



NTACT

National Technical Assistance Center on Transition

SCHOOL BASED ENTERPRISE TOOLKIT

Kelly Clark

Yang-Tan Institute on Employment and Disability Cornell University

Dana Rusher

Ashley Voggt

David W. Test

National Technical Assistance Center on Transition





U.S. Office of Special
Education Programs

This document was developed by the National Technical Assistance Center on Transition (NTACT), funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez.

This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:

National Technical Assistance Center on Transition (2018). *Developing a School-Based Enterprise Toolkit*, K. A. Clark, D. E. Rusher, A.P. Voggt, & D. W. Test.

Published and distributed by:

National Technical Assistance Center on Transition

University of North Carolina Charlotte

College of Education, Special Education & Child Development

9201 University City Boulevard

Charlotte, NC 28223

Phone: 704-687-8606

Fax: 704-687-1625

<http://www.transitionta.org>

<http://www.uncc.edu>

Acknowledgments

We also want to thank the following departments of education, local districts, and individuals who contributed examples to the *School-Based Enterprise Toolkit*. Without their commitment and effort, the *School-Based Enterprise Toolkit* would not have been possible:

- Elizabeth Kissiah, Special Education Teacher, Cabarrus County Schools, North Carolina
- Jim Kreatschman, Department of Labor and Workforce Development, Vocational Rehabilitation, Alaska
- Tracy Spears, Transition Specialist, Mooresville Graded School District, North Carolina
- Talia Wucherer, Transition Coordinator, Webb Street School, Gaston County Schools, North Carolina

Contents

- Introduction: 6
- Section I: Rationale 7
 - Importance of Work Based Learning Experiences 7
 - School-Based Employment Preparation Strategies 8
- Section II: What is a School-Based Enterprise?..... 8
 - Definition of a School-Based Enterprise 8
 - Benefits of School-Based Enterprises 9
 - Types of School-Based Enterprises 9
 - Phases of SBE Development: Planning, Implementation, and Evaluation..... 10
- Section III: Planning the Development of a School-Based Enterprise 11
 - Planning process 11
 - Research the Current Market: 11
 - Strategies: 11
 - Logistics and Available Resources..... 11
 - Considerations when designing instruction..... 13
 - Developing a business plan..... 13
 - Fit with General Curriculum..... 13
 - Fit with Pre-Employment Transition Services 14
- Section IV: Implementing a School-Based Enterprise (SBE)..... 14
 - Organization..... 14
- Section V: Evaluating to Ensure Quality..... 16
 - Ensuring Quality 16
 - Evaluation methods 17
- Section VI: Practical Resources 17
 - Summary of School-Based Enterprises 17
 - Examples of School-Based Enterprises 18
- Appendix A..... 20
 - Business Plan..... 20
- Appendix B 22
 - Task Analysis 22
- Appendix C 24

Job Evaluation	24
Additional Resources	25
References	27

Introduction:

Welcome to the National Technical Assistance Center on Transition's (NTACT) *School-Based Enterprise Toolkit*. NTACT assists State Educational Agencies, Local Education Agencies, and State Vocational Rehabilitation (VR) Agencies in implementing programs and practices that increase the percentage of students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

The toolkit explains the importance of, and process for, developing school-based work experiences and focuses primarily on how to develop a school-based enterprise. This toolkit is intended to be a practical guide for local educators and leaders on how to develop and implement a school-based enterprise, as well as understand how this process could assist students with disabilities in gaining employment skills needed for obtaining competitive integrated employment after high school.

This toolkit, like other toolkits at www.transitionta.org, is dynamic in nature and, as such, will continue to grow as NTACT further identifies and develops resources and tools useful in the implementation of evidence-based practices (EBPs) specific to school-based enterprises. Finally, there are numerous live links to resources on NTACT's website and other internet resources within the toolkit; as a result, it functions best if you take a moment to create your login at www.transitionta.org, to access all of the resources available.

Section I: Rationale

Importance of Work Based Learning Experiences

- Research indicates employment is associated with an improved quality of life (Canha, Simoes, Owens, & Matos, 2013). However, employment outcomes of students with disabilities after completing high school consistently fall behind their peers without disabilities (Fogg, Harrington, & McMahan, 2010).
- Research indicates academic preparation in conjunction with transition planning, student empowerment, family involvement, activities connecting transition resources, and work experiences are highly important in influencing positive school-to-work transition outcomes (Mazzotti et al., 2016; Test et al., 2009). Work experience has consistently been identified as the most important predictor of post-school employment success for students with disabilities, regardless of disability or intensity of special education services (Bullis et al. 1995; Carter et al., 2012; Test et al., 2009). Work experiences are useful in all phases of career development and can take on different forms.
- One purpose of the Individuals with Disabilities Education Act of 2004, also known as IDEA, is to ensure that all children with disabilities have access to a free appropriate public education that includes special education and related services designed to meet their individual needs and prepare them for further education, employment, and independent living. [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]
- IDEA outlines the expectation for public schools to support students in achieving their post-school goals in the areas of education, employment, and independent living. Concerning employment, this means schools should provide a variety of activities focused on increasing students' employability.
- The Workforce Innovation and Opportunities Act (WIOA; 2014) focuses on the importance of preparing individuals with disabilities for post-school employment. Outlined within WIOA (2014) are Pre-Employment Transition Services including direct services to be provided to students with disabilities who are eligible or potentially eligible for vocational rehabilitation (VR) services and include: (a) job exploration counseling; (b) work-based learning experiences; (c) counseling opportunities for enrollment in comprehensive transition or postsecondary educational programs and institutions of higher education; (d) workplace readiness training; and (e) instruction in self-advocacy, including peer mentoring.

School-Based Employment Preparation Strategies

- School-based activities focused on employment can include a career education curriculum, academic coursework, employability skills instruction, career and technical education, on-campus jobs, career counseling, self-determination instruction, school-based enterprises and vocational assessment (Test, Aspel, & Everson, 2006). One effective method of providing a simulated work environment on the school's campus is the development of a school-based enterprise (SBE).

Section II: What is a School-Based Enterprise?

Definition of a School-Based Enterprise

- SBE is a work environment set up to simulate real working conditions as much as possible. School-based enterprises provide students with the opportunity to operate a small business, perform work for other businesses, and/or complete tasks for volunteer or non-profit organizations. SBE has been defined as “any school-sponsored activity that engages a group of students in producing goods or services for sale or to be used by people, other than the student involved” (Stern, 1994; p. 3). Distributive Educators Contributors of America/Distributive Education Club of America (DECA) defines SBE as an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in marketing, finance, hospitality, or management (<https://www.deca.org/>).
- Microenterprise is another term used to describe a type of SBE. A microenterprise is defined as a very small enterprise owned and operated by individuals with low income, usually in the informal sector, with estimated start-up costs of \$500 or less (United States Agency for International Development; 2008). About 7% of the people creating microenterprises are individuals with disabilities (Fund for Innovation, Effectiveness, Learning, and Dissemination; 2015).
 - Modified microenterprises can be used in the classroom to strengthen many IEP goals and skills (e.g., mathematics, reading, writing, communication, social skills, independent living, and vocational skills; Kearney & Dukes, 2018).
 - School-based instruction can be used along with community-based instruction to identify skills that need to be targeted for further development (Steere & DiPipi-Hoy, 2012). For example, if a student has difficulty with counting money or making a purchase in the community, there are many opportunities that can be provided to the student to count money when collecting donations or make change when assisting customers. (Kearney et al., 2018).
 - [Examples of microenterprises in schools](#)

Benefits of School-Based Enterprises

- SBE can provide students with their first work experience, as well as, opportunities to learn key career and social skills (Gugerty, Foley, Frank, & Olson, 2008). SBE can include career awareness, career exploration, and career preparation concepts.
- The environment of a SBE replicates that of a business, so students can learn and apply work behaviors (e.g., productivity, on-task, safety skills), habits (e.g., being reliable, organization skills, checking behind their work), and social skills (e.g., communication, teamwork, social conversations with their peers in a work environment) needed to be successful in a competitive employment setting. Students may also have the opportunity to develop specific skills for a particular job such as using hand tools, office equipment (e.g., copier, shredder), kitchen tools, or various forms of technology (e.g., creating electronic invoices, doodle polls, digital fliers).
- Within a SBE students are involved in the procedures associated with running a business such as ordering materials, budgeting for cost of supplies, maintaining inventory, marketing their products or services, organizing tasks, projecting costs, and evaluating their products and services by gaining feedback from their customers. Participating in a SBE can positively impact academic performance, behavior, and school attendance for students (Tindall, Gugerty, Phelps, Weis, & Dhuey, 1996).
- SBE can also assist students in increasing their self-determination skills by helping with decision making, problem solving, making choices, working with others on a team; as well as, increasing their personal responsibility, learning to take risks, and gaining confidence in becoming more independent (Gamache & Knab, 2018).

Types of School-Based Enterprises

- According to Gamache & Knab, (2018), there are two main types of SBEs including products and services.
 - **Products** are items that are sold to make profit.
 - Considerations for products:
 - Margin: determining whether it is worth creating products or sourcing them from a wholesaler including:
 - Per-unit margin of materials
 - Labor versus the retail price.
 - Licensing: certain licenses may be required to sell specific items such as pre-packaged food or beverages and may involve:
 - Regulations such as health department inspections
 - Paperwork
 - Additional Costs
 - Examples:
 - Decals for shirts, chairs, cups, and other items
 - [Raider Station](#)
 - [The Owl's Nest School Store](#)

- Store selling items made (e.g., corn hole boards, holiday items, jewelry)
 - [Card Factory \(PDF\)](#)
- Grocery Store
 - [Bulldog Express Case Study \(PDF\)](#)
 - [Bulldog Express: Out of Books Into Life \(PDF\)](#)
- Coffee shop
 - [Gator Café \(Video\)](#)
- School store
 - [The Space Shop](#)
- **Services** include labor provided for a consumer.
 - Consideration for services:
 - Labor intensive: ensure time is available to provide the service
 - Reputation and experience can increase margin: How will you build these? (e.g., practice, initial discounts)
 - Examples:
 - Catering
 - [Cardinal Corral \(PDF\)](#)
 - Car wash/Detailing
 - [Car Wash \(DOC\)](#)
 - Gift wrapping

Phases of SBE Development: Planning, Implementation, and Evaluation

- There are three phases starting a SBE including planning, implementation, and evaluation.
 - **Planning**: The planning phase includes the logistics, legal aspects, market research, available resources, funding, and where and how production will happen.
 - **Implementation**: The implementation phase includes the organization of the business, students' roles and responsibilities, and the importance of the process versus the product.
 - **Evaluation**: The final phase is evaluation to ensure quality of the SBE this includes evaluating student progress, performance, and quality of the service or product delivered by the SBE. The next sections will define these phases in detail and provide suggestions to help with the development of a SBE.
- Each will be described in detail in the following sections.

Section III: Planning the Development of a School-Based Enterprise

Planning process

- According to Test et al. (2006), the initial step in the planning process should be to determine what the business will provide or sell to customers. Will it be a product or a service and the logistics surrounding the creation of the product or distribution of the service? There are several guidelines to consider when making decisions on specific products and services for a SBE including:

Research the Current Market:

- What is the demand for this product or service?
- Is the service or product relevant and marketable in this community?
- What are the current market prices for the service or product?
- What are the quality and quantity demands?
- What do consumers want?
- What is the cost/benefit analysis for this product or service?

Strategies:

- Conduct surveys of consumers to determine what products or services they desire most
- Survey consumers on what price they would be willing to pay for a product or service
- Evaluate the current prices for these products or services at local stores or businesses
- Determine margins needed to make a profit and compare to current market prices

Logistics and Available Resources

- Is the production of the service or product feasible within the budget and time constraints of the SBE? (e.g., school schedule, supervision, storage, space, safety, cost benefit, transportation of materials)
- Is the service or product beneficial to students in both job skills they may gain from the experience and net profit (i.e., after other expenses)?
- What resources are available within the school building? What resources will need to be purchased?
- How much teacher involvement will be needed?
- Can the product or service be produced with minimal teacher involvement other than initial training and ongoing supervision?
- Strategies:
 - Think about the process students will engage in while creating the product or delivering the service
 - Think about transferable skills associated with the production or delivery of the service or product such as soft skills

- Consider partnering with clubs or other school groups to promote inclusive opportunities

Pre-Employment Transition Service	Alignment with School-Based Enterprises
Job Exploration Counseling	Students can explore different ideas when developing an SBE. A group of students may choose to have multiple facets to their SBE in order to include the strengths and preferences of all those included. They learn how to run a business and explore different skill areas within the business.
Work-Based Learning Experiences	Students will have work-based learning experiences while running a SBE. They will either create or manufacture a product or deliver a service. Through those activities they will be gaining work experience and developing key skills for employment.
Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs	Students will gain an awareness of the wide range of career pathway options and labor market realities and projections. Examples of counseling that may occur for students involved in a SBE include academic planning, information on accessing accommodations and services in the postsecondary setting, college and affordability planning, college and career exploration/selection process, and postsecondary education application/admission process.
Workplace Readiness Training	While running a SBE students will develop and receive training on skills needed for the workplace including communication, financial literacy, problem solving, and teamwork.
Instruction in Self-Advocacy, including peer mentoring.	Students will learn leadership skills by running their business and may learn to provide constructive criticism when serving in a supervisory role with their peers. Students will receive instruction self-advocacy, so they can promote and sustain their business. Students will work on self-determination skills such as goal setting, self-monitoring of the business's performance, and making choices and decisions when running the SBE.

Considerations when designing instruction

- What transferable skills can be learned in the SBE that will translate to community-based and competitive jobs?
- Does the service or product promote inclusion with their peers without disabilities?
- Does the service or product assist students in gaining more vocational choices in the future?
- Will producing the product or delivering the service provide an environment for students to practice work skills, habits, and behaviors associated with success in competitive employment situations (Keul, 1991)?

Developing a business plan

- Once the above information has been decided you can develop a business plan. An efficient business plan will provide insight into the potential success of the SBE. A business plan is a written document defining the goals of the SBE and outline the procedures needed to achieve those goals. The plan also describes what the business does, how it will be accomplished, who is responsible, where production and distribution will take place, and why it is needed. It is important to outline a plan for the SBE in order to figure out logistics, needs, and if the products or services are a good idea. Topics to include in your business plan and a sample business plan are included in Appendix A.

Fit with General Curriculum

- While students are developing, planning, and implementing their SBE, they are also learning key academic skills they need to complete high school. The table below provides examples of how SBE activities can be aligned with common core standards:

School-Based Enterprise Activities	Alignment to Common Core Standards
<ul style="list-style-type: none">• Calculating cost• Evaluating demand• Creating a production schedule for a product• Estimating quantities of products• Managing the company's budget	High School: Modeling
<ul style="list-style-type: none">• Working with others on a team	English Language Arts Standards: Speaking & Listening <ul style="list-style-type: none">• Grade 9-10• Grade 11-12

<ul style="list-style-type: none"> • Collaborating with peers and co-workers • Using digital media to advertise the SBE • Communicate clearly with peers and consumers 	
---	--

Fit with Pre-Employment Transition Services

- The Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act (WIOA) (2014) expanded the population of students with disabilities who may receive services and the types of services VR agencies may provide to students with disabilities.
- The Rehabilitation Act WIOA (2014) requires VR agencies to provide, or arrange for the provision of, pre-employment transition services for students with disabilities and to coordinate the services with local educational agencies (LEAs).
- The required activities are direct services to be provided to students with disabilities who are eligible or potentially eligible for VR services and include:
 - job exploration counseling
 - work-based learning experiences
 - counseling opportunities for enrollment in comprehensive transition or postsecondary educational programs and institutions of higher education
 - workplace readiness training
 - instruction in self-advocacy, including peer mentoring.
- For more information on working with VR and providing pre-employment transition services see the [Competitive Integrated Employment Toolkit](#) and the [Teacher’s Guide to Vocational Rehabilitation](#).

Section IV: Implementing a School-Based Enterprise (SBE)

Organization

- SBEs should mirror actual work environments (Test et al., 2006).
- Teachers who have limited experience with business and industrial settings may profit from spending time visiting a range of worksites. It is important to understand potential issues such as traffic flow, material handling, and assembly line set-up.
- Some communities may have access to local businesses with industrial engineers who could help with designing the SBE work environment.
- **Considerations for organizing SBEs:**
 - Consider space and funding needed to begin and sustain the SBE
 - Set-up materials, work areas, or work stations

- Analyze the product to be produced and/or services to be delivered, as well as student abilities
 - Will work be performed in an assembly line or start to finish manner?
 - Providing both options during training will increase generalization
- Develop procedures such as work rules, expected dress, clocking in/out, breaks, dismissals, layoffs, suspensions, and promotions
- Decide where safety/other equipment will be used and stored
- Plan for transitional times (e.g., entering/exiting work area, beginning/ending break) – focus should be on downtime)
- Determine how students will clock in/out, get supplies, report for work/get job assignment/begin work on time
- Decide how students end work (e.g., cleaning up work area, storing supplies/tools, completing in recordkeeping, clocking out)
- Provide student with an orientation that explains policies and procedures of the SBE
- **Potential Student Roles**
 - Potential roles might include
 - Workstation supervisor
 - Quality control supervisor
 - Material handler
 - Marking director
 - Inventory controller
 - Accountant
 - Bookkeeper
 - Provide opportunities for students to have diverse work experiences (i.e., different jobs and roles)
 - There should be written policies and/or an employee handbook (as in an actual work setting)
 - Students should complete an application and participate in an interview to obtain their job/position
 - Promotional opportunities can be used as a motivational tool
- **Further Considerations for Implementing Production/Services within an SBE**
 - Gather equipment and supplies
 - Determine workforce and their role
 - Delineate the process for producing products or services
 - Outline sales strategies
 - Determine the target market and ways to market the products
 - Consider methods needed to distribute the products or services
 - Maintain budgets
 - Maintain inventory
 - Deliver products and/or services
- **Design and Implement Curriculum Activities Related to SBEs**

Participating in an SBE can have a positive impact on academic performance, behavior, and attendance (Tindall, Gugerty, Phelps, Weis, & Dhuey, 1996)

- Require integration of academic and career/technical courses
- Encourage all students to participate in school-based enterprise and related courses
- Involve counselors in the school-based enterprise and programming of students
- Decide what students should know and be able to do
- Bring business/industry experts in to advise on curriculum
- Incorporate cooperative learning and teamwork activities

Retrieved from [School Based Enterprises by Public Schools of North Carolina \(PDF\)](#)

- **Daily Operations and Process Refinement for Implementing SBEs** (Gamache & Knab, 2018)
 - Contingency plans for illness, no-shows, tardiness, breaks, set-up and disassembly time
 - Safety and security for staff
 - Money handling
 - Handling complaints
 - Staff training
 - Compensation (i.e., paid or points-based)
 - Use of timecards, end of week reward system
 - Process (or cause and effect) diagrams to help students understand sequences and to reflect on SBE experiences to make continuous improvements

Section V: Evaluating to Ensure Quality

Ensuring Quality

- The goal is for an SBE to emulate a real work environment, so students will learn and transfer job skills to community-based jobs (Test et al., 2006)
- Keul (1991) listed the following criteria to ensure that school-based work experiences mirrored real-work experiences:
 - Develop and use a task analysis which outlines the steps involved in performing the process or service.
 - A measurement tool should be developed based on the task analysis to ensure students are following all steps needed to actualize the product or service.
 - Students should be able to accurately and consistently complete the steps on the task analysis once instruction is provided.
 - Considerations should be made so resources and personnel are in place to deliver a high-quality service or product.

- The SBE work environment should have as many of the same elements as the real job environment as possible (e.g., realistic stress to build the endurance and efficiency required to meet demands of consumers in a timely manner)

Evaluation methods

- Primarily focus evaluation on the process of the job tasks rather than the quality of the product. See the [NTACT Evaluation Toolkit](#) for more information on evaluation methods.
- **Task Analysis**
 - Develop a data sheet that reflects the process of student responsibilities required to actualize the product or service
 - Create a task analysis of the steps students should follow to complete the task for providing a service or creating a product
 - See examples located in Appendix B
- **Performance Evaluation**
 - Assessing student job performance is instrumental to personal and career development.
 - Examples might include:
 - Data on performing a task analysis
 - Observation notes and data collected by job coaches, paraeducators, and teachers
 - Rubrics to determine if task-related elements are achieved
 - Direct observable skills related to the task – completion according to the task analysis or checklist that supports the product or service. (See Appendix C for an example)
 - Indirect soft skills – attitude and cooperation, reliability, productivity/on task, quality of work, teamwork and communication

Section VI: Practical Resources

Summary of School-Based Enterprises

- Overall SBEs are one way to provide school-based work experiences for students during high school. SBEs can provide students with their first work experience, as well as, opportunities to learn key career and social skills (Gugerty et al., 2008). Students can gain work experiences, develop their employability skills, increase their self-determination, and leadership skills while running their own SBE.
- This section will provide examples of SBEs from practitioners across several states. These SBEs include a description of how the SBE was developed, some of their resources

and evaluation methods used, and other information needed to understand how the SBE was run.

Examples of School-Based Enterprises

Users may need to login (free) at www.transitionta.org to access the resources below

- **Products**
 - [S'Cool Store](#) (Alaska)
 - [Card Factory](#) (North Carolina)
 - [Workings of Webb](#) (North Carolina)
- **Services**
 - [Car Wash](#) (North Carolina)

Appendices

Appendix A: Sample Business Plan

Appendix B: Task Analysis Examples

Appendix C: Formal Evaluation Examples

Appendix A

Business Plan

1. Business Description

- Name
- Goals and objectives
- Owned and operated by marketing education/DECA program
- Identify your market
- Identify and analyze your competition
- Who are your customers
- Identify trends in your specific market
- Does your SBE make good marketing sense

2. Products and Services

- List your products and services you will offer
- What is your competition selling
- Investigate other SBEs to help you to determine your product mix
- Where will you buy your products
- Conduct market research

3. Sales and Marketing

- How will you price your products
- How will you promote your business (promotional mix)

4. Operating Requirements

- Address the size and location of your business
- Identify and describe the equipment needed
- Create a layout of the SBE
- Discuss management and student employees

5. Financial Management

- Projected startup costs
- Projected income statement
- Projected cash flow statement
- Projected balance sheet

Perhaps the most important number in this section is the bottom line. Will your SBE make a profit? Your numbers should be realistic and credible. Obviously, the most difficult numbers to predict are your projected sales. Your business plan should be complete, clear, neat, accurate and professional. It is a reflection of you and your program. Planning is paramount to the success of any business. If you don't know where you are going, how will you get there?

School Store Business Plan

Business Name:

Business Goal and how you will spend it:

Product and what need it fills?

The price of your product:

How much you plan to sell:

Cost of startup and where you will get the money:

Promotional plan:

Slogan/Theme:

Location:

Dates/Hours of operation:

[S'Cool Store Small Business Concepts, Teacher's Manual \(PDF\)](#)

Additional examples/information on business plans:

- [Small Business Administration](#)
 - This site offers comprehensive information on business plans.
- [North Carolina Department of Public Instruction, Career and Technical Education, School-based Enterprise](#)
 - This site offers a helpful sample business plan.

Appendix B

Task Analysis

Student Name: _____ Grade: _____

Instructional Task:

KEY:

I - Independently

IV- Indirect Verbal prompt

V - Verbal/signed prompt

G - Gesture Cue

M - Modeled prompt with
verbal cue

PP- Partial Physical
assistance

F – Full physical assistance

Task Analysis Steps:			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Notes:

Blue Devils CAR CARE QUALITY CONTROL CHECKLIST

Customer Vehicle: Make _____ Model _____ Color _____

Date: _____ Customer Name: _____

Time Promised: _____ Services: _____ Car Wash

Check if clean and dry: (Check for streaks, missed spots, etc.)

WASH

Outside:

- Top
- Left outside car surface
- Left outside rear-view mirror
- Left door edges
- Left side marker lights
- Hood
- Headlights
- Fog lights
- Front grill/bumper section
- Right outside car surface
- Right outside rear view mirror
- Right door edges
- Right side marker lights
- Trunk lid
- Rear and bumper section
- Rear lights
- Outside glass surfaces
- Tires clean
- Tires glossed
- Wheels
- Exhaust tips cleaned (if chrome)
- Other _____

Inside:

- Rear view mirror
- Inside glass surfaces
- Dashboard wiped down
- Mats removed and vacuumed
- Carpet removed and vacuumed
- Mats replaced in car
- Other _____

Inspected by: _____ Final Approval: _____

Appendix C

Job Evaluation

Name _____ **Grade** _____
Job _____ **Supervisor** _____
Teacher _____ **Semester: Fall** ____ **Spring** ____

Performance Duties	Excellent	Satisfactory	Improvement Needed
Understands and Follows Directions			
Attendance, Punctuality, and Efficiency			
Requires Minimum Supervision			
Assumes Responsibility for Safe Working Conditions			
Displays Positive Human Relations Skills			
Adheres to Job Description and Program Guidelines for Position			

Do you recommend this student for continued employment? (Circle one) YES NO

Student Employee Signature _____ Date _____

Supervisor's Signature _____ Date _____

Principal's Signature _____ Date _____

(Completed each month)

Additional Resources

Alaska Department of Labor and Workforce Development, Vocational Rehabilitation, <http://labor.alaska.gov/dvr/transition-scool-store.htm>

DECA, Guide for Starting and Managing School-Based Enterprises, https://www.deca.org/wp-content/uploads/2014/08/hs_sbe_Guide_for_Managing.pdf

DECA, School-Based Enterprises, <https://www.deca.org/high-school-programs/school-based-enterprises/>

DECA, Use Your School-Based Enterprise as a Learning Laboratory, http://west.wausauschools.org/UserFiles/Servers/Server_3503014/Image/DECA/DECA_SBE_Outreach_Pamphlet.pdf

DECA, Ways to Promote Your SBE, <https://www.decadirect.org/2016/10/21/3-best-ways-promote-school-based-enterprise/>

FBLA, School Store Operating Manual, <https://www.fbla-pbl.org/media/FBLA-School-Store-Manual.pdf>

Martin County Florida School District Department of Vocational, Adult and Community Education and Tri-County TEC (Training-Employment-Community), Bridging Opportunities to Self-Sufficiency, <http://www.self-sufficiency.org/>

North Carolina Department of Public Instruction, Career and Technical Education, School-based Enterprise, <http://www.dpi.state.nc.us/cte/curriculum/work-based/types/enterprise/>

Oklahoma's Career Activity File, <http://www.okcareertech.org/guidance/>

Presidential Task Force on the Employment of Adults with Disabilities (PTFEAD) Workworld, <http://www.workworld.org/ptfead.html>

Project 10 Transition Education Network, Bureau of Exceptional Education and Student Services, Florida Department of Education, http://project10.info/Documents/SBE_Manual_with_Final_WM_Edits_Included_7.13.18.pdf

Road to Self-Sufficiency: A Guide to Entrepreneurship for Youth with Disabilities, http://www.ncwd-youth.info/resources_&Publications/entrepreneurship_guide.html

U.S. Department of Labor, Small Business and Self Employment for People with Disabilities & Entrepreneurship: A Flexible Route to Economic Independence for People with Disabilities,

<http://www.dol.gov/odep/pubs/ek00/small.htm>,
<http://www.dol.gov/odep/pubs/misc/entrepre.htm>

References

- Bullis, M., Evans, V. N., Fredericks, H. B., & Davis, C. (1993). Identifying and assessing the job-related social skills of adolescents and young adults with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 1*, 236-250.
- Canha, L., Simoes, C., Owens, L.A., & Matos, M. (2013). The importance of perceived quality of life and personal resources in transition from school to life. *The European Journal of Social and Behavioral Sciences, 69*, 1881-1890.
- Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies, 23*, 50-63.
- Fund for Innovation, Effectiveness, Learning and Dissemination. (2015). U.S. Microenterprise Census highlights FY2014. Retrieved from <http://fieldus.org/Publications/CensusHighlightsFY2014.pdf>
- Fogg, N. P., Harrington, P. E., McMahon, B. T. (2010). The impact of the Great Recession upon the unemployment of Americans with disabilities. *Journal of Vocational Rehabilitation, 33*, 193-202.
- Gamache, P., & Knab, J. (2018). *School-based enterprise development: Planning, implementing, and evaluating*. Tallahassee, FL: FLDOE.
- Gugerty, J., Foley, C., Frank, A., & Olson, C. (2008). Developing and operating school based enterprises that empower special education students to learn and connect classroom, community, and career-related skills. *The Journal for Vocational Special Needs Education, 31*, 201-203.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

Kearney, K. B., & Dukes, C. (2018). Classroom microenterprises: If I can do It, you can do it! *Career Development and Transition for Exceptional Individuals*, 41, 127-131.

Keul, P. (1991). *Consultation to school-based enterprises in Shelby City Schools*. Charlotte, NC: Supported Employment Training.

Mazzotti, V. L., Rowe, D. A., Sinclair, J., Poppen, M., Woods, W. E., & Shearer, M. L. (2016). Predictors of post-school success: A systematic review of NLTS2 secondary analyses. *Career Development and Transition for Exceptional Individuals*, 39, 195-215.

Steere, D. E., & DiPipi-Hoy, C. (2012). When you can't get out: Strategies for supporting community-based instruction. *Teaching Exceptional Children*, 45, 60–67.

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. New Jersey: Pearson Education.

Test, D. W., Mazzotti, V., Mustian, A. L., Fowler, R., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.
doi:10.1177/0885728809346960

Tindall, L. W., Gugerty, J. J., Phelps, B. R., Weis, C. L., & Dhuey, S. (1996). Integrating vocational and academic education: *A handbook featuring four demonstration sites including students from special populations*. Madison: University of Wisconsin, Center on Education and Work.

U.S. Agency for International Development. (2008). Revised definition of microenterprise in ADS 219, microenterprise development. Retrieved from <https://www.usaid.gov/sites/default/files/documents/1865/219.pdf>