
35. Document Chapter of the Year for at least Bronze level (Bronze - 1 point, Silver—2 points, Gold—3 points) **Note: Must submit the Automatic Points form**

* Documentation includes each of the following:
  - Copy of 2-page entry form submitted to Monty Rhodes showing Chapter of the Year status
  - Copy of the automatic points earned, certificate or plaque received at State Conference showing Chapter of the Year status earned
  - Chapter of the Year Book returned from Georgia FBLA confirming all Chapter of the Year annual activities and events
Officer Presentation

36. Document FBLA events, activities, and involvement through FBLA Officer Team Presentation at on-site visit (1 point)

- Students presenting the project (3-5 students) should demonstrate effective presentation skills and should have practiced presentation PRIOR to delivery to on-site team.
- Students giving the presentation should have been actively involved in chapter.
- Students presenting are encouraged to be FBLA Officers.
- Students should develop the presentation given to on-site team with guidance and supervision from BCS teachers. Practice of the presentation is encouraged prior to on-site visit presentation.
- Presentation should cover how the project was completed and what specific knowledge and skills applied and learned throughout project completion. Examples of the final project work should be shown but should not be the focus of the presentation.
- A multimedia program and effective presentation skills should be used by the students when giving the presentations.
- Students should follow FBLA Professional Dress Code when presenting at the on-site visit.
# October 1—Checklist

## Standard 1: Curriculum and Instruction

1. Create a professional appearing Industry Certification web site for program—live URL should be provided that serves as Evidence of Standards on School Industry Certification Web Site
   - Yes

2. Document course syllabi for all courses for 1st semester for all teachers
   - Yes

3. Document course pacing guide for all courses for 1st semester for all teachers
   - Yes

4. Document at least 2 FBLA student activities per course for all students by each teacher
   - Yes

5. Document proposed long-term project for each pathway
   - Yes

## Standard 2: School, Program, and Teachers

6. Document each teacher current membership in ACTE/GACTE
   - Yes

7. Document each teacher current membership in GBEA
   - Yes

8. Document each teacher current membership in NBEA/SBEA
   - Yes

9. Document each teacher professional development hours and participation to date
   - Yes

10. Document each teacher daily schedule and additional responsibilities
    - Yes

## Standard 3: Advisory Committee and Community Involvement

11. Document advisory committee membership to date
    - Yes

12. Document advisory committee activities to date
    - Yes

    - Yes

## Standard 4: Employability Skills and Career Development Activities

14. Document at least 1 employability skills activity for each course by each teacher to date
    - Yes

15. Document at least 1 career development activity for each course by each teacher to date
    - Yes

## Standard 5: Program Facilities

16. Document yearly budget available for program—local and grant funds, if applicable
    - Yes

## Standard 6: Future Business Leaders of America

17. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects
    - Yes

18. Document annual Program of Work
    - Yes
### November 1—Checklist

**Standard 1: Curriculum and Instruction**

1. Update professional appearing Industry Certification web site for program—live URL should be provided—evidence of Standards on School Industry Certification Web Site
   - [ ] Yes [ ] No

2. Document at least 1 short-term project for each course taught
   - [ ] Yes [ ] No

3. Document at least 2 additional FBLA activities in the classroom for all students by all teachers to date
   - [ ] Yes [ ] No

4. Update progress on long-term project for each pathway
   - [ ] Yes [ ] No

5. Document at least 1 student from each class has earned at least 1 Microsoft Office Specialist (MOS) certification this semester.
   - [ ] Yes [ ] No

**Standard 2: School, Program, and Teachers**

6. Document recruitment practices to date for Business & Computer Science program for community, high school students, high school teachers, middle school students, high school registrar/counselors/administrator
   - [ ] Yes [ ] No

**Standard 3: Advisory Committee and Community Involvement**

7. Document advisory committee activities to date
   - [ ] Yes [ ] No

**Standard 4: Employability Skills and Career Development Activities**

8. Document at least 1 additional employability development activity for each course by each teacher to date
   - [ ] Yes [ ] No

9. Document at least 1 additional career skills activity for each course by each teacher to date
   - [ ] Yes [ ] No

10. Document how presentation skills are taught for each course by each teacher to date
    - [ ] Yes [ ] No

**Standard 5: Program Facilities**

11. Update yearly budget available for program—local and grant funds, if applicable
    - [ ] Yes [ ] No

**Standard 6: Future Business Leaders of America**

12. Document evidence of participation in Fall Motivational Rally
    - [ ] Yes [ ] No

13. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects
    - [ ] Yes [ ] No
## December 1—Checklist

### Standard 1: Curriculum and Instruction

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Update professional appearing Industry Certification web site for program</td>
<td>□ Yes □ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Document 1 additional short-term project for each course taught</td>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>3. Document 1 additional FBLA activity in the classroom for all students by all teachers to date</td>
<td>□ Yes □ No</td>
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<tr>
<td>4. Update progress on long-term project for each pathway</td>
<td>□ Yes □ No</td>
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### Standard 2: School, Program, and Teachers

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<tr>
<td>5. Update each teacher professional development hours and participation to date</td>
<td>□ Yes □ No</td>
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### Standard 3: Advisory Committee and Community Involvement

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<tbody>
<tr>
<td>6. Document shared survey information with stakeholders.</td>
<td>□ Yes □ No</td>
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</table>

### Standard 4: Employability Skills and Career Development Activities

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<tbody>
<tr>
<td>7. Document at least 1 additional employability development activity for each course by each teacher to date</td>
<td>□ Yes □ No</td>
<td></td>
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</tr>
<tr>
<td>8. Document at least 1 additional career skills activity for each course by each teacher to date</td>
<td>□ Yes □ No</td>
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</table>

### Standard 5: Program Facilities

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<tr>
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<tbody>
<tr>
<td>9. Document equipment for each classroom through inventory</td>
<td>□ Yes □ No</td>
<td></td>
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</tr>
<tr>
<td>10. Document equipment is up-to-date through computer specs</td>
<td>□ Yes □ No</td>
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<tr>
<td>11. Document equipment replacement plan for each classroom</td>
<td>□ Yes □ No</td>
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</table>

### Standard 6: Future Business Leaders of America

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<tr>
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<tbody>
<tr>
<td>12. Document evidence of participation in Fall Leadership conference</td>
<td>□ Yes □ No</td>
<td></td>
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</tr>
<tr>
<td>13. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects</td>
<td>□ Yes □ No</td>
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</tr>
</tbody>
</table>
# February 1—Checklist

<table>
<thead>
<tr>
<th>Standard 1: Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update professional appearing Industry Certification web site for program</td>
</tr>
<tr>
<td>2. Document course syllabi for all courses for 2nd semester</td>
</tr>
<tr>
<td>3. Document course pacing guide all courses for 2nd semester</td>
</tr>
<tr>
<td>4. Document 2 additional FBLA activities in the classroom for all students by all teachers to date</td>
</tr>
<tr>
<td>5. Update progress on long-term project for each pathway</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: School, Program, and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Document previous and current year program offerings, enrollment numbers, and pathway completers.</td>
</tr>
<tr>
<td>7. Provide documentation of Business &amp; Computer Science recruitment activities with students, parents, and counseling department for upcoming school year registration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4: Employability Skills and Career Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Document at least 1 additional employability development activity for each course by each teacher to date</td>
</tr>
<tr>
<td>9. Document at least 1 additional career skills activity for each course by each teacher to date</td>
</tr>
<tr>
<td>10. Document how students apply presentation skills (1 per teacher)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Program Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Document classroom appearance (picture of entire room)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6: Future Business Leaders of America</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Document evidence of competitive events participation at Region Leadership Conference</td>
</tr>
<tr>
<td>13. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meetings, member activities, and service projects</td>
</tr>
</tbody>
</table>
### March 1—Checklist

<table>
<thead>
<tr>
<th>Standard 1: Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update professional appearing Industry Certification web site for program</td>
</tr>
<tr>
<td>2. Update progress on long-term project for each pathway</td>
</tr>
<tr>
<td>3. Update documentation for second semester students for MOS certifications (at least 1 student from each class has earned at least 1 MOS certification)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: School, Program, and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Document school demographics</td>
</tr>
<tr>
<td>5. Update each teacher’s professional development hours and participation to date</td>
</tr>
<tr>
<td>6. Verify each teacher’s membership in ACTE/GACTE, GBEA, NBEA/SBEA is current</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Advisory Committee and Community Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Document advisory committee membership to date</td>
</tr>
<tr>
<td>8. Document advisory committee activities to date</td>
</tr>
<tr>
<td>9. Document active advisory committee through meeting minutes and agenda for previous and current school year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4: Employability Skills and Career Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Document at least 1 additional employability development activity for each course by each teacher to date</td>
</tr>
<tr>
<td>11. Document at least 1 additional career skill activity for each course by each teacher to date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Program Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Update yearly budget available for program—local and grant funds, if applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6: Future Business Leaders of America</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Document evidence of participation in State Leadership Conference</td>
</tr>
<tr>
<td>14. Document Chapter of the Year submission form</td>
</tr>
</tbody>
</table>
## On Site Visit Checklist

All standards should be met by the on-site visit.

### Standard 1: Curriculum and Instruction

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Student team professional presentation for each pathway of long-term project</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Completed project requirements for each course taught</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Standard 2: School, Program, and Teachers

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3. Teacher professional presentation revealing school demographics and highlights about Program in which all teachers participate, dressed in FBLA Professional Dress, and documents provided reveals program data for recruitment and promotion.</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Document number of industry recognized credentials earned by pathway completers including name of credential along with number of students attempting/earning credential</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Standard 3: Advisory Committee and Community Involvement

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5. Advisory committee members, local and county administrators, and Business and Computer Science teachers participate in interview session with visiting team</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Standard 5: Program Facilities

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6. Update yearly budget available for program—local and grant funds, if applicable All grant funds should be spent on the program by on-site visit date. (Should be presented in teacher professional presentation)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Standard 6: Future Business Leaders of America

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7. Present professional presentation as a Year in Review of FBLA by Officer Team</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Document FBLA Chapter of the Year Status</td>
<td>Yes</td>
</tr>
</tbody>
</table>
On-Site Visit Guidelines & Suggestions

1. Send official invitation to on-site visit at least three weeks prior to meeting date. It is suggested that you send a SAVE THE DATE invitation in the fall once your date and time have been confirmed by SHRM. Please provide physical address of school on the invitation for all guests traveling to your school.

2. Have drinks and light snacks available for guests.

3. Have nametags for all guests and speakers and a sign-in sheet or the program for follow-up and thank you notes for all those attending.

4. Teachers should make plans to remain at the entire on-site visit including the advisory committee interview (which is whole-group), student presentations (each long-term project and FBLA officers), and the final report from SHRM team.

5. Ideal location of on-site visit is to have the meeting of the guests in one of the business and computer science classrooms.

6. Dress for teachers and students should follow Professional Business Dress Code for the on-site visit. No FBLA tie or scarf is required.

7. A formal agenda should be made and available at the on-site visit.

Agenda Suggestions:

On-site visit should be environment of CELEBRATION of the OUTSTANDING program!

1. Welcome and Teacher Presentation (10-15 minutes)
2. Advisory Committee Interview (up to 30 minutes)
3. Student Presentations—(each long-term project and FBLA officers should be presented 8-10 minutes each)
4. Tour of Business and Computer Science program area (up to 10 minutes)
5. SHRM compile data and results—90% of the work will be completed PRIOR to the on-site visit (up to 15 minutes)
6. SHRM Report with teachers, local and county administrators, and advisory committee members available to stay (up to 15 minutes).
Industry Certification: Wish & Need List for Grant Funds

Using the grant funds (if received), how will you use it for program improvement? Brainstorm with the teachers at your school a WISH and NEEDS list for your GRANT funds!

Take this list back to your school, talk with your CTAE administrator, and make some decisions about when and how to spend. All grant funds should be spent and documented by on-site visit day!

<table>
<thead>
<tr>
<th>WISH LIST</th>
<th>NEEDS LIST</th>
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<tbody>
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</table>
The program must meet CHAPTER OF THE YEAR each year while certified! To be successful, FBLA requires LOTS of planning from the beginning of the school year! Use this chart along with the Chapter of the Year guidelines to plan for a successful year!

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
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<tbody>
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<th>October</th>
<th>November</th>
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<th>January</th>
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## Industry Certification School Contact Form

Please complete the information below for each school. WRITE NEATLY please.

<table>
<thead>
<tr>
<th>School Name:</th>
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<td>School Phone</td>
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<tr>
<td>School Principal Name</td>
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<td>School Principal Email</td>
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<tr>
<td>CTAE Director Name</td>
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<td>CTAE Director Email</td>
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<tr>
<td>Business &amp; Computer Science Teacher—IC School Chair Name</td>
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<td>Business &amp; Computer Science Teacher —IC School Chair Email</td>
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<td>Business &amp; Computer Science Teacher Name</td>
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<td>Please list your first date preference for on-site visit</td>
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<td>All dates must be after FBLA SLC and before May 1</td>
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Pathways by Career Cluster

Business Management & Administration Career Cluster
Business & Technology
Entrepreneurship
Human Resources Management

Finance Career Cluster
Advanced Accounting
Business Accounting
Financial Services

Information Technology Career Cluster
Cybersecurity
Health Information Technology
Information Support and Services
Networking
Web and Digital Design
Computer Science
Game Design
Internet of Things
Programming
Web Development