Business and Computer Science Programs
Industry Certification Standards
2020-2021

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 exemplary Business and Computer Science (BCS) programs. Certified programs include the following:

- project-based instruction
- qualified teachers through certification and professional development
- involved advisory committees
- career development activities
- up-to-date technologies and equipment
- an active career technical student organization (FBLA).

Competency standards and specific performance objectives provide the foundation for a solid curriculum based in three career clusters: **Business Management and Administration, Finance,** and **Information Technology**. Industry Certification (IC) 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 Teachers are Included?

All Business and Computer Science teachers are required to participate in the Industry Certification process. A Business and Computer Science teacher is defined as anyone who teaches any course, even if they are only teaching one course, in the Business Management & Administration, Finance, and/or Information Technology career clusters.

Approval for Industry Certification

Each school interested in pursuing Industry Certification 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 grant, 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 (IC) School Chair for the Business and Computer Science (BCS) program. The IC School 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.

Industry Certification Prep Workshop

Every teacher in the Business and Computer Science program (full time, part time and even those teaching 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 Career Technical and Agriculture Education (CTAE) administrators and school administrators also attend the workshop so that they are familiar with requirements for earning Industry Certification. At the workshop, all teachers from one school will work together to develop 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, usually in August. 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.

*Please Note: Anyone who teaches any course in the Business Management and Administration, Finance, or Information Technology career clusters is considered a Business & Computer Science teacher for purposes of Industry Certification and MUST meet all requirements as outlined in this document in order for this program to achieve Industry Certification recognition. This includes those who ordinarily are considered an academic teacher, administrator, Work-Based Learning (WBL) coordinator, or some other position, even if they are only teaching one course in Business and Computer Science.

On-site Visit

The official on-site 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, school district 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 completed at stated deadlines and web site updated with all corrections **by March 31** of the program year 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 members 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 Future Business Leaders of America (FBLA) should be obtained with parental 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 the 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 the minimum required number of points for every standard. 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 showcase their EXEMPLARY 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 Director	Grant Application Complete; Notification of Grant status will be given after State Board Approval.
July/August	All BCS program teachers; CTAE admin. & school-level administrator encouraged to attend	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 & 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.
Sept 1	SHRM Consultant	Verification sent to GaDOE 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.
Sept 15	SHRM Consultant	After working with SHRM Consultant and GaDOE 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.
Sept 30	IC School Chair	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.
Oct 1	IC School Chair	Website complete for October 1 checklist. Send email to SHRM Consultant with a link to website for school IC documentation.
Oct 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
Nov 1	IC School Chair	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.
Nov 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
Dec 1	IC School Chair	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.
Dec 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
December 31	SHRM Consultant	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.
January 15	GaDOE 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.

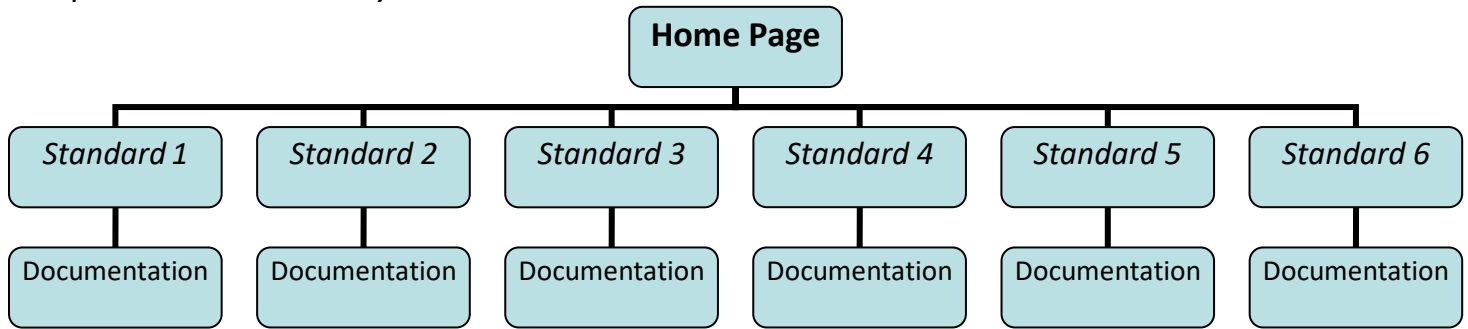| February 1	IC School Chair	Website updated for February 1 checklist and <u>all corrections</u> are made from previous checklist feedback. Send email to SHRM Consultant with a link to website for IC documentation which contains all required elements based on checklist.
February 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
March 1	IC School Chair	Website updated for March 1 checklist and <u>all corrections</u> 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.
March 15	SHRM Consultant	Check school site for all required elements due based on requirements from checklist. Follow up through email format with feedback on documentation to school.
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	All corrections and documentation are complete based on feedback from SHRM Consultant. Website complete with all documentation.
After Annual FBLA State Conference; no later than May 1	<u>All</u> Business Teachers at school, SHRM Consultant, CTAE admin., school admin., advisory comm.	On-Site Visit
May 15	SHRM	Send initial list of "passing" and "failing" schools to GaDOE Program Specialist.
July 15	GaDOE Program Specialist	Revise and post standards for following school year.

June 15, annually	All programs that were previously Industry Certified	Send completed Annual Report to GaDOE Program Specialist. Recertification should be done during the 5th year of your certification.
July	SHRM, all BCS teachers, CTAE & school administrators	Attend the Awards Luncheon at GACTE Summer Conference hosted by SHRM honoring teachers and administration from certified schools.

Getting Started

You will develop a live website to archive documentation required for Industry Certification. It should be professional in appearance, well organized, and user-friendly. All required documentation should be uploaded to the site in the correct location and rotated to be in the upright position.

Sample website hierarchy:

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The following pages contain the standards with required documentation. Upload all documentation to your website. Be sure all documentation is uploaded by each checkpoint. The checkpoint dates and documentation requirements follow the standards towards the end of this guide.

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.

Student Handouts

1. Document syllabus for each course (one per course, not per teacher) taught in the Business & Computer Science program of each course (1 point)

* Documentation on each syllabus includes, at minimum, the following:
   a) Course name
   b) Pathway name
   c) System grading scale (A=?, B=?, etc.)
   d) Class grading scale (Classwork=?%, Tests=?%, etc.)
   e) Career opportunities
   f) End of Pathway Assessment related to the pathway.

2. Document pacing guide for each course (one per course, not per teacher) taught in the Business & Computer Science program of each course (1 point)

* Documentation for the pacing guide includes, at minimum, the following:
   a) Dates/timeline
   b) Georgia state-approved course standard(s)
   c) Projects
   d) FBLA integration
   e) Long-term project.

Future Business Leaders of America (FBLA) Integration

3. Document FBLA as co-curricular; at least 3 activities required (1 point), 4 or more activities (2 points)

* Documentation includes evidence of ongoing FBLA co-curricular activities in **each** course. 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/informational activities within the classroom are appropriate. (Chapter BAA activities outside classroom instruction are **not** included for this standard.) For **each** assignment, **include** the assignment sheet and at least 1 student work sample showing score and teacher feedback/commentary. At least 3 FBLA student activities are required per course for all students by each teacher.

Relevant Project-Based Learning

4. Document 2 short-term projects (at least 90 minutes each) for each course taught in the Business & Computer Science program through project-based instruction (1 point each for a total of 2 points for this element) (Each teacher is responsible for 2 short-term projects per course.)

* Documentation must include, at minimum, the following:
   a) Project overview (instruction) sheet with the objective of each project (what the students should learn and accomplish in this project)
   b) Georgia state-approved course standard(s) covered in the project
   c) Rubric for assessment
   d) Minimum number of class hours required
   e) Minimum of 1 student work sample showing score and teacher feedback/commentary for each project.

5. Document the use of a long-term (at least 10 class hours) team application project in <u>each pathway</u> (1 point) Must be completed by December 1 or March 1.
Note: Each long-term project should be conducted in the second *or* third level course in each Pathway area.
* Documentation of each long-term team application project includes, at minimum, the following:
   a) Project overview (instruction) sheet with the objective of the project (what the students should learn and accomplish in this project)
   b) Georgia state-approved course standard(s) covered in the project
   c) Rubric for assessment
   d) Timeline for activities
   e) Minimum number of class hours required
   f) Minimum of 1 team's work sample showing score and teacher feedback/commentary.

The team project should simulate <u>actual business activities</u> directly related to course content and demonstrate critical thinking, problem solving, and teamwork. **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 10 hours of class time should be spent on the project but does not have to be continuous time. Include in documentation pictures and sample work (with teacher feedback) throughout project.

Creativity should be used when designing a long-term project that allows students to further develop skills and apply knowledge learned in course. <u>Application</u> of knowledge and skills learned in the course should be the MAIN focus of the team application project. This is an excellent opportunity to involve your Advisory Committee.

6. Required student team professional presentation(s) of long-term project(s) at the on-site visit (1 point)
   • Students presenting the project (3 -5 students) should have been involved in completing the project, should use a multimedia program, should demonstrate professional presentation skills, and should have practiced presentation PRIOR to delivery to on-site team.
   • Presentation should cover how the project was completed and what specific knowledge and skills were applied and learned throughout completion of project. Examples of the final project work should be shown but should not be the focus of the presentation.
   • Students should be attired in professional business dress when presenting at the on-site visit.

Standard 1: Total Points Possible—8   Total Points Required—7

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 (GaPSC) 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 state-approved course standard(s). Pathways offered are reflective of local and state business and industry needs.

*Please Note: Anyone who teaches any course in the Business Management and Administration, Finance, or Information Technology career clusters, regardless of whether that person is generally considered an academic teacher, administrator, Work-Based Learning coordinator, or some other position, is considered a Business & Computer Science teacher for purposes of Industry Certification and MUST meet all requirements as outlined in this document in order for this program to achieve Industry Certification recognition.

School

7. 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. Items to include in the documentation include
   a) Enrollment by ethnicity
   b) Enrollment by gender
   c) Enrollment by grade level
   d) Free/reduced lunch
   e) College and Career Ready Performance Index (CCRPI) scores

Program

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

* Documentation includes, at minimum, the following:
   a) List of pathways and courses offered
   b) Enrollment numbers for previous and current school year for each course
   c) Number of pathway completers for previous and current school year (include students who are predicted to be completers for current school year).

9. 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 and earning credentials.

10. 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:
   a) Promotional material for Business and Computer Science Program used within school and community, which includes at minimum items listed below:
   b) Program mission statement and philosophy
   c) Pathways offered
   d) Course information
   e) Information on the local FBLA Chapter
   f) 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.)
   g) Evidence of publicity in school and local newspapers, school or business websites, newscasts, or newsletters about the program

Teacher

11. Document teacher certification
Full certification in content area as required by GaPSC (Business Education and/or Computer Science) = 5 points
Working on obtaining full certification in content area = 3 points
Teaching on a Strategic Waiver School System (SWSS) waiver, GaPSC adjunct, or any other situation where teacher is not certified in content area = 1 point
Program will receive points based on the lowest tier. Example: 2 teachers earn 5 points, 1 teacher earns 3 points, 1 teacher earns 1 point – the program earns 1 point.

* Documentation includes, at minimum, the following:
   a) Teacher's name
   b) Date of Industry Certification Prep Workshop
   c) Copy of teaching certificate (must be clear, renewable certificate for content area—Business Education, Computer Science—for full points)
   d) Number of years teaching experience

*Any teacher in the Business and Computer Science program area should hold a clear, renewable teaching certificate in the content/courses they are teaching. This includes any teacher who is teaching even one course from any of the career clusters in Business and Computer Science. For any questions regarding appropriate certification, please check with the Georgia Professional Standards Commission. **Note**: Teachers who are not properly certified will cause the program to lose points.

*Technical college teachers must meet certification requirements as set forth by the Technical College System of Georgia (TCSG) for any course they are teaching at the high school. They will provide, at a minimum, their Curriculum Vitae and college transcript.

12. Document daily schedule and additional responsibilities beyond the classroom (1 point)
*Documentation includes, at minimum, the following:
   a) Teacher's daily schedule
   b) 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.

13. Document each teacher's current school year membership in Association of Career and Technical Education (ACTE) which includes Georgia Association of Career and Technical Education (GACTE) and Georgia Business Education Association (GBEA). CTAE administrators, WBL teachers, or any other high school teacher who is teaching in this program area must be a member of ACTE/GACTE/GBEA. Technical college teachers must be a member of ACTE/GACTE or their national professional organization (SHRM, AICPA, etc.) and must provide adequate evidence. (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 Georgia Business Education Association (GBEA) Vice President on the GACTE Board of Directors to see how you can become involved.

14. Document each teacher's current school year membership in National Business Education Association (NBEA) which includes Southern Business Education Association (SBEA). CTAE administrators, WBL teachers, or any other high school teacher who is teaching in this program area must be a member of NBEA/SBEA. Teachers from the technical college must be current members of their national and regional professional organizations and must provide adequate evidence.   (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.

15. Document 20 hours of professional development for each teacher annually (June – March of Industry Certification year) <u>directly related to Business and Computer Science Georgia state-approved course standard(s)</u>. At least 8 hours must be a job shadow experience. (1 point)
* Only graduate courses and other courses/workshops that relate to teaching practices and/or specific Business & Computer Science content related educational sessions may count in this area. Professional development conference workshops may be included. However, collaboration meetings, team or small learning communities' meetings, and other types of planning meetings are not included.

* Each teacher who teaches <u>even one</u> Business & Computer Science course per year must complete a job shadow experience for a minimum of eight hours at a participating company in a business field related to course skills and knowledge. Teachers may split their job shadow experience into two separate experiences of 4 hours each, but it is not recommended. The job shadow experience must be documented by a brief statement on the business's letterhead and must be signed and dated by the employee shadowed. Job shadow experience must be in a professional business environment and not an educational institution.

16. Document teacher presentation of program (1 point)
* Documentation includes a presentation by <u>all</u> 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 the program. All teachers should have a speaking part in 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.

17. BONUS: Document teacher attendance at local chamber of commerce meetings and/or participation in local chamber of commerce events. (1 point each for each meeting or event; maximum of 2 points)
*Documentation includes picture of sign-in sheet with teachers' signature or initials. Sign-in sheet must have name of event, date, and time.

Standard 2: Total Points Possible—16   Total Points Required—12

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 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, including input from all members for agenda items and providing members with a tentative agenda and minutes from previous meeting 2 weeks prior to meeting date. 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.

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

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
- Additional Business/Industry Representatives as needed to ensure more than 50% of the committee is comprised of business and industry partners (Consider members from the following areas: local news media, local civic groups, local or state government officials or employees, local bank representative, local CPA or accounting clerk, local financial investor, local financial planner, local technology or computer repair/sales representative, staffing agency representative, parent of a student, other career areas related to pathways.)

Education Membership **MUST** include:
- School Guidance Counselor
- Middle School Business Teacher(s) of feeder school(s)
- All teachers in high school Business and Computer Science program
- Additional Education Membership may include post-secondary instructor in Business, Finance, or IT, FBLA officer enrolled in BCS program, local CTAE administrator, local school administrator, Work-Based Learning/Youth Apprenticeship Coordinator, and local board of education members.

*An Advisory Committee chart should be created that includes the following:
Member Name
Business
Job Title
Pathway Area

Makeup of Advisory Committee

18. Document business and industry membership (1 point)
* Documentation includes, at minimum, membership chart roster with name, business, and position, noting the officers of the committee (co-chair and secretary)

19. Document education membership (1 point)
*Documentation includes, at minimum, membership chart roster with name, education affiliation, and position. This will include all teachers in the school's business and computer science program, a business and computer science teacher from at least one of the feeder middle schools, and a counselor from the high school.

Communication with Advisory Committee

20. Document communication with advisory committee members, at least 2 per year (1 point)
*This could include periodic updates about the program, requests for input or feedback on issues concerning the program, solicitation of new members for the advisory committee and a number of other reasons to reach out to the advisory committee.

21. Document local business and industry needs assessment from representative sample of local community (1 point)
* Documentation includes, at minimum, copy of needs assessment (survey), number of needs assessments sent, number of responses, results, etc., that includes a minimum six major areas:
   a) Types of entry-level positions available in the community
   b) Use of employment tests for entry-level positions
   c) Types of employment tests required
   d) Technical skills critical to success of entry-level workers
   e) Software used by business
   f) Soft-skills essential to employee success

*Needs assessments should be sent to a <u>minimum</u> of 50 business and industry representatives. You may want to include employers of Work-Based Learning and Youth Apprenticeship Program students. 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**.

22. Document shared information gained from the program needs assessment with stakeholders; e-mail results to stakeholders and/or include in Advisory Committee Meeting minutes, etc. (1 point)
* Documentation includes copy of email with attachment or minutes of local advisory committee meeting.

Activities of the Advisory Committee

23. Document Advisory Committee meetings, at least 2 per year (1 point)
* Documentation includes at minimum agenda and minutes from previous two years and current school year meetings following standard formatting guidelines. Include member's names in attendance in minutes. Be sure to hold your second meeting BEFORE the on-site visit.

24. Document committee activities, at least 3 per year (1 point)
*Documentation may include a table listing activities, date of each activity, committee member involved, and whether this was for a student (such as job shadowing or FBLA competitive event coaching), a class or FBLA meeting (such as guest speaker), or maybe a teacher (such as a collaborative meeting on an upcoming lesson or unit). Activities could be within the classroom, in the business workplace, or through FBLA. Other 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

25. Document community involvement (1 point)
*Documentation may include a table listing activity, date of activity, name of teacher involved, and number of students involved, if any. Activities may include hosting meetings for the local chamber of commerce or other business organization, hosting a job fair, bringing in community leaders for a mock interview event, and other activities where the program teachers and students (when appropriate) are involved in the local business community.

Standard 3: Total Points Possible—8　　　　**Total Points Required—8**

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

26. Document multiple employability skills activities for each course by each teacher. Activities should vary in format and depth based on grade level of each student. At least 3 activities (1 point); 4 or more activities (2 points)
* Documentation includes the assignment/instruction sheet and at least 1 student work sample showing score and teacher feedback/commentary per activity. At least 3 employability skills activities are required for each course by each teacher. 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 teamwork skills.
- Present a professional image through appearance, behavior, and language.

27. 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. Include pictures in the documentation.

Career Development

28. Document multiple career development activities (at least 2) for each course by each teacher. Activities should vary in format and depth based on grade level of each student. Include a copy of the assignment and at least 1 student sample with teacher feedback. (1 point)

* Documentation includes at least 1 student work sample showing score and teacher feedback/commentary per activity. At least 2 career development skills activities are required for each course by each teacher. Examples may include:

- 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. Also include student's reflection on the job shadowing experience.
- Career research projects
- Career focused field trips, including documentation of student's reflection of the experience
- Mock interviews
- Job Fairs
- 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.

Standard 4: Total Points Possible—4   Total Points Required—3

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 a 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.

Facility

29. 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

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 replacement plan (1 point)

* Documentation includes at minimum the equipment replacement plan showing the replacement schedule for each Business and Computer Science classroom

32. 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 and teacher networked computer with all standard peripherals and internet connection
  - Digital Camera and Digital Video Recorder
  - Scanner w/OCR capabilities
  - Networked Laser Printer
  - Projection Screen, preferably interactive white board
  - Connection to show DVDs through projection system with sound system
  - 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 management software
  - Network or cloud 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

33. Document program equipment or access to shared equipment (1 point)
*Documentation includes program inventory or equipment such as a copier that is shared by all Business and Computer Science classrooms.

34. Document classroom technology is up to date (1 point)
* Documentation includes, at minimum, equipment specifications in each classroom and software type/version used in each course.

Computer Type	Hard Drive	RAM	Operating System	Hard Drive Capacity	Software Type/Version

Printers	Make	Model

35. 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:

Description	Total	Balance
Beginning Balance		$3,500.00
Supplies	$644.50	2,855.50
iPads	998.00	1,857.50
Printer Cartridges	676.00	1,181.50
Dreamweaver Software Update	1,033.00	148.50
External Hard Drive	148.50	0
Total Expenses	3,500.00	-
Difference		0

Standard 5: Total Points Possible—7   Total Points Required—7

Standard 6: Future Business Leaders of America

The leadership component of the Business and Computer Science Program is available to students through activities of
 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.

Adviser

36. Document local chapter Program of Work and chapter activities (1 point)
* Documentation includes FBLA Program of Work document, including timeline of chapter. Document chapter activities through pictures throughout year (fundraising, FBLA week, state project, social events, etc.).

Chapter

37. Document monthly chapter meetings, virtual or face-to-face (1 point)
*Documentation includes agenda, minutes, and sign-in sheet of attendees.

38. Document elected official (local, state, national) speaking at a chapter meeting (1 point)
*Documentation includes photograph with name, office, and date of meeting.

39. Document at least one community service project (1 point)
*Documentation includes name of community project, organization being assisted, dates of the project and photographs showing involvement.

40. Document at least one school service project (1 point)
*Documentation includes name of school activity/event being assisted, dates of the project and photographs showing involvement.

41-44. Document chapter participation (adviser(s) and at least 3 members) in rally, fall, region, and state conferences (1 point each for a total of 4 points)
* Documentation includes a copy of conference registration (minimum of 3 members participating) in each conference:
- Fall Motivational Rally
- Fall Leadership Conference
- Region Leadership Conference
- State Leadership Conference

Must Attend

45. Document competitive event participation at region and state conferences, at least 1 event at each conference (1 point)
* Documentation includes competitive event registration at region and state.

Members

46. Document membership based on total students enrolled in program for year (up to 3 points)

- Up to 10.0% = 1 point
- 10.1% - 25.0% = 2 points
- 25.1% or more = 3 points

47. Document 10% of membership as earning Business Achievement Awards (1 point)

Officer Presentation

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

- Members presenting the project (3 -5 members) should demonstrate effective presentation skills and should have practiced presentation PRIOR to delivery to on-site team.
- Members giving the presentation should have been actively involved in chapter.
- Members presenting are encouraged to be FBLA Officers.
- Members 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.
- A multimedia program and effective presentation skills should be used by the members when giving the presentations.
- Members should follow FBLA Official Dress when presenting at the on-site visit.

Bonus FBLA Points

49. Document State or Region Officer

- Region Officer – 1 point
- State Officer – 3 points

Standard 6: Total Points Possible—19   Total Points Required—13

October 1—Checklist

Standard 1: Curriculum and Instruction		
Create a professional appearing Industry Certification web site for program—live URL should be provided which serves as Evidence of Standards on School Industry Certification Web Site	☐ Yes	☐ No
1. Document course syllabi for all courses for 1st semester for all teachers	☐ Yes	☐ No
2. Document course pacing guide for all courses for 1st semester for all teachers	☐ Yes	☐ No
3. Document at least 1 FBLA student activity per course for all students by each teacher	☐ Yes	☐ No
5. Document proposed long-term project for each pathway	☐ Yes	☐ No
Standard 2: School, Program, and Teachers		
7. Document school demographics.	☐ Yes	☐ No
11. Document each teacher's certificate (should be clear, renewable for Business Ed and/or Computer Science for full points)	☐ Yes	☐ No
13. Document each teacher current membership in ACTE/GACTE/GBEA	☐ Yes	☐ No
14. Document each teacher current membership in NBEA/SBEA	☐ Yes	☐ No
15. Document each teacher professional development hours and participation to date	☐ Yes	☐ No
Standard 3: Advisory Committee and Community Involvement		
18. & 19. Document advisory committee membership to date	☐ Yes	☐ No
21. Document survey of local business and industry needs.	☐ Yes	☐ No
24. Document advisory committee activities to date	☐ Yes	☐ No
Standard 4: Employability Skills and Career Development Activities		
26. Document at least 1 employability skills activity for each course by each teacher to date	☐ Yes	☐ No
28. Document at least 1 career development activity for each course by each teacher to date	☐ Yes	☐ No
Standard 5: Program Facilities		
30. & 35. Document yearly budget available for program—local and grant funds, if applicable	☐ Yes	☐ No
Standard 6: Future Business Leaders of America		
36. Document local chapter Program of Work	☐ Yes	☐ No
37. – 40. Document FBLA activities, events, and involvement to date which may include recruitment practices, member meetings, member activities, and service projects	☐ Yes	☐ No

November 1—Checklist

Standard 1: Curriculum and Instruction		
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
3. Document at least 1 additional FBLA activity in the classroom for all students by all teachers to date (cumulative to date: 2)	☐ Yes	☐ No
4. Document at least 1 short-term project for each course taught	☐ Yes	☐ No
5. Update progress on long-term project for each pathway	☐ Yes	☐ No
Standard 2: School, Program, and Teachers		
10. 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
12. Document daily schedule and additional responsibilities	☐ Yes	☐ No
Standard 3: Advisory Committee and Community Involvement		
23. Document active advisory committee through meeting minutes and agenda for previous school year and for current fall meeting.	☐ Yes	☐ No
24. Update advisory committee activities to date	☐ Yes	☐ No
Standard 4: Employability Skills and Career Development Activities		
26. Document at least 1 additional employability development activity for each course by each teacher to date (cumulative to date: 2)	☐ Yes	☐ No
27. Document how students apply presentation skills for each course by each teacher to date	☐ Yes	☐ No
28. Document at least 1 additional career skills activity for each course by each teacher to date (cumulative to date: 2)	☐ Yes	☐ No
Standard 5: Program Facilities		
33. Document program equipment and/or access to shared equipment	☐ Yes	☐ No
Standard 6: Future Business Leaders of America		
37. – 40. Update FBLA activities, events, and involvement to date which may include recruitment practices, member meetings, member activities, and service projects	☐ Yes	☐ No
41. Document participation at Fall Motivational Rally	☐ Yes	☐ No

December 1—Checklist				
Standard 1: Curriculum and Instruction				
Update professional appearing Industry Certification web site for program	☐	Yes	☐	No
3. Document 1 additional FBLA activity in the classroom for all students by all teachers to date (cumulative to date: 3)	☐	Yes	☐	No
4. Document 1 additional short-term project for each course taught (cumulative to date: 2)	☐	Yes	☐	No
5. Update progress on long-term project for each pathway	☐	Yes	☐	No
Standard 2: School, Program, and Teachers				
15. Update each teacher professional development hours and participation to date	☐	Yes	☐	No
Standard 3: Advisory Committee and Community Involvement				
22. Document shared survey information with stakeholders.	☐	Yes	☐	No
Standard 4: Employability Skills and Career Development Activities				
26. Document at least 1 additional employability development activity for each course by each teacher to date (cumulative to date: 3)	☐	Yes	☐	No
Standard 5: Program Facilities				
31. Document equipment replacement plan for each classroom	☐	Yes	☐	No
32. Document equipment for each classroom through inventory	☐	Yes	☐	No
34. Document equipment is up to date through computer specs	☐	Yes	☐	No
Standard 6: Future Business Leaders of America				
37. – 40. Update FBLA activities, events, and involvement to date which may include recruitment practices, member meetings, member activities, and service projects	☐	Yes	☐	No
42. Document evidence of participation in Fall Leadership Conference	☐	Yes	☐	No

February 1—Checklist

Standard 1: Curriculum and Instruction

Update professional appearing Industry Certification web site for program	☐ Yes	☐ No
1. Document course syllabi for all courses for 2nd semester	☐ Yes	☐ No
2. Document course pacing guide for all courses for 2nd semester	☐ Yes	☐ No
5. Update progress on long-term project for each pathway	☐ Yes	☐ No

Standard 2: School, Program, and Teachers

8. Document previous and current year program offerings, enrollment numbers, and pathway completers, including number of earned credentials (EOPA data).	☐ Yes	☐ No
10. Provide documentation of Business & Computer Science recruitment activities with students, parents, and counseling department for upcoming school year registration	☐ Yes	☐ No
12. Update daily schedule and additional responsibilities	☐ Yes	☐ No

Standard 3: Advisory Committee and Community Involvement

25. Document community involvement	☐ Yes	☐ No

Standard 4: Employability Skills and Career Development Activities

27. Update how students apply presentation skills for each course by each teacher to date for 2nd semester	☐ Yes	☐ No

Standard 5: Program Facilities

29. Document classroom appearance (picture of entire room)	☐ Yes	☐ No

Standard 6: Future Business Leaders of America

37. – 40. Update FBLA activities, events, and involvement to date which may include recruitment practices, member meetings, member activities, and service projects	☐ Yes	☐ No
43. & 45. Document evidence of attendance and competitive events participation at Region Leadership Conference	☐ Yes	☐ No
47. Document 10% of membership as of February 1 earning Business Achievement Award	☐ Yes	☐ No

March 1—Checklist

Standard 1: Curriculum and Instruction		
Update professional appearing Industry Certification web site for program	☐ Yes	☐ No
5. Update progress on long-term project for each pathway	☐ Yes	☐ No
Standard 2: School, Program, and Teachers		
13. & 14. Verify each teacher's membership in ACTE/GACTE, GBEA, NBEA/SBEA is current	☐ Yes	☐ No
15. Update each teacher's professional development hours and participation to date	☐ Yes	☐ No
Standard 3: Advisory Committee and Community Involvement		
18. & 19. Document advisory committee membership to date	☐ Yes	☐ No
20. Document communication with advisory committee members, at least 2	☐ Yes	☐ No
23. Update active advisory committee through meeting minutes and agenda for current school year	☐ Yes	☐ No
24. Update advisory committee activities to date	☐ Yes	☐ No
Standard 4: Employability Skills and Career Development Activities		
Standard 5: Program Facilities		
30. & 35. Update yearly budget available for program—local and grant funds, if applicable	☐ Yes	☐ No
Standard 6: Future Business Leaders of America		
44. & 45. Document evidence of attendance and participation in competitive events at State Leadership Conference	☐ Yes	☐ No
46. Document membership market share based on total students enrolled in program for year	☐ Yes	☐ No

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

Standard 1: Curriculum and Instruction		
4. & 5. Completed project requirements for each course taught	☐ Yes	☐ No
6. Student team professional presentation for each pathway of long-term project	☐ Yes	☐ No
Standard 2: School, Program, and Teachers		
9. Document number of industry recognized credentials earned by pathway completers including name of credential along with number of students attempting/earning credential (include in teacher presentation)	☐ Yes	☐ No
16. Teacher presentation describing school demographics and highlights about Program in which all teachers participate, dressed in professional dress, and documents provided reveals program data for recruitment and promotion.	☐ Yes	☐ No
Standard 3: Advisory Committee and Community Involvement		
Advisory committee members, local and county administrators, and Business and Computer Science teachers participate in interview session with visiting team	☐ Yes	☐ No
Standard 5: Program Facilities		
35. Update all grant funds spent on the program by the on-site visit date. (Should be presented in teacher professional presentation)	☐ Yes	☐ No
Standard 6: Future Business Leaders of America		
48. Present professional presentation as a Year in Review of FBLA by Officer Team	☐ Yes	☐ No

School Name:

Visit Date:

2020-2021 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 onsite visit, but ALL standards must be met at the on-site visit.

If evidence of the standard is present, program earns point(s) for meeting standard. Some standards allow 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. A minimum total of 50 points is required.

Standards and Elements	Possible Points	Point(s) Earned
Standard 1: Curriculum and Instruction		
Student Handouts:		
1. Document syllabus for each course taught in the Business & Computer Science program (1 point)	1	
2. Document a pacing guide (timeline) of each course (1 point)	1	
FBLA Integration:		
3. Document FBLA as co-curricular; at least 3 FBLA activities required (1 point); 4 or more FBLA activities (2 points)	2	
Relevant Project-Based Learning:		
4. Document 2 short-term projects for each course taught in the Business & Computer Science program through project-based instruction (2 points)	2	
5. Document the use of a long-term team application project in each pathway (1 point)	1	
6. Required student team professional presentation(s) at the on-site visit (1 point)	1	
Standard 1: Total Points Required--7	8	
Standard 2: School, Program, and Teachers		
School:		
7. Document school demographics (1 point)	1	
Program:		
8. Document course offerings, enrollment numbers, and pathway completers (1 point)	1	
9. Document number of industry recognized credentials earned by pathway completers (1 point)	1	
10. Document recruitment practices for the BCS program (1 point)	1	
Teacher:		
11. Document teacher certification Full certification as required by GaPSC (Business Education and/or Computer Science) = 5 points Working on obtaining full certification = 3 points Teaching on a SWSS waiver = 1 point GaPSC adjunct or any other situation = 1 point	5	
12. Document daily schedule and additional responsibilities beyond the classroom (1 point)	1	
13. Document each teacher's current school year membership in Association of Career and Technical Education (ACTE) which includes Georgia Association of Career and Technical Education (GACTE) and Georgia Business Education Association (GBEA) (1 point)	1	
14. Document each teacher's current school year membership in National Business Education Association (NBEA) which includes Southern Business Education Association (SBEA) (1 point)	1	

15. Document each teacher's annual 20-hour professional development directly related to Business and Computer Science Georgia state-approved course standards (1 point)	1	
16. Document teacher presentation of the BCS program at the on-site visit (1 point)	1	
Bonus Teacher Points:		
17. Document attendance/participation in local Chamber of Commerce meeting/event (1 point per event; maximum of 2)	Bonus: 2	
Standard 2: Total Points Required--12	16	
Standard 3: Advisory Committee and Community Involvement		
Makeup of Advisory Committee:		
18. Document business and industry membership, including representatives for each pathway taught—more than 50% of the committee should be comprised of business and industry partners (1 point)	1	
19. Document education membership—less than 50% of the committee should be comprised of education (1 point)	1	
Communication with Advisory Committee:		
20. Document Communication with Advisory Committee Members, at least 2 per year (1 point)	1	
21. Document Local Business and Industry Needs Assessment from representative sample of local community (1 point)	1	
22. Document shared information (from #21) with stakeholders (1 point)	1	
Activities of Advisory Committee:		
23. Document active advisory committee through meeting minutes and agenda for previous and current school year, at least 2 per year (1 point)	1	
24. Document active Advisory Committee activities, at least 3 per year (1 point)	1	
25. Document community involvement (1 point)	1	
Standard 3: Total Points Required--8	8	
Standard 4: Employability Skills & Career Development Activities		
Employability Skills:		
26. Document multiple employability skills activities for each course by each teacher. Activities should vary in format and depth based on grade level of each student. At least 3 activities (1 point); 4 or more activities (2 points)	2	
27. Document how students apply presentation skills through class presentations (1 point)	1	
Career Development:		
28. Document multiple career development activities (at least 2) for each course by each teacher. Activities should vary in format and depth based on grade level of each student. (1 point)	1	
Standard 4: Total Points Required—3	4	
Standard 5: Program Facilities		
Facility:		
29. Document a neat, organized, and clean classroom/lab environment that encourages and promotes learning (1 point)	1	
Equipment:		
30. Document annual budget for Business & Computer Science Program (1 point)	1	
31. Document replacement plan (1 point)	1	
32. Document equipment in each Business & Computer Science Classroom (1 point)	1	
33. Document program equipment or access to shared equipment (1 point)	1	
34. Document classroom technology is up to date (1 point)	1	
35. Document Industry Certification Grant Funds, if received (1 point)	1	
Standard 5: Total Points Required—7	7	

Standard 6: Future Business Leaders of America		
Adviser:		
36. Document local chapter Program of Work (1 point)	1	
Chapter:		
37. Document monthly chapter meetings (1 point)	1	
38. Document elected official (local, state, national) speaking at a chapter meeting (1 point)	1	
39. Document at least one community service project (1 point)	1	
40. Document at least one school service project (1 point)	1	
Event Participation:		
41. Document chapter participation (adviser(s) and at least 3 members) at the Fall Motivational Rally (1 point)	1	
42. Document chapter participation (adviser(s) and at least 3 members) at the Fall Leadership Conference (1 point)	1	
43. Document chapter participation (adviser(s) and at least 3 members) at the Region Leadership Conference (1 point)	1	
44. Document chapter participation (adviser(s) and at least 3 members) at the State Leadership Conference (1 point)	1	
45. Document competitive event participation, at least 1 event at each conference, region and state (1 point)	1	
Members:		
46. Document membership based on total students enrolled in program for year Up to 10.0% = 1 point 10.1% - 25% = 2 points 25.1% or more = 3 points	3	
47. Document 10% of membership as of February 1 earning Business Achievement Award (1 point)	1	
Officer Presentation:		
48. Document FBLA events, activities, and involvement through FBLA Officer Team Presentation at the on-site visit (1 point)	1	
Bonus FBLA Points:		
49. State or Region Officer Region Officer – 1 point State Officer – 3 points	Bonus: 4	
Standard 6: Total Points Required—13	19	
TOTAL POINTS EARNED FOR PROGRAM		
TOTAL POINTS POSSIBLE	62	
TOTAL POINTS EARNED	(required) 50	
Industry Certification – 50 points Industry Certification with Distinction – 60 points		
	_____ Program Met Certification ____ Program Did Not Meet Certification	
	Program Commendations:	
	Program Recommendations:	

SHRM Consultant (Print)		
SHRM Volunteer Name (Print)		
SHRM Volunteer Name (Print)		
SHRM Volunteer Name (Print)		
SHRM Volunteer Name (Print)		
GaDOE 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		
Business & Computer Science Teacher Name		
CTAE Director Name		
CTAE Assistant Principal		
School Principal Name		

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

On-Site Visit Guidelines & Suggestions

The on-site visit should be an environment of CELEBRATION of your OUTSTANDING program!

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.

4. A formal agenda should be provided along with a sign-in sheet. You will want to send thank you notes to all those attending the on-site visit.

5. Teachers should make plans to remain for 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.

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

7. Dress for teachers and students should follow Professional Business Dress Code for the on-site visit. FBLA tie or scarf is required for the FBLA presentation.

Suggested Agenda:

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 (5-7 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).

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: _____

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**

Pathways by Career Cluster

<u>Business Management & Administration Career Cluster</u>
Business & Technology
Entrepreneurship
Health Information Technology
Human Resources Management
International Business

<u>Finance Career Cluster</u>
Advanced Accounting
Business Accounting
Financial Services
FinTech

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

This page left blank intentionally.

School Name:	

Industry Certification School Contact Form
Please complete the information below for each school. WRITE NEATLY please.

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 FBLA SLC and before May 1
Please list your second date preference for on-site visit.	All dates must be after FBLA SLC and before May 1
Please list your third date preference for on-site visit.	All dates must be after FBLA SLC and before May 1

*Please Note: **Anyone** who teaches **any** course in the Business Management and Administration, Finance, or Information Technology career clusters, is considered a Business & Computer Science teacher for purposes of Industry Certification and **MUST** meet all requirements as outlined in this document in order for this program to achieve Industry Certification recognition.