Business and Computer Science Programs
Industry Certification Standards

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, and 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 schools programs that document evidence to meet certification standards.

The Society for Human Resource Management (SHRM) and the Georgia Department of Education (GaDOE) partner 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: Career Development Activities
Standard 5: Program Facilities
Standard 6: Future Business Leaders of America

Approval for Industry Certification

Each school must apply and may receive grant approval through the Georgia Department of Education. 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 that the department head not be the certification chair, but the decision is up to the teachers in the program.

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 the Industry Certification for initial and re-certification. The workshop must be completed by each teacher to earn certification. It is highly recommended that all teachers from one school attend the workshop together and work 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 on different dates during the summer prior to the 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. Certified schools who hire a new teacher to the program should send the new teacher to the Industry Certification Prep Workshop to allow the teacher to gain an understanding of the annual process and requirements of the program.

On-site Visit

The on-site official visit date and time is assigned to each school 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 checklist. 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 come a letter from SHRM. All programs earning certification will be recognized at the summer conference luncheon.

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 a standard. All standards must be met annually in order for the program to remain classified as a certified program. Each year by June 1, an annual report must be turned in to meeting all standards for the program to remain certified. Re-certification is required every five years.

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. A sample copy should be included on the program website. 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 advisor. 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 and earning 50 points. Schools that exceed the required FBLA Chapter of the Year requirement may exceed the 50 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

Due Date	WHO	Activity
May 15	CTAE Administrator	Grant Application Complete; Notification of Grant status will be given after State Board Approval
June/July	All BCS program teachers; CTAE Admin encouraged to attend	Industry Certification Prep Workshop: All teachers in Business and Computer Science program at the school going through process should attend the SAME workshop; CTAE Administrator is encouraged to attend as well to understand and assist teachers with decisions for meeting standards Nomination of Industry Certification School Chair
August 1	SHRM	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.
August 15	SHRM Consultant	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
August 30	IC SCHOOL CHAIR	Confirm with SHRM, SHRM Consultant, local CTAE Admin, other teachers in program 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.
September 1	SHRM Consultant	Contact each previously certified school through the CTAE Administrator to remind each school about the requirement of meeting every standard for the annual report due June 1 at the end of the school year. A copy of the annual report requirements should be sent along with date certification expires. A specific reminder of the Professional Membership requirements,

		FBLA Chapter of the Year requirement, and professional learning requirement that should be planned throughout the year to keep certification status.
September 1	IC School Chair	Website complete for September 1 checklist Send email to SHRM Consultant, SHRM Volunteers, local CTAE Admin, other teachers in program and DOE Program Specialist with a link to website for School IC Documentation
September 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to school and include SHRM Consultant, local CTAE Administrator, and other BCS teachers
September 30	BCS Teachers	Work together to complete any recommendations from SHRM consultant and SHRM Volunteers based on checklist and feedback.
October 1	IC School Chair	Website updated for October 1 checklist Send email to SHRM Consultant, SHRM Volunteers, local CTAE Admin, and other teachers in program with a link to website for IC Documentation which contains all required elements based on October 1 checklist.
October 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to school and include SHRM Consultant, local CTAE Administrator, and other BCS teachers
October 31	BCS Teachers	Work together to complete any recommendations from SHRM consultant based on checklist
November 1	IC School Chair	Website updated for November 1 checklist Send email to SHRM Consultant, SHRM Volunteers, local CTAE Admin, and other teachers in program with a link to website for IC Documentation which contains all required elements based on November 1 checklist.

November 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to school and include SHRM Consultant, local CTAE Administrator, and other BCS teachers
November 30	BCS Teachers	Work together to complete any recommendations from SHRM consultant based on checklist
December 31	SHRM Director	SHRM Director should set meeting with DOE Program Specialist and SHRM Consultant to 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.
January 1	SHRM Consultant	Reach out to each certified school and CTAE Administrator and remind that every standard must be met in the annual report due June 1 at the end of the school year. A copy of the annual report requirements should be sent along with date certification expires.
January 15	DOE Program Specialist	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.
January 15	SHRM Director	Send list of volunteers for the on-site visit for each school to the SHRM Consultants and the DOE Program Specialist. The SHRM Consultant will forward the list to each school for their visit.
February 1	IC School Chair	Website updated for February 1 checklist Send email to SHRM Consultant, SHRM Volunteers, local CTAE Admin, and other teachers in program with a link to website for IC documentation which contains all required elements based on February 1 checklist.
February 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to school and include SHRM Consultant, local CTAE Administrator, and other BCS teachers

February 15	SHRM Volunteers	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to IC School Chair and SHRM Consultant.
February 28	BCS Teachers	Work together to complete any recommendations from SHRM consultant based on checklist
March 1	IC School Chair	Website updated for March 1 checklist Send email to SHRM, SHRM Consultant, SHRM Volunteers, local CTAE Admin, and other BCS teachers in program with a link to website for IC Documentation which contains all required elements based on March 1 checklist.
March 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to school and include SHRM Consultant, local CTAE Administrator, and other BCS teachers
March 15	SHRM Volunteers	Check school site for all required elements due based on requirements from checklist. REFER TO CHECKLIST for this date for specific details. Follow up through email format with feedback on documentation to IC School Chair and SHRM Consultant.
March 31	BCS Teachers	Work together to complete any recommendations from SHRM consultant based on checklist
May 1	SHRM DOE Program Specialist	Meet to review standards and process
After Annual FBLA State Conference (March 15-16, 2013) until	All Business Teachers at School, SHRM Consultant, CTAE	Website complete with all documentation On-Site Visit Should occur after FBLA State Conference date to allow school to

May 15	Administrator	have feedback on FBLA Chapter of the Year Documentation present at the on-site visit
May 15	SHRM	Send initial list of "passing" and "failing" schools to DOE Program Specialist and DOE Industry Certification Grant Specialist
June 1	DOE Program Specialist	Revise and post standards for following school year
June 1	All certified Programs	Send completed Annual Report to SHRM
June 30	SHRM	Send Annual Report Review to each certified school and copy CTAE Administrator Send completed SHRM report to GaDOE Program Specialist for school year detailing all certified schools status, Annual Reviews Report, and other relevant information
July	SHRM All BCS Teachers CTAE Administrator	Attend the Awards Luncheon at GACTE Summer Conference hosted by SHRM and DOE honoring teachers and administration from certified schools

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.

Course Syllabi
1. Document syllabus for each course taught in the Business & Computer Science program (1 point)

* Documentation includes at minimum include pathway, career opportunities, and End of Pathway Assessment related to the course on each syllabi

Pacing Guide
2. Document a timeline of each course (1 point)

* Documentation includes at minimum dates, GPS, projects, FBLA integration, and long-term project

Project-Based Instruction
3.. Document 3 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 student should have done in this project), GPS, Common Core Georgia Performance Standards, Foundation Skills, Business Ethics, Rubric for Assessment, and student work sample(s) of 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.

FBLA in the Classroom
4. Document FBLA as a 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 semester for all students by all teachers; BAA and FBLA educational/informative activities within the classroom are appropriate

Presentation Skills
5. Document how students are taught by the teacher Presentation Skills (1 point)

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

6. 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-- visual aids should vary in each course

Long-Term Team Application Project

7. Document the use of a long-term team application project in each pathway (1 point)

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

The team project should simulate actual business activities directly related to course content. Format should be a team project 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 long-term project that allows students to further develop skills and apply knowledge learned in course to project. Application of knowledge and skills learned in the course should be the MAIN focus of team application project.

8. Required student team professional presentation(s) at 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 presenting are encouraged to FBLA members.
* 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.

Current Events and Latest Technology

9. Document use of current events in the classroom (1 point)

* Documentation includes at minimum a chart format for each course inclusion of business related current events and new releases in digital world (hardware, software, or other technologies) in each course. Can be completed through news reports, business periodicals, newspapers, and/or online websites to apply skills and knowledge learned in course as it relates to current events.

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 easy 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 in Business Education and consistently be exposed to the ever-changing field of business, finance, and technology. Through professional organizations and professional development activities, teacher experience programs directly related to the BSC GPS. Pathways offered are reflective of local and state business and industry needs.

School Demographics

10. Document school demographics (1 point)

* Documentation includes at minimum a presentation/video/information sheet/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. It is suggested that the school administration participate in the delivery of the information.

11. Document teacher presentation of program (1 point)

* Documentation includes a presentation by all teachers in the program 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. Students will present long-term projects for each pathway and FBLA, but the teacher presentation should reflect the entire program, curriculum, teachers, unique/outstanding features, involvement in school and community. Presentation should be of professional in nature with teachers following FBLA Professional Business Dress. All invited guests to the on-site visit will be present during presentation. Documents that are formatted with a professional appearance including data related to the program are encouraged as a "to-go" item for future reference by all invited guests.

Teacher Professional Affiliations

12. 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.

13. Document each teacher's current school year membership in Georgia Business Education Association (GBEA) (1 point)

* Documentation includes at minimum a with 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.

14. 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 with 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.

15. Document each teacher's current membership in any other professional organization—   Computer Science Teacher Association (CSTA) and any other teacher organizations acceptable (1 point). Activity and involvement in organization as a member (leadership position, committee member, conference presenter, conference attendance, conference volunteer, etc) should be included in documentation.

* Documentation includes at minimum a copy of membership card from each organization

Teacher Professional Development

16. Document each teacher annual 20 hour professional development directly related to Business and Computer Science GPS (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
* Job shadow experience should be minimum of eight hours for one day at a participating company in business related field to course skills and knowledge taught can count if documented; must be in a professional business environment and not an educational intuition.

Program Offerings

17. Document course offerings, enrollment numbers, and pathway completers (1 point)

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

18. 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 and number of students attempting/earning credential

19. Document form used for student photo and sample work release for BCS program (1 point)

* Documentation includes at minimum a copy of sample form used. Actual copies should be kept by the classroom teacher and FBLA Adviser.

20. Document student survey for interest in Business & Computer Science Program (1 point)

* Documentation includes at minimum a copy of survey, format of survey, number of students available in feeder school(s), number of responses, results from survey, etc) of needs assessment of 7th grade student body in feeder school(s) to determine at minimum:
- Career interest of 7th grade students linked to BCS programs
- Computer skills
- Technical skills critical to success of entry-level workers
- Soft-skills essential to employee success
- Other questions and information as needed for recruitment, growth and sustainability of BCS program
*Language and format of survey should match 7th grade ability

21. Document sharing of results from survey (1 point)

* Documentation includes at minimum a summary of process, results, use of results, and when shared with local administration and advisory committee through minutes

Teacher Certification, Schedule and Additional Responsibilities

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

* Documentation includes at minimum teachers name, date of Industry Certification Prep Workshop, type and level of teaching certificate, number of years teaching experience, and 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 Organization, or Civic Organizations.

Program Recruitment Practices

23. Document Community Recruitment Practices (1 point)

* Documentation includes at minimum the following:
1. promotional material for Business and Computer Science Program used within school and community, which includes at minimum program mission statement and philosophy, pathways offered, course information, and information on the local FBLA Chapter
2. 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.).
3. evidence of publicity in school and local newspapers, school or business websites, newscasts, or newsletters about the program

24. Document High School Student Recruitment Practices (1 point)

* Documentation includes at minimum high school focused activities and events to inform and educate about BCS program and opportunities

25. Document Middle School Recruitment Practices (1 point)

* Documentation includes at minimum middle school focused activities and events to inform and educate about BCS program and opportunities with middle school students (focus on 8th grade students prior to 9th grade registration)

26. Document Local High School Teachers Recruitment Practices (1 point)

* Documentation includes at minimum activities and events by BCS teachers to educate local high school teachers about the program, pathway offering, career linked to program, goals, objectives, activities, prerequisites, and enrollment guidelines of the Business and Computer Science program

27. Document High School Registrar/Counselor/Administrator Recruitment Practices (1 point)

* Documentation includes at minimum high school registrar and counselors education about pathways, career linked to program, goals, objectives, activities, prerequisites, and enrollment guidelines of the Business and Computer Science program. Program is encouraged to include school administration and school leadership team in education session. Suggested informative and interactive presentation to reflect classroom environment with meeting locations are encouraged to take place inside the BCS classroom. To-Go Resources are encouraged for reflecting on program after presentation.

Program Needs Assessment

28. Document Local Business and Industry Needs Assessment from representative sample of local community (1 point)

* Documentation includes at minimum copy of survey, format of survey, number of surveys sent, number of responses, results, etc that includes at minimum:
    - 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).

29. Document shared information with stakeholders (1 point)

* Documentation includes at minimum minutes of local advisory committee meeting

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.

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 should be provided to members in advance of the meeting as well as a copy of the minutes should be sent within one week of the meeting to all members. 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 a part of the committee. Local administration and CTAE Director are encouraged to be a part of the committee meetings.

Potential committee activities may include:
- Provide details of the needs/expectations of business and industry from students entering world of work to aid the teachers with classroom instruction
- Identify skills and knowledge needed by students entering workforce based on community needs
- Inform program of equipment, software, and technology needs based on industry standard
- Communicate actions needed within community that serve as opportunities for program to get involved with
- 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

- 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 10% 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

Active Advisory Committee

30. Document Active 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.

31. Document Program Mission and Philosophy (1 point)

* Documentation includes at minimum in the minutes of the advisory committee the annual acceptance of the program mission statement and program philosophy

32. Document Communication with Advisory Committee Members (1 point)

* Documentation includes at minimum (email or letter) minutes shared with members not in attendance within two weeks of meetings and thank you and minutes shared with members in attendance within two weeks of meetings

33. Document Effort to Recruit Advisory Committee Members (1 point)

* Documentation includes at minimum efforts to reach out the local business and industry to become involved in Business & Computer Science Program

Membership from the local business and industry community

34. Document business and industry membership (1 point)

* Documentation includes at minimum membership roster with name, business, and position noting the officers of the committee (co-chair and secretary)

       * Business and Industry Membership MUST include:
              - At least one local Chamber of Commerce Member(s)
              - 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 (Administrative/Information Support, Computer Networking, Computer Systems &
Support, Computing, Financial Management – Accounting, Financial Management – Services,
Interactive Media, and Small Business Development)

* 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

35. Document member activities (1 point)

* Documentation includes at minimum activities completed by each member of the committee for the
current school year

Membership from the local education school and community
36. Document education membership (1 point)

* Documentation includes at minimum membership roster with name, school, and position; noting the
officers of the committee (co-chair and secretary

* Education Membership **MUST** include:
    - School Guidance Counselor
* Education Membership may extend to include:
    - Post-Secondary Instructor: Both Technical College and University Instructor encouraged
    - Middle School Business Teacher of feeder school(s)
    - FBLA President or officer enrolled in BCS program
    - All teachers in Business and Computer Science program
    - Local CTAE Administrator
    - Local school administration

- Work-based Learning/Youth Apprenticeship Coordinator
- Career Center Coordinator
- Local board of education member(s)

Community Involvement

37. Document community involvement (1 point)

* Documentation includes at minimum actively 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 and through FBLA. Example activities include but are not limited to guest speakers, field trips, job shadow hosts, FBLA involvement/judging, video conferencing, resources provided, conducting workshops for teachers and/or students, and more.

Standard 4: Career Development Activities

Every student needs exposure to a variety of careers and post-secondary options. 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.

Document Activities for Each Course by Teacher

38. 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 Student Job Shadow Experience which is a list of the students, grade level, name of company where job shadowing was completed, and the types of career(s) shadowed

* Documentation may include Career Research Projects

* Documentation may include Career Focused Field Trips

* Documentation may include Mock Interviews

* Documentation may include Career Portfolio: Cover Letter, Resume, 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 the Local or State Government, Chamber of Commerce, SHRM, Georgia Society of Certified Public Accountants, etc.

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

39. 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, 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

40. Document equipment in each Business & Computer Science Classroom (1 point)

* Documentation includes at minimum individual classroom inventory the minimum equipment for each classroom verifying required 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
  - Networkable Laser Printer
  - Projection Screen
  - Television with DVD Player OR a connection to show DVDs through projection system with sound system
  - Camera for Video Conferencing
  - 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**
  - Classroom sound system for presentations, DVDs, etc
  - Interactive White Board (Smart 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

Equipment for Business Program

41. Document program equipment or access to other equipment (1 point)

* Documentation includes at minimum plain paper copier; FAX Machine; Printer, Color Laser w/Duplex, Networkable

Replacement Plan for Equipment

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

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

43. 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

44. Document annual budget for Business & Computer Science Program (1 point)

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

45. 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, 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.

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. 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

46. 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 to document through pictures throughout year

Region, State, and National Participation

47. 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 for Fall Motivational Rally, Fall Leadership Conference, Region Conference, State Leadership Conference, and, if applicable, Fall National Leadership conference and National Leadership Conference

48. 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

Chapter of the Year

49. Document Chapter of the Year for at least HONOR ROLL level (Honor Level 1 point; Bronze - 2 points, Silver—3 points, Gold—4 points)

* Documentation includes at minimum a copy of entry form showing the chapter earned Chapter of the Year status. In addition, a copy of the automatic points earned , certificate or plaque received at the State Conference showing Chapter of the Year Status Earned **AND** the Chapter of the Year Book returned from Georgia FBLA that confirms all Chapter of the Year annual activities and events

Officer Presentation

50. 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 be actively involved in chapter.
* Students presenting are encouraged to FBLA be 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.

September 1-- Checklist

Evidence of Standards on School Industry Certification Web Site

1.	Create professional appearing Industry Certification web site for program—live URL should be provided	☐ Yes	☐ No

Standard 1: Curriculum and Instruction

2.	Document course syllabi for all courses for 1st semester	☐ Yes	☐ No
3.	Document course pacing guide all courses for 1st semester	☐ Yes	☐ No
4.	Document FBLA activities in the classroom for all students by all teachers to date	☐ Yes	☐ No
5.	Document proposed long-term project for each pathway and	☐ Yes	☐ No
6.	Document use of current events for each course—business topics and digital releases	☐ Yes	☐ No

Standard 2: School, Program, and Teachers

7.	Document each teacher current membership in ACTE/GACTE	☐ Yes	☐ No
8.	Document each teacher current membership in GBEA	☐ Yes	☐ No
9.	Document each teacher current membership in NBEA/SBEA	☐ Yes	☐ No
10.	Document each teacher current membership in any other professional organization	☐ Yes	☐ No
11.	Document each teacher professional development hours and participation to date	☐ Yes	☐ No
12.	Document sample permission form for all student photos and publishing work for students enrolled in courses and FBLA members	☐ Yes	☐ No
13.	Document recruitment practices to date 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

14.	Document advisory committee membership to date	☐ Yes	☐ No
15.	Document advisory committee activities to date	☐ Yes	☐ No
16.	Document community involvement activities by course to date	☐ Yes	☐ No
17.	Document communication with advisory committee members to date	☐ Yes	☐ No
18.	Document effort to recruit advisory committee members to date	☐ Yes	☐ No

Standard 4: Career Development Activities

19.	Document career development activities for each course by each teacher to date	☐ Yes	☐ No

Standard 5: Program Facilities

20.	Document yearly budget available for program—local and grant funds, if applicable	☐ Yes	☐ No

Standard 6: Future Business Leaders of America

21.	Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meeting, member activities, and service projects	☐ Yes	☐ No

October 1—Checklist

Evidence of Standards on School Industry Certification Web Site

1.	Update professional appearing Industry Certification web site for program—live URL should be provided	☐ Yes	☐ No

Standard 1: Curriculum and Instruction

2.	Update projects for each course taught	☐ Yes	☐ No
3.	Update 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 student presentations in each course by each teacher to date	☐ Yes	☐ No
6.	Update use of current events—business topics and digital releases	☐ Yes	☐ No

Standard 2: School, Program, and Teachers

7.	Update each teacher professional development hours and participation to date	☐ Yes	☐ No
8.	Document each teacher daily schedule and additional responsibilities	☐ Yes	☐ No
9.	Update recruitment practices to date 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

10.	Document advisory committee membership to date	☐ Yes	☐ No
11.	Document advisory committee activities to date	☐ Yes	☐ No
12.	Document community involvement activities by course to date	☐ Yes	☐ No
13.	Document communication with advisory committee members to date	☐ Yes	☐ No
14.	Document effort to recruit advisory committee members to date	☐ Yes	☐ No

Standard 4: Career Development Activities

15.	Document career development activities for each course by each teacher to date	☐ Yes	☐ No

Standard 5: Program Facilities

16.	Update yearly budget available for program—local and grant funds, if applicable	☐ Yes	☐ No

Standard 6: Future Business Leaders of America

17.	Document evidence of participation in Fall Motivational Rally	☐ Yes	☐ No
18.	Document annual Program of Work	☐ Yes	☐ No
19.	Document registration of members with National FBLA Members	☐ Yes	☐ No
20.	Document annual FBLA Budget	☐ Yes	☐ No
21.	Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meeting, member activities, and service projects	☐ Yes	☐ No

November 1—Checklist

Evidence of Standards on School Industry Certification Web Site

1. Update professional appearing Industry Certification web site for program	☐ Yes	☐ No

Standard 1: Curriculum and Instruction

2. Update projects for each course taught	☐ Yes	☐ No
3. Update 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. Update student presentations chart in each course by each teacher to date	☐ Yes	☐ No
6. Update use of current events—business topics and digital releases	☐ Yes	☐ No

Standard 2: School, Program, and Teachers

7. Update each teacher professional development hours and participation to date	☐ Yes	☐ No
8. Update recruitment practices to date for community, high school students, high school teachers, middle school students, high school registrar/counselors/administrator	☐ Yes	☐ No
9. Document survey from 7th graders about interest in Business & Computer Science Program	☐ Yes	☐ No
10. Document local business and industry needs assessment	☐ Yes	☐ No

Standard 3: Advisory Committee and Community Involvement

11. Document advisory committee membership to date	☐ Yes	☐ No
12. Document advisory committee activities to date	☐ Yes	☐ No
13. Document community involvement activities by course to date	☐ Yes	☐ No
14. Document communication with advisory committee members to date	☐ Yes	☐ No
15. Document effort to recruit advisory committee members to date	☐ Yes	☐ No

Standard 4: Career Development Activities

16. Document career development activities for each course by each teacher to date	☐ Yes	☐ No

Standard 5: Program Facilities

17. Update yearly budget available for program—local and grant funds, if applicable		
18. Document equipment for each classroom through inventory	☐ Yes	☐ No
19. Document equipment access for program	☐ Yes	☐ No
20. Document equipment is up-to-date through computer specs	☐ Yes	☐ No
21. Document equipment replacement plan for each classroom	☐ Yes	☐ No

Standard 6: Future Business Leaders of America

22. Documented evidence of participation in Fall Leadership conference	☐ Yes	☐ No
23. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meeting, member activities, and service projects	☐ Yes	☐ No

February 1—Checklist

Evidence of Standards on School Industry Certification Web Site

1. Update professional appearing Industry Certification web site for program	☐ Yes ☐ No

Standard 1: Curriculum and Instruction

2. Document course syllabi for all courses for 2nd semester	☐ Yes ☐ No
3. Document course pacing guide all courses for 2nd semester	☐ Yes ☐ No
4. Update projects for each course taught	☐ Yes ☐ No
5. Update FBLA activities in the classroom for all students by all teachers to date	☐ Yes ☐ No
6. Update progress on long-term project for each pathway	☐ Yes ☐ No
7. Updated student presentations chart in each course by each teacher to date	☐ Yes ☐ No
8. Update use of current events—business topics and digital releases	☐ Yes ☐ No

Standard 2: School, Program, and Teachers

9. Update each teacher professional development hours and participation to date	☐ Yes ☐ No
10. Document previous and current year program offerings, enrollment numbers, and pathway completers .	☐ Yes ☐ No
11. Update recruitment practices to date for community, high school students, high school teachers, middle school students, high school registrar/counselors/administrator	☐ Yes ☐ No
12. Document number of industry recognized credentials earned by pathway completers including name of credential along with number of students attempting/earning credential	☐ Yes ☐ No

Standard 3: Advisory Committee and Community Involvement

13. Document advisory committee membership to date	☐ Yes ☐ No
14. Document advisory committee activities to date	☐ Yes ☐ No
15. Document community involvement activities by course to date	☐ Yes ☐ No
16. Document communication with advisory committee members to date	☐ Yes ☐ No
17. Document effort to recruit advisory committee members to date	☐ Yes ☐ No

Standard 4: Career Development Activities

18. Document career development activities for each course by each teacher to date	☐ Yes ☐ No

Standard 5: Program Facilities

19. Update yearly budget available for program—local and grant funds, if applicable	☐ Yes ☐ No
20. Document classroom appearance	☐ Yes ☐ No

Standard 6: Future Business Leaders of America

21. Documented evidence of competitive events participation at Region	☐ Yes ☐ No
22. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meeting, member activities, and service projects	☐ Yes ☐ No

March 1—Checklist		
Evidence of Standards on School Industry Certification Web Site		
1. Update professional appearing Industry Certification web site for program	☐ Yes	☐ No
Standard 1: Curriculum and Instruction		
2. Update projects for each course taught	☐ Yes	☐ No
3. Update 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. Updated student presentation chart in each course by each teacher to date	☐ Yes	☐ No
6. Update use of current events—business topics and digital releases	☐ Yes	☐ No
Standard 2: School, Program, and Teachers		
7. Documented school demographics	☐ Yes	☐ No
8. Update each teacher professional development hours and participation to date	☐ Yes	☐ No
9. Update recruitment practices to date for community, high school students, high school teachers, middle school students, high school registrar/counselors/administrator	☐ Yes	☐ No
10. Document shared results of 7th grade student survey with advisory committee and local administration	☐ Yes	☐ No
11. Document shared results of local business and industry needs assessment with local advisory committee	☐ Yes	☐ No
Standard 3: Advisory Committee and Community Involvement		
12. Document advisory committee membership to date	☐ Yes	☐ No
13. Document advisory committee activities to date	☐ Yes	☐ No
14. Document community involvement activities by course to date	☐ Yes	☐ No
15. Document communication with advisory committee members to date	☐ Yes	☐ No
16. Document effort to recruit advisory committee members to date	☐ Yes	☐ No
17. Document program mission and philosophy	☐ Yes	☐ No
18. Document active advisory committee through meeting minutes and agenda for previous and current school year	☐ Yes	☐ No
Standard 4: Career Development Activities		
19. Document career development activities for each course by each teacher to date	☐ Yes	☐ No
Standard 5: Program Facilities		
20. Update yearly budget available for program—local and grant funds, if applicable	☐ Yes	☐ No
Standard 6: Future Business Leaders of America		
21. Documented evidence of participation in State Leadership Conference	☐ Yes	☐ No
22. Document FBLA activities, events, and involvement to date based on chapter of the year requirements which may include recruitment practices, member meeting, member activities, and service projects	☐ Yes	☐ No

On Site Visit Checklist
All standards should be met by the on-site visit.

Evidence of Standards on School Industry Certification Web Site		
1. Computers with school Industry Certification web site available for all invited guests to access	☐ Yes	☐ No
2. Pictures of program included throughout site to highlight program and FBLA	☐ Yes	☐ No
Standard 1: Curriculum and Instruction		
3. Student team professional presentation for each pathway of long-term project	☐ Yes	☐ No
4. Completed project requirement for each course taught	☐ Yes	☐ No
Standard 2: School, Program, and Teachers		
5. 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. Inclusion of high school principal or CTAE Administrator in presentation is encouraged.	☐ Yes	☐ No
6. Document number of industry recognized credentials earned by pathway completers including name of credential along with number of students attempting/earning credential	☐ Yes	☐ No
Standard 3: Advisory Committee and Community Involvement		
7. Advisory committee members, local and county administrators, and Business and Computer Science teachers participate in interview session with visiting team	☐ Yes	☐ No
Standard 4: Career Development Activities		
Should be presented in teacher professional presentation		
Standard 5: Program Facilities		
8. 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)	☐ Yes	☐ No
Standard 6: Future Business Leaders of America		
9. Present professional presentation as a Year in Review of FBLA by Officer Team	☐ Yes	☐ No
10. Document FBLA Chapter of the Year Status	☐ Yes	☐ No

Guidelines for Industry Certification Web Site

A web site should easy provide information to users. The Industry Certification web site should be organized, professional looking in nature, and document all required elements to SHOW the program has achieved certification. Pictures, pictures, pictures throughout the year are STRONGLY encouraged to document the events and activities. Make all elements EASY to follow for guests to your site. Files should be embedded into the site and not linked for opening so information is EASY for users to view! The site should be VERY user friendly, which can serve as a recruitment tool for your program as well! The web site should be online with live URL to share with local administration, advisory committee, SHRM consultant , SHRM volunteers, and DOE Program Specialist.

Suggested Sections for Site:

1. School
   a. Demographics
   b. What makes school unique and special
2. Teacher(s) Page --each teacher should have a page with:
   a. Teaching Certificate/Verification Statement through Biography
   b. Professional Organization Membership
      i. ACTE/GACTE
      ii. NBEA/SBEA
      iii. GBEA
   c. Professional Learning—20 hours in content related
      i. Conferences Attended
   d. Courses Taught/Daily Schedule/Additional Responsibilities
      i. Syllabus
      ii. Pacing Guide
      iii. Projects
      iv. FBLA Co-curricular Activities
      v. Presentations
   e. Long-term Project
   f. Current Events & Technology Release Incorporation
3. PROGRAM Page with
   a. program offerings
   b. enrollment numbers
   c. pathway completers
   d. 7th Grade Student Survey with results and summary of process
   e. Recruitment: Documentation of events with:
      i. Community
      ii. High School Students
      iii. High School Parents
      iv. Needs Assessment survey

4. Facilities
   a. Classroom Appearance
      i. Student work is posted in classroom
      ii. Bulletin boards include FBLA promotional and informative documentation
      iii. Promotional information about program outside of classroom and throughout school
   b. Technology: specs about program
   c. Inventory
   d. Replacement Plan for Equipment
5. Advisory Committee and Community Relations
   a. Advisory Committee Membership Roster: name, business, position, activities
   b. Documentation in minutes of meetings: shared 7th grade survey;
   c. Documentation in minutes of meetings: shared needs assessment
   d. Agenda/minutes/invitation/pictures to meetings/communication/letter to participate, etc.
6. Career Development
   a. Activities in the classroom (i.e. cover letter, resume, thank-you letter); Mock Interviews; Dress for Success Day
   b. Sample Work
7. Program Budget
   a. Consumable Budget
   b. Grant Funds Budget
8. FBLA
   a. Chapter of the Year Documentation Activities and Events
   b. Region, state, national participation
   c. Office presentation

School Name:	

Industry Certification Success Action Plan

Directions: **As** a school team, use this form as a template to develop an action plan to earn industry certification with ease.

Action Steps to Complete *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources A. Resources Available B. Resources Needed (financial, human, political & other)
			A. B.
			A. B.
			A. B.
			A. B.
			A. B.

School Name:	

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!

WISH LIST	NEEDS LIST

School Name:	

Industry Certification School Contact Form

Please complete the information below for each school. WRITE NEAT for each line

School Name:	
School Phone	
School Principal Name	
School Principal Email	
CTAE Director Name	
CTAE Director Email	
Business & Computer Science Teacher—IC School Chair Name	
Business & Computer Science Teacher —IC School Chair Email	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Email	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Email	
Please list your first date preference for on-site visit	All dates must be after March 18, 2013 and before May 17, 2013
Please list your first date preference for on-site visit	All dates must be after March 18, 2013 and before May 17, 2013
Please list your first date preference for on-site visit	All dates must be after March 18, 2013 and before May 17, 2013
Please list your first date preference for on-site visit	All dates must be after March 18, 2013 and before May 17, 2013

Georgia Business and Computer Science Industry Certification Standards Scoring Guide

School Name:	

FBLA PLANNING CHART

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!

July	August	September
October	November	December
January	February	March

Long-Term Team Application Project

Brainstorm & Idea Page

Each pathway must document the use of a long-term team application project in each pathway. The third course in the pathway is the recommended course, but the 2nd course can be used if teachers feel more appropriate for the program. The team project should simulate actual business activities directly related to course content. Format should be a team project 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 long-term project that allows students to further develop skills and apply knowledge learned in course to project. Application of knowledge and skills learned in the course should be the MAIN focus of team application project. Keep in mind a description sheet required that explains the project, including GPS, CCGPS, timeline of activities, and rubric/assessment of project. Multiple GPS and Foundation skills should be covered in the project.

A group of students must present the project in an 8-10 minute presentation at the on-site visit of the project. 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.

Time to BRAINSTORM long-term team application ideas……

1. Decide which courses need a long-term project. If you offer 2 pathways, 2 long-term projects are required.

2. Talk with other teachers about ideas for project. Keep in mind the project must be a team project and must allow the students to showcase their knowledge and skills.

   An example: students in Business Communication and Presentation create a magazine. Every student in the class has a part in the magazine.

   Not an example: students in ANY course completing a worksheet packet.

3. IT is STRONGLY SUGGESTED that you get your project idea approved by SHRM Consultant prior to beginning with students. Write the description page and share with SHRM consultant and other teachers to VERIFY clarity and true application of knowledge and skills.

4. Once project is decided, plan the time it will take to complete.

School Name:	
Visit Date:	

Industry Certification Scoring Rubric

This scoring rubric will be completed by SHRM volunteers for the program undergoing certification. The SHRM consultant will serve as a guide and advisor at each check point about status for meeting standard. Most standards will be met prior to on-site visit, but ALL standards must be met at the on-site visit.

If evidence of the standard is present, program earns 1 point for meeting standard. FBLA Chapter of the Year status allows a program to earn additional points. Sufficient evidence must be present, easily understood, and displayed on program web site or at on-site visit to receive point. Every standard must be met for program to meet certification.

Standard 1: Curriculum and Instruction	Point(s) Earned
1. Document syllabus for each course taught in the Business & Computer Science program	
2. Document a timeline of each course	
3.. Document 3 projects for each course taught in the Business & Computer Science program through project-based instruction	
4. Document FBLA as a co-curricular	
5. Document how students are taught by the teacher Presentation Skills	
6. Document how students apply presentation skills through class presentations	
7. Document the use of a long-term team application project in each pathway	
8. Required student team professional presentation(s) at on-site visit	
9. Document use of current events in the classroom	
Standard 2: School, Program, and Teachers	
10. Document school demographics	
11. Document teacher presentation of program	
12. Document each teacher's current school year membership in Association of Career and Technical Education (ACTE) and Georgia Association of Career and Technical Education	
13. Document each teacher's current school year membership in Georgia Business Education Association (GBEA)	

14. Document each teacher's current school year membership in National Business Education Association (NBEA) which includes Southern Business Education Association (SBEA)	
15. Document each teacher's current membership in any other professional organization	
16. Document each teacher annual 20 hour professional development directly related to Business and Computer Science GPS	
17. Document course offerings, enrollment numbers, and pathway completers	
18. Document number of industry recognized credentials earned by pathway completers	
19. Document form used for student photo and sample work release for BCS program	
20. Document student survey for interest in Business & Computer Science Program	
21. Document sharing of results from survey	
22. Document teacher daily schedule and additional responsibilities beyond a classroom teacher	
23. Document Community Recruitment Practices	
24. Document High School Student Recruitment Practices	
25. Document Middle School Recruitment Practices	
26. Document Local High School Teachers Recruitment Practices	
27. Document High School Registrar/Counselor/Administrator Recruitment Practices	
28. Document Local Business and Industry Needs Assessment from representative sample of local community	
29. Document shared information with stakeholders	
Standard 3: Advisory Committee and Community Involvement	
30. Document Active Advisory Committee	
31. Document Program Mission and Philosophy	
32. Document Communication with Advisory Committee Members	
33. Document Effort to Recruit Advisory Committee Members	
34. Document business and industry membership	
35. Document member activities	
36. Document education membership	

37. Document community involvement	
Standard 4: Career Development Activities	
38. 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.	
Standard 5: Program Facilities	
39. Document a neat, organized and clean classroom with environment that encourages and promotes learning (1 point)	
40. Document equipment in each Business & Computer Science Classroom (1 point)	
41. Document program equipment or access to other equipment (1 point)	
42. Document classroom technology is up-to-date (1 point)	
43. Document replacement plan (1 point)	
44. Document annual budget for Business & Computer Science Program (1 point)	
45. Document Industry Certification Grant Funds, if received (1 point	
Standard 6: Future Business Leaders of America	
46. Document local chapter Program of Work (1 point)	
47. Document chapter participation (advisers and students) in region, state and national events (1 point)	
48. Document competitive event participation	
*49. Document Chapter of the Year for at least HONOR ROLL level (Honor Level 1 point; Bronze - 2 points, Silver—3 points, Gold—4 points)	
50. Document FBLA events, activities, and involvement through FBLA Officer Team Presentation at on-site visit	
Total Points Earned	

_____ Program Met Certification   _____ Program Did Not Meet Certification
Program Commendations:

Program Recommendations:	
SHRM Consultant Name	
SHRM Volunteer Name	
SHRM Volunteer Name	
SHRM Volunteer Name	
SHRM Volunteer Name	
DOE Representative Name, if applicable	

School Name	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Name	
Business & Computer Science Teacher Name	
CTAE Director Name	
School Principal Name	

A copy of this RUBRIC will be emailed to all listed above and filed for documentation for certification status.