

# Table of Contents

<b>Introduction</b> .....	1
<b>Acknowledgments</b> .....	2
<b>Rationale</b> .....	3
Creating a Vision for the Twenty-First Century .....	3
Providing Skills for Students .....	5
Researching Career Information .....	6
Toolbox Resources	
Why Marketing Education and Business Education Programs Are Important .....	R-1
Improving Student Knowledge and Skills Through Business Education .....	R-2
Improving Student Knowledge Through Marketing Education .....	R-2
Investigate Business Education and Marketing Education in Nebraska .....	R-3
<b>Advocacy</b> .....	14
Creating Visibility .....	14
Using Advisory Committees .....	15
Involving Alumni .....	15
Contacting Legislators .....	16
Toolbox Resources	
Multimedia Presentation .....	A-1
Advisory Committee Flyer .....	A-2
Follow-up Surveys .....	A-3
Sample Alumni Newsletter .....	A-4
<b>Promotion</b> .....	27
Incorporating Recruitment Strategies .....	27
Utilizing Vocational Student Organizations .....	28
Creating Partnerships .....	29
Integrating with Other Disciplines .....	30
Developing Professionally .....	31
Teaching as a Career .....	31
Toolbox Resources	
Student Recruitment Letter .....	P-1
Can You Answer Posters .....	P-2
Students Recruiting Students .....	P-3
Tent Cards .....	P-4
News Releases and Tips for Handling the Media .....	P-5
FBLA/DECA Business Partnerships .....	P-6
Building Business, Industry, and Education Partnerships .....	P-7
Community College/Tech Prep Plans .....	P-8
Curriculum Integration Strategies .....	P-9

**Resources and References** ..... 59  
Text Resources ..... 59  
Internet Resources ..... 60  
Professional Organizations ..... 61



Toolbox Resources are teacher tools that can be photocopied for immediate use or modified to meet the specific needs of the business education or marketing education programs. These resources are identified by a toolbox logo throughout the document. The photo-ready resources are at the end of each of the three major sections: Rationale, Advocacy, and Promotion. These pages are numbered as R-1, A-1, P-1, etc. to identify the major section.

## Introduction

Many people—parents, students, legislators, and other educators—believe that marketing education and business education are only for students who expect to graduate and pursue a career in business. The content areas of marketing and business provide a foundation for success for *all students*, regardless of their ultimate goals in life. In addition, students who elect to study marketing and business do so regardless of their chosen career areas. These students realize the importance and relevance of these courses to all career endeavors.

Nebraska's marketing and business educators have always played a prominent role in teaching students for and about marketing and business and thus have impacted the nation's economy significantly over the years. They are constantly looking for new and creative ways to promote their quality programs as part of an overall curriculum. These programs of study are not just theoretical; they are practical, hands-on programs and focused on the *real world*. Business and industry surveys indicate that economic survival in the twenty-first century will demand that students know and understand both fundamental and technical concepts of marketing and business, as well as the ability to execute these concepts in nearly any setting. It is, therefore, imperative that educators of these elective courses continually look for new ways to promote their programs.

The development of promotional strategies for marketing education and business education was made possible through a partnership involving the University of Nebraska-Lincoln, Nebraska Department of Education, the Alpha Upsilon Chapter of Delta Pi Epsilon, and a team of marketing and business education teachers. An anonymous donation made to Delta Pi Epsilon by a former chapter member initiated the partnership project. The writing team members gave of their time and talents to produce this model document.

Teachers across the state will be able to access the newly developed curriculum via the Nebraska Department of Education web site at <http://nde4.nde.state.ne.us/BUSED/becurr.html> or <http://nde4.nde.state.ne.us/IPS/DECA/deca.html>.

Thank you for exploring the promotional strategies, which include invaluable tools for marketing and business teachers. We hope it serves as a valuable resource to you and your colleagues as you work to improve instruction in your marketing and/or business programs. We appreciate the important job you do in preparing your students to become well-rounded individuals and to be able to cope not only with the complexities of academics, but the practical necessities of quality marketing education and business education programs.

## **Acknowledgments**

Recognition and appreciation are extended to the marketing and business education teachers who wrote this document. Special thanks to Delta Pi Epsilon, UN-L staff, and the Nebraska Department of Education (NDE) who have provided valuable contributions to this new section of the *Nebraska K-12 Business Education Framework* and *Marketing Education Framework*.

## **Project Coordinators**

Dixie Doughty, Marketing Education, NDE  
Donna McAlister-Kizzier, UN-L  
Beverly Newton, Business Education, NDE  
Bonnie Sibert, Business Education, NDE

## **Support Staff**

Dan Schmit, Education Technology Center, NDE

## **Writing Team Members**

Mona Schoenrock, Columbus High School  
Kurk Shrader, Elmwood-Murdock High School  
Stacy Longacre, Millard West High School  
Lori Scolaro, Millard West High School  
Dennis Krejci, Tri County High School  
Murleen Bellinger, Waverly High School

# Rationale for Quality Marketing Education and Business Education Programs

## **Mission Statement for Business Education**

The mission of Business Education in Nebraska is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training.

## **Mission Statement for Marketing Education**

The mission of Marketing Education in Nebraska is to prepare students to apply marketing concepts in their careers and lives.

## **Beliefs About Business Education**

We believe education and training in business:

- Allow individuals to acquire, develop, and apply academic knowledge and skills.
- Are integral to every individual's educational experience for personal and professional development.
- Provide individuals a foundation to work and live as productive citizens in a changing global economy.
- Prepare individuals to meet the challenges of an ever-changing society.
- Provide business educators and students with valuable partnerships with the business community.
- Incorporate these essential components of a quality program.
  - Citizenship, social, democratic knowledge, values, and skills
  - Lifelong learning
  - Work-entry skills
  - Motivation/disposition to learn
  - Higher-order thinking skills
  - Creative thinking and expression
  - Problem solving
  - Fundamental literacies—communication, computation, and comprehension
  - Ethical behavior

## **Beliefs About Marketing Education**

- All people can benefit from the study of marketing.
- The study of marketing is essential in preparing productive citizens for a global economy.
- The study of marketing is a lifelong learning endeavor.
- Collaboration with other disciplines enhances the study of marketing.
- Students are the central focus of Marketing Education.
- Marketing is a distinct discipline.

These mission statements and beliefs were taken from the *Nebraska Business Education Framework* and the *Marketing Education Framework* for Nebraska schools.

## **Creating a Vision for the Twenty-First Century**

In the past, changes have been made in education and in the delivery of instruction. With the infusion of technology, Marketing Education and Business Education programs have been forerunners in adapting to these changes.

Understanding that change is inevitable and ongoing, educators need to be visionaries and continue to provide the skills necessary to succeed in the twenty-first century.

*Creating a Vision for Business Education*, a pamphlet created by the California Business Education community, presents a belief statement about the world of the twenty-first century. The belief statement for the world of the twenty-first century states:

- Continuous change in technology, globalization, and competition impacts economic reality world-wide.
- The rate of technological change will increase exponentially.
- The world is a *global community* requiring people to live and work in a culturally diverse environment.
- The nature of work requires a knowledge of business and marketing from an entrepreneurial and intrapreneurial point of view.
- Technology is a fundamental component of education, commerce, and culture.

The American Marketing Association defines marketing as the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. A pamphlet created by the National Marketing Education Association entitled *In Demand . . . Technical Marketing Skills That Last Your Graduates a Lifetime!* states:

- Marketing is a highly skilled, scientific approach to problem solving.
- Marketing is the foundation of America's standard of living; it is rapidly becoming the standard by which the world makes business decisions.
- Marketing is one of the top paying career opportunities available to trained young people. Federal studies recognize marketing as one of the highest potential opportunities for viable career options well into the 2000's.
- Professionals of the coming century will use marketing skills throughout their lives.
- Students with basic understandings of the marketing concept find significant competitive advantages over their peers.

The changing work environment is affected by the global economy, the growth of small businesses, diversity of the workplace, and the emergence of technology and an information-based society. To see the effects of these changes in Nebraska, consult the Nebraska Department of Labor web site, <http://www.dol.state.ne.us>.

### **National Standards for Business Education**

*No student can function in today's society and escape the need for the lifelong lessons that are taught in the business education curriculum.* This quote and other supporting information about business education can be found in the *National Standards for Business Education*. In addition, this document provides curriculum standards that address what students should know and be able to do upon graduation. Check the NBEA web site, <http://www.nbea.org> for ordering information.

### **National Standards for Marketing Education**

National marketing education standards are in the developmental process. These standards will not only advance the marketing education profession but will have a long-term impact on Nebraska's students and teachers. The content of these standards will reflect the shift in technological advances in an information society. Modern marketing techniques and practices require the understanding and applications of these

changes. Standards will reflect the need for recognizing and responding to the changes in our daily environment. Contact the Nebraska Department of Education Marketing Education consultant for an update on publication time lines. Check the MarkED Resource Center web site, <http://www.mark-ed.com> for further information.



**Why Marketing Education and Business Education Programs Are Important, R-1**, flyer targeted toward administrators and school board members to encourage support for marketing education and business education programs.

## Providing Skills for Students

After graduation from high school or college, students rely on the life skills they acquired from their marketing and business classes. These skills have proven to be beneficial beyond employment by not only providing income but enabling individuals to succeed in daily life.

The National Business Education Association believes students improve their knowledge and skills through enrollment in business and marketing courses that teach basic skills, life skills, information technology skills, international business knowledge, and lifelong learning.

The Marketing Education Association believes that marketing education and business education programs provide hope for all students. Those who understand the workings of our free-market society stand the best chance of economic success. Those who are most responsive to the needs and wants of the marketplace are those who will profit from their education. Today's schools owe each and every student the opportunity to develop these basic, applied, and analytical skills—marketing and business skills that will last our graduates a lifetime!



**Improving Student Knowledge and Skills Through Business Education and Improving Student Knowledge Through Marketing Education, R-2**, pamphlets referring to how essential skills can be acquired through enrollment in business and marketing.

Who needs these skills . . .

- Anyone who uses a computer.
- Anyone who enters the job market.
- Anyone who manages one's personal finances.
- Anyone who purchases goods.
- Anyone engaged in marketing functions.
- Anyone with the dream of becoming an entrepreneur.
- Anyone who will be affected by technology.
- Anyone who seeks solutions to problems.
- Anyone who enjoys working with people.
- Anyone who is a lifelong learner.

Who needs these skills? Everyone!



**Investigate Business and Marketing Education in Nebraska, R-3**, brochure designed for parents and students to inform them of the benefits of marketing education and business education programs.

## Researching Career Information

The economy today is no longer a manufacturing-based economy while the nature of work and jobs are drastically changing. Marketing education and business education curriculums parallel closely our information and service-based economy to prepare graduates to enter the job market. Graduates must be equipped with new skills, attitudes, and knowledge attainable through a marketing education and business education program. The following references and web sites have been selected to assist in supporting the justification of marketing and business programs.

### Nebraska Enrollment Data

Contact the Nebraska Department of Education Marketing Education and Business Education consultants for comparative course enrollment data for K-12 public and non-public schools.

### Informative Web Sites

Use the following web sites and their connecting links for current data regarding employment trends, job outlook, training opportunities, earnings, and working conditions:

- *Occupational Outlook Handbook*—<http://stats.bls.gov/ocohome.htm>
- *Occupational Projections*—<http://stats.bls.gov/empbib05.htm>
- *The 1994-2005 Job Outlook in Brief*—<http://stats.bls.gov/empbib05.htm>
- *Nebraska Department of Labor*—<http://www.dol.state.ne.us>
- *Profession-Specific Salary Surveys*—<http://jobsmart.org/tools/salary/sal-prof.htm>

In addition to the above web sites, consult the following for specific career/job information:

- *The Business Job Finder*—<http://www.cob.ohio-state.edu/dept/fin/osujobs.htm>
- *Center for Occupational Research and Development*—<http://www.cord.org/>
- *Consumer Information Center, Tomorrow's Jobs*—  
[http://www.pueblo.gsa.gov/cic\\_text/employ/tomorrowjobs/tomjobs.htm](http://www.pueblo.gsa.gov/cic_text/employ/tomorrowjobs/tomjobs.htm)
- *Nebraska School-to-Career Opportunities*—<http://stc.ded.state.ne.us/index.html>
- *Trends in the U.S. Job Market*—<http://www.acinet.org/scripts/almiscgi.exe?Page=trends>

### Nebraska Career Information System

The Nebraska Career Information System provides educational software and course materials targeting career exploration and planning. Their web site, <http://www.unl.edu/dvae/ncis>, provides the current newsletter, training details, and ordering information.

### Toolbox Resources



- *Why Marketing Education and Business Education Are Important, R-1*
- *Improving Student Knowledge and Skills Through Business Education, R-2*
- *Improving Student Knowledge and Skills Through Marketing Education, R-2*
- *Investigate Business and Marketing Education in Nebraska, R-3*

## Why Marketing Education and Business Education Are Important!

Why Do Students Study Marketing and Business . . .

- √ to learn and understand how economic principles apply to life
- √ to enter the job market after graduation from high school or college
- √ to learn the basics of entrepreneurship to start their own business
- √ to learn computer skills
- √ to pursue a college degree
- √ to communicate and work efficiently with others
- √ to be globally aware
- √ to be a lifelong learner
- √ to be flexible, adaptable, and responsive to change

Today's global society challenges the talents and imagination of even the brightest students. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. Graduates of today's colleges and high schools must be prepared to understand the demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision-making.

- Graduates are in high demand by business and industry.
- Marketing and business curriculum meets the needs of *all* students.
- Marketing and business skills last a lifetime.
- Marketing and business blends well with academic and technical concepts.
- Programs offer maximum impact with limited resources.
- Programs provide significant career opportunities.
- Integrated curricula provide critical support for a comprehensive education.
- Programs are responsive to demands for improved academic results.
- By the year 2000, one in four workers will be employed in home-based business.
- More than 12 million adults are self-employed.
- By the year 2005, nearly a third of all college graduates will be working at jobs that do not require a bachelor's degree.
- Pay of two-year postsecondary graduates catches up to and passes salaries of four-year college graduates by the year 2006.
- Programs develop higher-order thinking and problem-solving skills.

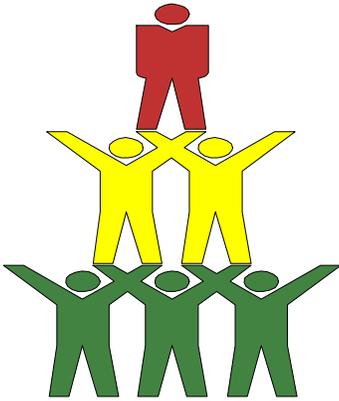
Flyer modified from the *In Demand* brochure from the National Marketing Education Association, 1998.



## Improving Student Knowledge and Skills Through Business Education

<b>Basic Skills (Core Areas)</b>	
<i>Mathematical</i>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Computation	addition, subtraction, multiplication, division, decimals, percentages, and fractions
Problem Solving	ability to solve business math problems
<i>Communications</i>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Written	effective writing skills including preparation of various business documents such as: letters, memos, reports, and technical reports using correct punctuation and grammar
Oral	effective speaking skills including: telephone, public speaking, business presentations, and conducting meetings
Technological	accurate, attractive documents prepared using computer software skills
<i>Social and Business</i>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Economics	economic theories and fundamental principles including various economic structures
Business Law	consumer rights and obligations, contracts, and business rights and obligations
Entrepreneurship	starting and operating a business, economic contributions and benefits, and understanding and appreciating the role of businesses
Work Ethic	employer/employee ethics
Business Management	how businesses operate and an appreciation for understanding how businesses do business
Marketing	how products and services are marketed and distributed

<b>Life Skills</b>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Financial	personal finance including wise money management, budgeting, saving, investing, financial institution services, and basic accounting principles
Keyboarding	key/type data/information accurately and rapidly as a result of formal keyboarding instruction
Computer	produce a variety of business documents using computer applications (e.g. spreadsheets, database, word processing, graphics, electronic mail/telecommunications)
Interpersonal	leadership, teamwork, and human relations
Citizenship	rights and responsibilities as a consumer and citizen
<b>Information Technology Skills</b>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Technology	electronic mail, networking, spreadsheets, databases, information/word processing, desktop publishing, input/output devices, programming, and trends and emerging technologies
Processing	analytical tools needed to make reasoned decisions, problem solving, and read and interpret manuals
Planning/Organizing	organizational/management, prioritize
Workplace Skills	attitude, attendance, work ethic, adaptability
<b>International Business Knowledge</b>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Global Awareness	international markets, multicultural diversity, and international business
<b>Lifelong Learning</b>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Self-Learning	solve problems and seek solutions, use reference and resource materials
Self-Management	organizational skills, time management, and deadlines



## Improving Student Knowledge Through Marketing Education

<b>Basic Units of Marketing Education (Core Areas)</b>	
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Buying and Pricing	The purpose of marketing mathematics is to provide students with both foundational and functional skills in applied marketing math. Students will use the basic skills associated with business mathematics to solve typical problems found in the field of marketing and management, and problems related to pricing, discounts, shipping, open-to-buy, and the merchandise plan.
Promoting	The purpose of promotion is to provide students with the ability to define the six components of the promotional mix, as well as identify the relationship that exists between these components, and the relationship they share with marketing and business. These components include advertising, sales promotion, personal selling, publicity, public relations, and display (or visual merchandising).
Product	The basics of creating a product is to provide students a clear understanding of the process and steps involved in product and service planning. Students will be able to thoroughly understand the intricacies of the consumer market vs. the industrial market, including market segmentation based on demographic, geographic, and psychographic information and how it affects consumer behavior.
Placing	The purpose of place is to teach students basic types of marketing channels and their component parts as well as factors that affect channel design, and the value added by marketing to various goods and services. Students will also be able to explain the receiving process and various stock-keeping tasks.
<b>Educational Topic</b>	<b>Acquired Skills/Knowledge</b>
Human Resource Foundations	Students will acquire the skills and knowledge of human resource management, self understanding, and career development. They will study the marketing concept, consumer behavior, satisfying customer/client needs and wants, maximizing personal potential, interpersonal relations, management of human resources in business, and careers in marketing.
Marketing Research	Learn the marketing research process by preparing data-gathering instruments from secondary and primary sources. Then summarize, prepare, and analyze data and make recommendations for future business planning.

Educational Topic	Acquired Skills/Knowledge
Economic Foundations	Students will examine the basic concepts of economics, economic systems, cost-profit relationships, international economic concepts, and economic trends/indicators. They will learn the importance of economic understandings of basic economic problems, private enterprise systems, microeconomics, types of competition, economic utility, resource allocation, demand, supply, cost, market price, profit, efficiency, equity, market structure, input and output prices, economic stability, and economic growth.
Marketing and Business Foundations	Students will examine business concepts, marketing concepts, management concepts, and operational concepts. They will study macroeconomics, global economic systems, domestic and international markets, transportation, merchandising, externalities, functions of money, foreign exchange, debtor, creditor, inflation, equity, comparative advantage, income, and employment.
Risk Management	Explains the risks faced by entrepreneurs, methods for minimizing risks, and planning risk management strategies.
Entrepreneurship	Covers entrepreneurship as a career option and personal goals, and exploration of entrepreneurial potential. Emphasizes the importance of small business, factors contributing to success, and the role of the entrepreneur in the American and world economies. Focuses on identification of business opportunities and evaluation of business options. Includes technical assistance options, assistance commonly needed, and the process for obtaining assistance.
Global Markets	Investigates the role of international trade, opportunities of global markets, and the potential of international trade and multicultural diversity.
Career Awareness	Students will demonstrate competency in lifelong career planning skills identifying their interests, skills, abilities and values.
Operations	Focuses on operations issues in a business venture, operational policies and procedures, and the determination of operational and logistical strategies for a business.
Credit	Includes the advantages and disadvantages of customer credit in small business, management of customer credit, and determining credit policies/procedures.
Legal Issues	Includes identification of legal issues in entrepreneurship, the legal responsibilities of business ownership, and legal assistance necessary.
Marketing Internship	To understand the rights and responsibilities of the employer and employee in an employment contract, and the marketing internship program.
Leadership Skills	The student will be able to identify the characteristics necessary to becoming a successful manager, supervisor, or employee.

---

## Mission Statement for Business Education

The mission of Business Education in Nebraska is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training.



## Mission Statement for Marketing Education

The mission of Marketing Education in Nebraska is to prepare students to apply marketing concepts in their careers and lives.

## What Marketing Education and Business Education Can Do For Students

The marketing education and business education curriculums as well DECA and FBLA are designed to develop and enhance the following five educational areas:

- Basic skills
- Life skills
- Information technology skills
- International business knowledge
- Lifelong learning

### Who needs these skills . . .

- ✓ Anyone who uses a computer.
- ✓ Anyone who enters the job market.
- ✓ Anyone who manages one's personal finances.
- ✓ Anyone who purchases goods.
- ✓ Anyone who is engaged in marketing functions.
- ✓ Anyone who wants to become an entrepreneur.
- ✓ Anyone who will be affected by technology.
- ✓ Anyone who seeks solutions to problems.
- ✓ Anyone who enjoys working with people.
- ✓ Anyone who is a lifelong learner.

**Who needs these skills?**

**EVERYONE!**

## Student Organizations

Future Business Leaders of America–Phi Beta Lambda (FBLA–PBL) and DECA, an Association of Marketing Students, are national vocational student associations for students interested in business or marketing careers.



**FBLA-PBL** provides the business leaders of tomorrow with the necessary

skills to successfully compete in the job market, pursue postsecondary education, or manage personal skills. Benefits of FBLA membership are business proficiencies, community responsibility, leadership skills, and self-confidence.



**DECA** provides students with the opportunity

to apply marketing education to prepare them for careers in marketing, management, and entrepreneurship. Through hands-on experiences, marketing students develop the skills and knowledge necessary for lifelong career success.

## What Students Should Know and Be Able To Do

**P**roductive, contributing members of a global society in the twenty-first century must:

### BE

- ☆ Adaptable and responsive to change
- ☆ Globally aware
- ☆ Guided by principles of self, community, and service
- ☆ Lifelong learners

### KNOW

- ☆ How to acquire and process information
- ☆ How to solve multidisciplinary problems
- ☆ How to work in teams
- ☆ How to communicate using written, verbal, nonverbal, and listening skills
- ☆ How individual strengths and interests align with personal and career opportunities

### APPLY

- ☆ Knowledge
- ☆ Skills
- ☆ Technology

## For Further Information Contact:



Business Education  
Nebraska Department of Education  
P. O. Box 94987  
Lincoln, NE 68509-4987  
(402) 471-4818  
<http://www.nde4.nde.state.ne.us/BUSED/be.html>



Marketing Education  
Nebraska Department of Education  
P. O. Box 94987  
Lincoln, NE 68509-4987  
(402) 471-4803  
<http://www.nde4.nde.state.ne.us/IPS/DECA/deca.html>



  
Investigate  
Business  
and  
Marketing  
Education  
in Nebraska



# Advocacy

Obtaining support for marketing and business programs is imperative and can be achieved through various opportunities. This could include media coverage, school announcements, civic opportunities, and vocational student organizations. Parents, students, business partnerships, and community leaders are strong advocates for marketing and business programs. This section provides promotional strategies and tools to assist in the endorsement of marketing and business programs.

## Creating Visibility

Visibility is the primary goal of promoting marketing and business programs. Creating awareness and a positive image are integral parts of this advocacy process. To enhance and improve the image of marketing education and business education, use the following suggestions:

- Use multimedia (see **A-1**)
- Create home pages
- Utilize message boards
- Give presentations to civic organizations
- Announce achievements at school assemblies
- Host a Vocational Education Week breakfast
- Honor students' success through FBLA and DECA awards presentations
- Present recognition certificates to businesses
- Issue student performance certificates
- Broadcast public service announcements

## Technology

Use technology to improve the visibility of marketing and business programs in the community and school. Video productions, multimedia presentations, and card stacks can be created by students or teachers for viewing in the school cafeteria, student lounges, and open houses. In addition, these tools can be used for presentations at civic and social organizations.



**Investigate Business and Marketing Education in Nebraska, A-1**, thumbnail notes for a multimedia presentation have been provided and should be tailored to meet specific needs. Pictures, videos, and sound can be incorporated into the presentation to make it appeal to a variety of audiences.



**News Releases and Tips for Handling the Media**, well-written and timely news releases can generate a favorable image to the community. A list of hints identify how to arrange for news coverage and what to do before, during, and after the interview. (Use **P-5** as examples.)

## Using Advisory Committees

An advisory committee helps support, improve, and modernize business and marketing programs. This committee may help identify the vocational education needs of students and the community. In addition, advisory committee members may assist in assessing present and future needs of the labor market. Marketing and business teachers can utilize this information to align their individual curriculums with what students should know and be able to do. Advisory committees can be instrumental in the development of support for marketing and business programs.

### Creating an Advisory Committee

- Create a selection committee
- Select potential members
- Solicit applications from potential members
- Determine bylaws
- Determine goals
- Divide into action-oriented subcommittees

### Advisory Committee Uses

- Provide input for marketing and business teachers
- Participate in marketing and business activities
- Provide job sites for work-based learning opportunities
- Assist in curriculum development
- Arrange field trips
- Identify technological skills and needs
- Strengthen DECA and FBLA
- Sponsor DECA and FBLA competitive events

Additional information on developing and utilizing an advisory committee may be found in the Nebraska Council on Vocational Education handbook entitled, *Resource Handbook For Developing A Local Advisory Committee*. To review this handbook, contact the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, NE, (308) 865-8462.



**Advisory Committee, A-2**, flyer provides valuable information on how advisory committees may be used in the community, school, and marketing and business programs.

## Involving Alumni

Former marketing and business students can be strong advocates by creating an awareness of the programs and enhancing programs. The following ideas are targeted to graduates and FBLA and DECA alumni.

### Follow-up Surveys

A follow-up survey is intended to gather data for promotional needs and resources. The mailing of the survey, collecting of the data, and summarizing of information can be completed by either teachers or students. As with any data, periodic updates will need to be conducted to maintain current information.



**FBLA/DECA Follow-up Surveys, and Anywhere High School Follow-up Survey, A-3,** surveys can be modified to meet specific needs.

### **Birthday Greetings**

For a personal touch, send alumni birthday cards with one of the above enclosed surveys. Computer-generated birthday cards can be used and are inexpensive to make.

### **Newsletters**

An alumni newsletter can be used for promotion, public relations, recognition, and possible funding. Students can be involved in the creation and duplication of this newsletter. For example, marketing students create the layout, business communications students compose the newsletter, and computer applications students publish the newsletter.



**Sample Alumni Newsletter, A-4,** template for designing an alumni newsletter.

### **Additional Utilization of Alumni**

- Serve as guest speakers
- Participate in career fairs
- Provide testimonials
- Create business partnerships
- Provide work-based learning sites
- Support FBLA and DECA
- Assist academies
- Serve as consultants

## **Contacting Legislators**

State and national government representatives need to be informed of the importance of marketing and business programs. Representatives need accurate information relating to how marketing and business programs assist in the development of successful citizens in their constituency. Communication to elected officials can justify programs or funding needs.

### **Communication Tools**

- Postal mail
- Electronic mail
- Facsimile machines
- World Wide Web

### **Brochure**

*Facts Every Legislator Should Know About Business Education* is a useful tool in the communication process. Copies may be purchased from the National Business Education Association, (703) 860-8300, <http://www.nbea.org>.

## Toolbox Resources



- *Multimedia Presentation, A-1*
- *Advisory Committee, A-2*
- *FBLA/DECA Follow-up Surveys, A-3*
- *Anywhere High School Follow-up Survey, A-3*
- *Sample Alumni Newsletter, A-4*

## Investigate Business and Marketing Education in Nebraska

## Mission Statements

### Millard West

Utilizing a continuous improvement process, Millard West will ensure a quality education for all learners

### Business and Marketing

To prepare all students to live and work as cooperative and productive citizens in a changing global society with rapid technological growth

## Today's Global Society:

- Challenges the talents and imagination of even the brightest students
- Is a highly competitive environment

## Today's Global Society:

- Demands creative, innovative, market-driven solutions to new problems
- Provides new opportunities

Modified from *In Demand* brochure from the National Marketing Education Association, 1998.

## Did You Know?

- Graduates are in high demand by business and industry
- Business and Marketing skills last a lifetime
- Business and Marketing students have many career options
- Nebraska needs more business and marketing teachers

## Did You Know?

- By the year 2000, one in four workers will be employed in home-based business
- More than 12 million adults are self-employed
- By the year 2005, nearly a third of all college graduates will be working at jobs that do not require a bachelor's degree

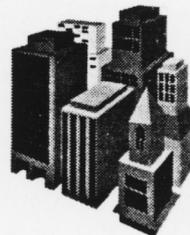
### Business and Marketing Prepares Students to Be:



- Knowledgeable consumers, employees, and employers
- Effective communicators
- Team oriented

### Business and Marketing Prepares Students to Be:

- Lifelong learners
- Responsive to change
- Adaptive to a technological society
- Globally aware



### Who Needs These Skills? Anyone Who...



- Enters the job market
- Uses a computer
- Manages their own personal finances
- Purchases consumer goods

### Who Needs These Skills? Anyone Who...

- Will be affected by technology
- Seeks solutions to problems
- Dreams of becoming an entrepreneur
- Is a lifelong learner



### Who needs these skills?

**EVERYONE!**

### Opportunities to Investigate



- Courses
- Vocational Student Organizations
- Work-Based Learning

### **Business and Marketing Course Offerings**

- Keyboarding I
- Keyboarding II
- Computer Applications
- Business Communications
- Personal Finance
- Business Law
- Accounting I
- Accounting II
- Marketing I
- Marketing II
- Fashion Merchandising
- Marketing Internship

### **DECA and FBLA Students Gain Real World Experiences**



### **Students Participate in Internships**

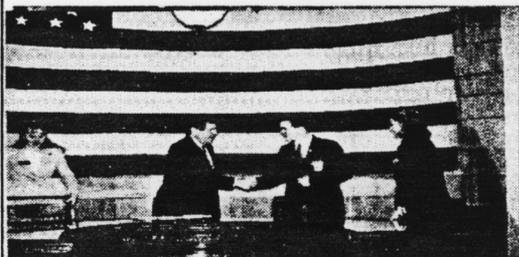
- Earn \$
- Gain work experience
- Make career connections
- Receive course credit



### **Meet the Business and Marketing Teachers at Millard West**

- Crystal Bolamperti
- Janet Butler
- Rick Hook
- Theresa Hovorka
- Judy Ivy
- Stacy Longacre
- Lori Scolaro
- Vickie Timmons

### **Business and Marketing Education Will Lead You on the Road to Success**



### **Have You Investigated Your Future?**



## Advisory Committees

### Functions of an Advisory Committee . . .

- Survey community needs
- Assist in assessing present and foreseeable needs in the job market
- Provide curriculum advice
- Advise in the development of long-range and annual plans for marketing and business programs
- Review course content to ensure relevancy
- Assist in the development of work-based learning opportunities
- Place students in part-time or full-time employment
- Advise in the selection and acquisition of equipment
- Support and become involved with vocational student organizations

### Who Should Be Included . . .

- Personnel managers from business, industry, and retail
- Business and retail owners
- Marketing professionals
- Chamber of Commerce representative
- Board of education representative
- School personnel (principal, guidance counselor, business education and marketing education staff)
- Students
- Individuals representing nontraditional and diverse populations

### Initial Preparations . . .

- Select a leader to chair the committee
- Select a convenient meeting time, date, and place
- Send letter with agenda to all members welcoming them and advising them of the date, time, and place of the first meeting
- Prepare a notebook for each member including the names, titles, business addresses, and telephone numbers of all committee members; written explanation of the purpose of the advisory committee; outline of the responsibilities of members; and description of courses offerings.

### Meeting Procedures . . .

- Provide name tags for all members
- Provide prepared agenda and select secretary
- Recommend a minimum number of three projects for advisory committee
- Divide into project subcommittee work

### Appreciation and Evaluation . . .

- Conduct formal and informal reviews
- Determine overall effectiveness for future direction
- Extend appreciation by personal letters or certificates

### FOLLOW-UP SURVEY OF FORMER FBLA MEMBERS

Your former FBLA chapters are seeking information about the value of membership in FBLA . Please complete the following survey and return it in the enclosed self-addressed envelope to your local FBLA chapter by **January 15, 19--**.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Year of Graduation \_\_\_\_\_ Present Occupation \_\_\_\_\_

**Directions:** Please circle your response.

1. How many years ago did you graduate from high school?  
           1-5                    6-10                    11-15                    Over 15
2. What is the highest level of education you have completed?  
           High School    Associate Degree       Bachelors       Masters       Doctorate
3. How many year(s) were you a member of FBLA ?  
           1                    2                    3                    4
4. How would you rate your overall experience as an FBLA member?  
           (No value)    1                    2                    3                    4                    5                    (Extremely valuable)
5. How would you rate the value of participating in FBLA in comparison to other curricular and co-curricular areas that you were involved in during high school?  
           (No value)    1                    2                    3                    4                    5                    (Extremely valuable)
6. How would you rate the value of your FBLA membership in preparing you for your postsecondary education?  
           (No value)    1                    2                    3                    4                    5                    (Extremely valuable)
7. How would you rate the value of your FBLA membership in preparing you for your career?  
           (No value)    1                    2                    3                    4                    5                    (Extremely valuable)
8. How strongly would you urge your child(ren) to participate in FBLA ?  
           (No encouragement)    1                    2                    3                    4                    5                    (Strongly encourage)
9. What level of recommendation in regards to maintaining an FBLA program would you give to a school board and/or school administrator who were discussing whether to keep or eliminate FBLA from their school's activities program?  
           (No recommendation)    1                    2                    3                    4                    5                    (Strongly recommend program)

## FOLLOW-UP SURVEY OF FORMER DECA MEMBERS

Your former DECA chapters are seeking information about the value of membership in DECA. Please complete the following survey and return it in the enclosed self-addressed envelope to your local DECA chapter by **January 15, 19--**.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Year of Graduation \_\_\_\_\_ Present Occupation \_\_\_\_\_

**Directions:** Please circle your response.

1. How many years ago did you graduate from high school?  

1-5	6-10	11-15	Over 15
-----	------	-------	---------
2. What is the highest level of education you have completed?  

High School	Associate Degree	Bachelors	Masters	Doctorate
-------------	------------------	-----------	---------	-----------
3. How many year(s) were you a member of DECA?  

1	2	3	4
---	---	---	---
4. How would you rate your overall experience as an DECA member?  

(No value)	1	2	3	4	5	(Extremely valuable)
------------	---	---	---	---	---	----------------------
5. How would you rate the value of participating in DECA in comparison to other curricular and co-curricular areas that you were involved in during high school?  

(No value)	1	2	3	4	5	(Extremely valuable)
------------	---	---	---	---	---	----------------------
6. How would you rate the value of your DECA membership in preparing you for your postsecondary education?  

(No value)	1	2	3	4	5	(Extremely valuable)
------------	---	---	---	---	---	----------------------
7. How would you rate the value of your DECA membership in preparing you for your career?  

(No value)	1	2	3	4	5	(Extremely valuable)
------------	---	---	---	---	---	----------------------
8. How strongly would you urge your child(ren) to participate in DECA?  

(No encouragement)	1	2	3	4	5	(Strongly encourage)
--------------------	---	---	---	---	---	----------------------
9. What level of recommendation in regards to maintaining an DECA program would you give to a school board and/or school administrator who were discussing whether to keep or eliminate DECA from their school's activities program?  

(No recommendation)	1	2	3	4	5	(Strongly recommend program)
---------------------	---	---	---	---	---	------------------------------

## ANYWHERE HIGH SCHOOL FOLLOW-UP SURVEY

Name	Year Graduated
Address	Job Title
Present Employer	Date

**Of the following categories, please check all that apply.**

1. Type of education received after high school:
  - 2-year Postsecondary Institution
  - 4-year College
  - Military
  - Other (list) \_\_\_\_\_
  
2. Amount of education received:
  - High School Diploma
  - GED Diploma
  - Postsecondary Education
    - 1 yr.       2 yrs.       3 yrs.       4 yrs.
  - Associate Degree
  - Bachelors Degree
  - Masters Degree
  - Other (list) \_\_\_\_\_
  
3. Present occupational field of employment:
  - Self-employed (Business)
  - Self-employed (Farming)
  - Business
  - Marketing
  - Education
  - Government
  - Laborer
  - Other (list) \_\_\_\_\_
  
4. Please rate the preparation received at Anywhere High School for continuing your education, if applicable:
  - Excellent     Good       Average     Poor
  
5. Please rate the preparation received at Anywhere High School for entering the world of work:
  - Excellent     Good       Average     Poor
  
6. What was the most important benefit you derived from high school?
  
7. What, if any, was the most serious weakness of your high school experience?
  
8. What course(s), if any, would you like to have taken?

9. Please rate your high school preparation in the following areas:

Discipline Area	Excellent	Good	Average	Below Average	Did Not Participate
Agriculture Education					
Art Education					
Business Education					
Computer Education					
English/Journalism					
Co-curricular and Extracurricular Activities					
Guidance					
Foreign Language					
Family and Consumer Science					
Industrial Technology Education					
Marketing Education					
Mathematics					
Music					
Physical Education					
Science					
Social Studies					

10. How could Anywhere High School have better prepared you to meet the challenges that have faced you since graduation? What could be done to improve the overall operation of Anywhere High School for the greatest educational benefit?

---



---



---



---

Please return this form to \_\_\_\_\_ by \_\_\_\_\_ at the following address:

Anywhere High School  
 Anywhere, NE 68000

# SAMPLE ALUMNI NEWSLETTER

Vol. No.

## Main headline of newsletter

### Article Heading

This section could contain the latest information regarding your Business and/or Marketing Departments.

### Article Heading

This section could contain information on donations made to your Business and/or Marketing Departments. It could also request additional donations.

### Article Heading

This section could contain the latest information regarding DECA or FBLA.

### Article Heading

This section could request update information. For example:

Name

\_\_\_\_\_

Address

\_\_\_\_\_

Phone Number

\_\_\_\_\_

Graduation Year

\_\_\_\_\_

Update Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yes, I can make a donation at this time and have enclosed it with my update.

No, I cannot make a donation at this time.

### Article Heading

This section could contain the latest information regarding your Business and Marketing teachers.

### Article Heading

This section could contain the latest information regarding your school.

### Article Heading

This section could contain alumni updates.

# Promotion

As innovations have occurred over the years, marketing and business educators have been able to adjust to meet the needs of students and the business community. In addition, curriculum has been modified for the implementation of technology and the influence of a global society. Now, marketing and business educators are confronted with new challenges including increased graduation requirements, reduced student enrollment, and limited funding. Educators must face these challenges in order to maintain quality programs. This section provides recruitment strategies and tools to assist in promotion.

## Incorporating Recruitment Strategies

As with any business that offers a product or service, employees are vital to the success of the company. The employees, the students in this case, are the focus of quality marketing education and business education programs. In order to increase and maintain student enrollment, recruitment strategies must be ongoing and relevant. Consider using any of the following recruitment ideas and activities:

### Written Documentation

- Article in parent or community newsletter
- Article in school newsletter
- Recruitment statements in daily school bulletin or announcements
- Students surveyed as to why they do not enroll
- Screen saver announcement



**Student Recruitment Letter, P-1**, sample letter to potential students and student advisors.  
**Investigate Business and Marketing Education in Nebraska, R-3**, trifold brochure.  
**Can You Answer, P-2**, photo-ready posters designed for use in preregistration.

### Personal Contacts

- Speak to students individually and through class presentations
- Solicit counselors' input regarding registration and scholarships
- Host open houses
- Visit with students in study halls prior to registration
- Solicit teacher recommendations for prospective marketing and business students



**Investigate Business and Marketing Education in Nebraska, A-1**, multimedia presentation including thumbnail notes that should be modified to meet specific program.  
**Students Recruiting Students, P-3**, peer recruitment tool.

### Recognitions and Achievements

- Bulletin boards
- Marketing Student of the Month
- Business Student of the Month
- Skills Certificates are competency profiles developed in cooperation with the Omaha Public Schools Advisory Council and the Omaha Public Schools. Profiles indicate the performance level achieved by the student. Samples of these profiles are available from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, NE, (308) 865-8462 or contact the Omaha Public Schools web site at <http://www.ops.org/voced/curr/cbus>.

## Media

- Marquees on business, schools, or other community locations
- Cable TV productions on community channel
- Radio spots
- News releases (use **P-5** for example news releases)
- Tips on Handling the Media (see **P-5**)

## Other Strategies

- Promotional buttons
- Mini-courses in regular courses
- Mentoring programs
- Mock trial
- *Elect Business Kit* and *Nine Facts Every Parent Should Know About Business Education Courses* can be purchased from the National Business Education Association, (703) 860-8300, <http://www.nbea.org>.
- *Marketing Education: Your Edge on the Competition . . . Across Town . . . Around the Globe* can be purchased from the Marketing Education Association, Columbus, OH (800) 448-0398, <http://www.mark-ed.com>.



**Tent Cards, P-4**, photo-ready tent card for business and/or marketing promotion.

## Utilizing Vocational Student Organizations

Vocational student organizations are a basic component of marketing and business programs. As stated in the mission statement of the Nebraska Vocational Student Organizations promotional brochure, “Vocational student organizations provide educational opportunities directly linked to the curriculum so students may develop personally and professionally in preparation for career and life.” Student organizations, as an integral, co-curricular element of marketing education and business education, provide competitive events programs aligned to the national standards, state frameworks, and local curriculums. Teachers may use any of the following strategies to infuse vocational student organizations into their promotional plan:

### Brochures

- *Building Connections*—Vocational Student Organizations promotional brochure is available from the Nebraska Department of Education marketing education and business education consultants.
- *An Investment In Tomorrow’s Marketing, Management, and Entrepreneurial Leaders*—DECA promotional brochures can be purchased from the Nebraska Department of Education DECA state advisor.
- FBLA promotional brochure is available from the Nebraska Department of Education FBLA state advisor.
- Local chapter FBLA and DECA brochures.

## Public Relations

- Officer visits to marketing education and business education classes
- Community service projects—co-curricular project
- Bulletin boards or display windows
- Student success stories published in school or local newspaper
- FBLA or DECA video—school produced or contact Nebraska Department of Education FBLA and DECA state advisors



**News Releases and Tips for Handling the Media, P-5**, hints for preparing news releases and working with the media. In addition, sample FBLA and DECA news releases are included. These releases may be modified to meet program needs.



**FBLA Business Partnership and Marketing Education's Business Partnership Network, P-6**, instruction sheets, sample letters, and business partnership profiles that may be modified to develop effective business and school partnerships.

## Activities

- Host social activities
- Participate in business competition day
- Participate in or host career fair

## Other Strategies

- Create tent cards (use **P-4** for example)
- Create place mats for restaurants
- Hold poster contest
- Read announcements over school's public address system
- Place FBLA and DECA emblems on lockers
- Become active members in other school or community organizations
- Set up information tables in guidance office, halls, or library
- Invite administrators, parents, and school committee members to chapter activities
- Help get students involved in volunteer programs
- Place information insert in report cards

## Creating Partnerships

Excellent opportunities exist for marketing educators and business educators to develop partnerships with the community. Today, more than ever, it is important to connect the classroom to the *real world*. Building a strong tradition of working with the business world provides rewards for students and the business community.

Partnerships between business, industry, and schools help students gain knowledge and experience in the career area of their choice. These opportunities help all students make connections between their education and careers.

Tech Prep combines a strong secondary and postsecondary education to prepare students for mid-level technological careers for the twenty-first century. The purpose of Tech Prep is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the student population. After completing a strong academic and technical program, students are well prepared to enter full-time employment or pursue postsecondary educational options.

To develop or maintain effective partnerships or articulation agreements, investigate the following activities:

### **Student Involvement**

- Distance learning
- Career fair
- Internship programs
- Job shadowing
- Scholarships for students
- Visitations to businesses
- Presentations for civic organizations

### **Community Involvement**

- Appreciation breakfast or banquet
- Recognition meeting
- Advisory Committee (see **A-2**)
- Community survey to determine existing hardware, software, and technology skills
- Technology training for businesses and patrons
- Guest speakers
- Summer internships for teachers
- FBLA/DECA Business Partnerships (use **P-6** as examples)

### **Other Strategies**

- *Work-Based Learning Manual* has been designed with a dual purpose to provide a series of detailed guides for individuals who are beginning to create work-based learning programs and serve as a comprehensive reference for individuals who are already providing work-based programs. This manual may be purchased through Central Community College, Platte Campus, Box 1027, Columbus, NE 68602-1027, (800) 642-1083.
- Tent cards (use **P-4** as an example)
- Place mats
- Grocery sack inserts
- Marquees on businesses, schools, or other community locations
- Cable TV productions on community channel
- Radio spots



**Building Business, Industry, and Education Partnerships, P-7**, photo-ready flyer promoting partnerships.

**Marketing Education Business Partnership Profile, P-7**, formatted profile of the Nebraska Strategic Business Partnership Network.

**Community College/Tech Prep Plans, P-8**, drawing board examples from Greeley High School, Grand Island Northwest High School, and Bellevue Public Schools.

## **Integrating with Other Disciplines**

Employees are no longer working in isolation but are working as members of a team. The same principle may apply to the delivery of instruction. Collaboratively, teachers need to develop and facilitate learning activities that cross curriculum in order to enable students to make real-life connections. In the *Nebraska Curriculum Integration 1996 Innovative Strategies in Nebraska Schools*, Dr. Doug Christensen, Nebraska Commissioner of Education, indicates integration of academic and vocational education will

strengthen education and should result in tearing down the barriers and creating desirable learning opportunities for all students. To integrate marketing and business concepts across the curriculum, consult the following resources that are both available from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, NE, (308) 865-8462 :

- *Nebraska Curriculum Integration 1996 Innovative Strategies in Nebraska Schools*
- *Nebraska Innovative School-To-Work Strategies 1997*
- *Nebraska Applied Academics Courses Curriculum Guide 1997*



**Integration Strategies, P-9**, examples taken from the *Nebraska Innovative School-To-Work Strategies 1997*.

## Developing Professionally

Marketing and business educators must keep abreast of the current trends, research, and methodologies in education. Networking with other professional educators at conferences, workshops, or through publications provides insight for promotional strategies. Listed below are the contacts and web sites of the marketing and business professional organizations. Many of the contacts are identified in the *Nebraska Business Education Directory*, located at <http://nde4.nde.state.ne.us/BUSED/be.html> or the *Nebraska Marketing Education Directory*, located at <http://nde4.nde.state.ne.us/IPS/DECA/deca.html>.

- American Vocational Association (AVA)—<http://www.avaonline.org>
- Delta Pi Epsilon (DPE)—<http://www.dpe.org>
- Delta Epsilon Chi
- National DECA, an Association of Marketing Students—<http://www.deca.org>
- Future Business Leaders of America (FBLA)—<http://www.fbلا-pbl.org/>
- International Society for Business Education (ISBE)—<http://home3.swipnet.se/~w-33875/SIEC/>
- MarkED—<http://www.mark-ed.com>
- Marketing Education Association (MEA)
- Mountain-Plains Business Education Association (M-PBEA)—  
<http://www2.fhsu.edu/~d095/mpbea.htm>
- National Business Education Association (NBEA)—<http://www.nbea.org/nbea.html>
- Nebraska Educational Technology Association (NETA)—<http://www.lps.org/neta/about.html>
- Nebraska Association of Marketing Educators (NAME)
- Nebraska State Business Education Association (NSBEA)
- Nebraska Vocational Association (NVA)
- Phi Beta Lambda (PBL)—<http://www.fbلا-pbl.org>

## Teaching as a Career

Business and marketing educators have the responsibility to encourage young people to enter the teaching profession. The demand for business and marketing teachers is not diminishing, but increasing. Employment opportunities do exist, and business and marketing teachers should serve as role models and mentors for future teachers.

## Toolbox Resources



- *Student Recruitment Letter, P-1*
- *Can You Answer . . . Poster, P-2*
- *Students Recruiting Students, P-3*
- *Tent Cards, P-4*
- *News Releases and Tips for Handling the Media, P-5*
- *FBLA/DECA Business Partnerships, P-6*
- *Building Business, Industry, and Education Partnerships, P-7*
- *Marketing Education Business Partnership Network Profile, P-7*
- *Community College/Tech Prep Plans, P-8*
- *Curriculum Integration Strategies, P-9*

## Student Recruitment Letter

**Outcome:** The student will be extended an invitation to enroll in business and/or marketing classes.

**Procedures:**

Individual contacts, whether written or oral, are effective means for increasing enrollment in marketing and business classes.

Prior to spring registration, target potential marketing and business students. The following page provides a sample letter that may be revised and sent to targeted students.

**Teacher Tips:**

- Revise the letter for individual specific business and/or marketing classes
- Consult other sample letters from the *Pointers for Promoting Business Education* from NBEA and the Service Bulletin, No. 32, *Effective Strategies for Marketing and Promoting Business Education* from M-PBEA
- Include promotional brochures with recruitment letter
- Include a coupon for a *freebie* from the marketing and business instructors
- Purchase *In Demand . . . Technical Marketing Skills that Last Your Graduates a Lifetime!*, 1998, a marketing brochure funded and produced in cooperation with the Marketing Education Foundation and the Marketing Education Resource Center (MarkED).

Date

Dear

Pre-registration is approaching. Make a wise choice and enroll in a business and/or marketing class next year. You will be joining an enthusiastic group of classmates; and as your marketing and/or business teacher, I am anticipating a very special year for all of us.

Whether you are college bound or entering the job market after graduation, you will be positioning yourself to obtain employment because employers prefer to hire individuals with a background in business and marketing.

Business and marketing classes are relevant, challenging, and exciting. Through involvement in these classes, you will gain increased self-confidence, maturity, pride, independence, and an *I can do it* attitude. Next year is going to be great! Hope to see you in class next fall.

Sincerely

Marketing and/or Business Education Instructor

## Can You Answer . . . Posters

**Outcome:** The students will be exposed to course offerings in both the marketing education and business education departments that could help them answer problems they encounter in their personal or career goals.

**Procedures:**

Recruitment of students into elective classes in a school system is very competitive. Excellent recruiting tools create an awareness of the value of a course offering to a student's personal and career goals.

Prior to spring registration, place a series of *Can You Answer . . .* posters around the building in various locations. Each poster should consist of a brief paragraph that presents a problem situation involving content that would be taught in marketing and business classes. Following the paragraph, identify whatever course offerings include this instruction.

**Teacher Tips:**

- Posters will create an awareness of marketing and business classes
- Students will see a need for taking marketing and business classes
- Be sure to identify whatever course answers or solves the situation
- Be sure to identify who they can contact for additional information

# Can You Answer . . .

---

You are in a car accident. You are at fault. You have damaged the other driver's car. A passenger in the other car received a broken leg. Who is responsible for payment of damages to the other car and the medical bills for the passenger in the other car? What kind of insurance do you need?

---

By taking **PERSONAL FINANCE**, you can find the answer to these questions and other problems relating to health, property, or life insurance. Personal Finance offers ALL students the information they need in making financial decisions.

---

Contact the Marketing/Business Department if you have questions regarding any of the course offerings.

---

# *Can You Answer . . .*

---

You are a salesperson in a department store. A customer confronts you about an item that you sold them two months ago. The item is defective because the customer did not follow the directions correctly. How do you handle the customer and take care of the problem with the product?

---

By taking **MARKETING**, you can find the answer to this question and other problems arising from a variety of topics related to marketing, entrepreneurship, and advertising.

---

Contact the Marketing/Business  
Department if you have questions  
regarding any of the course offerings.

---

## Students Recruiting Students

**Outcomes:** The student will be extended an invitation from another student to enroll in marketing and/or business classes.

Current marketing and business students will practice their oral communication and salesmanship skills.

**Procedures:**

Students are great resources for encouraging others to enroll in marketing and/or business classes. Encourage current students to volunteer for this activity by providing rewards or incentives such as extra credit.

Each participating student receives a tally sheet, a button, *Ask Me About Business or Marketing*, and five sets of brochures. Students have three days to wear their buttons, solicit five potential students, and submit the list to the teacher.

The teacher provides the participating students with a roster of students and resource information pertaining to marketing and business classes.

After students have returned the list, the teacher will cross check names against class enrollment data and grant rewards or incentives.

**Teacher Tips:**

- Tally sheet, **P-3**, may be revised to include information regarding individual specific marketing and business classes

## MARKETING AND/OR BUSINESS PROMOTION

### TALLY SHEET

Earn five bonus points for your marketing and/or business grade.

To earn your five points, you must:

- A. Wear your *Ask me about Marketing Education or Business Education* button for three days.
- B. Hand out marketing and business brochures to five potential marketing or business students. List the five names below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

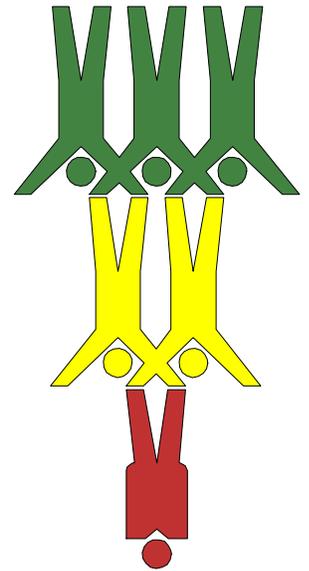
5. \_\_\_\_\_

Recruiter \_\_\_\_\_

**FOR MORE DETAILS, contact your marketing or business instructors.**

---

*Building Tomorrow's Leaders  
in Nebraska:  
Marketing Education  
Business and*



---

**T**he business education and marketing education curriculums as well as FBLA and DECA are designed to develop and enhance the following five educational areas:

- Basic skills**
- Life skills**
- Information technology skills**
- International business knowledge**
- Lifelong learning**

- Who needs these skills . . .**
- Anyone who uses a computer.
  - Anyone who enters the job market.
  - Anyone who manages one's personal finances.
  - Anyone who purchases consumer goods.
  - Anyone engaged in marketing functions.
  - Anyone with the dream of becoming an entrepreneur.
  - Anyone who will be affected by technology.
  - Anyone who seeks solutions to problems.
  - Anyone who enjoys working with people.
  - Anyone who is a lifelong learner.

**Who needs these skills?  
EVERYONE!**

## News Release

**Outcome:** News release for school newsletter, community newspaper, radio, and television stations.

### Procedures:

A news release should follow what is commonly referred to as the *inverted pyramid technique*. The release should combine the lead in the first paragraph with clarifying information. The less important miscellaneous details may then follow in an inverted pyramid style. This permits editors to easily cut your release as their needs dictate without sacrificing important elements of your message.

The following are helpful hints for preparing a news release:

- Research the five W's—who, what, when, where, why, also how.
- Gather important details that directly relate.
- Write in easy-to-read paragraph form and remember to spark interest.
- Key and print the story, double spaced, on 8½-x 11-inch white paper.
- Provide your school name, address, and telephone number in the upper righthand corner.
- Put FOR IMMEDIATE RELEASE or RELEASE DATE and a date in the opposite corner.
- Leave the rest of the top quarter of the page blank (so the editor or reporter has room to write a headline or paste-up instructions).
- Write the lead paragraph using the five W's and H.
- Write a cut-off paragraph or two describing the person or activity.
- Write the word MORE at the bottom of each page except the last page and write the word END at the end of the story.
- Hand your news release to the contact person if at all possible.
- Try to include a photograph (with a caption).

### Teacher Tips:

- News articles are an excellent way to promote your marketing and business classes as well as your student organization.
- News articles will keep your school, parents, and community members informed of activities throughout the year.

Name  
School Address  
City, State, Zip  
School Phone

**FOR IMMEDIATE RELEASE**

DECA Recognizes Members

The (school's name) DECA Chapter recognized its members and installed the new officers at their Recognition/Officer Installation program held on May 7.

The outgoing officers and class officers were recognized and thanked for their year of service by receiving a certificate and a rose. Outgoing officers include: Barbara Sladky, president; Nathan Gollehon, first vice president; Kelly Koutecky, second vice president; Lisa Stubbendick, secretary; Catherine Sladky, treasurer; Adam Stubbendick, reporter; and Melanie Skinner, historian.

Special recognition was given to several members for their involvement in DECA. Kara Priess received the DECA Quality Member Award. The outstanding members from each class included senior Barbara Sladky and junior Beth Volkmer. Melanie Skinner received the DECA Scholarship.

Nathan Gollehon provided highlights of the year's activities. Catherine Sladky reported on the awards won by the chapter and its members at the DECA State Leadership Conference in Lincoln in March. A video of the activities and events completed throughout the year was enjoyed by those attending the program.

The officers for the upcoming school year were installed at the end of the ceremony. The new officers are president, Kelly Koutecky; first vice president, Keri Smith; second vice president, Beth Volkmer; secretary, Catherine Sladky; treasurer, Megan Voss; reporter, Kara Priess; and historian, Rob Hruska.

After installation, refreshments were enjoyed by the members, parents, and special guests.

END

Name  
School Address  
City, State, Zip  
School Phone

**FOR IMMEDIATE RELEASE**

**FBLA Members Attend Conference**

Seven members of the (school's name) Future Business Leaders of America Chapter attended a conference on Tuesday, February 20. The Path to Success Conference was hosted by the college division of FBLA, Phi Beta Lambda.

The members were able to attend workshops on interviewing, marketing oneself, international business, multiculturalism, and choosing the right college for you. The keynote speaker was T. Marni Vos, a professional comedian. She stressed the qualities that a compassionate and honest human being should or should not possess.

The members attending the conference were Kelly Koutecky, Kara Priess, Amber Ratzlaff, Melanie Skinner, Barbara Sladky, Beth Volkmer, and Megan Voss. The members were accompanied to the conference by their business teacher and FBLA advisor, Murleen Bellinger.

END

## **Tips for Handling the Media**

### ***Arranging for News Coverage***

Call and ask to speak to the assignment editor/producer or news director. Introduce yourself, give your school, who you represent, and why you would like coverage for the organization. Speak clearly and slowly. Once an interview has been arranged, obtain exact details on time, location, and needs of the reporter.

### ***Before the Interview***

Be prepared! Know your subject backward, forward, and inside out. Don't drown the interviewer in *jargon* known only to members of DECA or FBLA. Bring written backup material you can leave with the interviewer. Reporters are most often interested in simple, basic statistics, first on a national, then on a regional or local basis, they can weave into their story. Give them these in writing.

Mail to the interviewer (if time allows) information that will help the reporter or interviewer come to the situation better prepared, but don't count on it being read ahead of time. Bring extra copies of the same data you sent. Material to have handy at the interview could include a brief fact sheet and a Q & A sheet which answers most common questions. Dress professionally even when you're being interviewed by the print media and there's not a photographer assigned.

### ***During the Interview***

Arrive early (10 to 15 minutes). Use *quotable quotes* the reporter can weave into the story that will *make it come alive* to the reader or to the viewer. Never speak *off the record*. If you don't know the answer or have to estimate or guess, do so but state this as an estimate or guess. If you promise to get back to the reporter with more details or with a specific answer, make a note of it at the time and get back within his/her deadline. Ask him/her when they need to know the answer and the phone contact (or substitute) so you can give them the answer. Don't promise anything you can't deliver.

Remember that you are just one story of many a reporter will cover on a particular day; it's your job to stand out and to make the proper impression. Relating to local area happenings or making what you have to say important will help the reporter. Reporters especially like to know what's new, different, unusual, trend-setting, or paradoxical in a situation. Broadcast reporters (and print reporters, too) increasingly tape record entire interviews, not for broadcasting but just for checking their notes. You might also tape the interview yourself, with the reporter's permission, and later play it back to serve as a teaching aid. A playback can be a wonderful instructor!

Bring a visual aid for impact (DECA/FBLA emblem, chapter office emblem) And use power words for impact (interesting, urgent, important, unique, fascinating, dynamic, charismatic, brilliant, noble, remarkable, educational, ultimate).

### ***After the Interview***

If you would like a copy of the story, ask the reporter when it is expected to appear, so you may obtain a copy. When it does appear, send a short note of thanks to the reporter or publisher.

## **FBLA/DECA BUSINESS PARTNERSHIP INSTRUCTION SHEET**

Nebraska FBLA/DECA Members and Advisors

Research indicates that today's educational programs should be connected to the real world. FBLA and/or DECA have a strong tradition of working with the business world. Your FBLA Board of Directors has developed this Partnership with Business packet to help you establish these important business partnerships.

This instruction sheet provides you with a recommended procedure for using the items included in the Partnership with Business folder. In this folder you will find the instruction sheet, a sample partnership letter, a Partnership with Business brochure, and a Business/Marketing Partnership Profile sheet.

The Partnership with Business brochure and the Business Partnership Profile sheet are designed to be sent to a prospective business partner inside the folder along with a cover letter. A step-by-step guide for presenting the business partnership materials is detailed below:

1. Make a phone call of introduction to the business prior to mailing the information.
2. Remove the sample letter from the partnership folder and prepare a personal letter to the business representative.
3. Send your chapter's personal letter with the FBLA/DECA partnership folder, which will include the Partnership with Business brochure and the profile questionnaire. Enclose an appropriate business card.
  - a. Make a copy of the profile questionnaire for your use as a reference.
  - b. Keep a copy of the letter.
4. Schedule a personal contact with the prospective business partner to help them complete the profile.
5. Provide the business with a copy of the completed profile.
6. Utilize the resources the business has offered.

Good luck with your partnership activities!

NEBRASKA FBLA AND DECA BOARDS OF DIRECTORS

Current Date

Dear Potential Business Partner

As a viable part of your local business community, you realize the importance of working with educators and students in developing effective school and business partnerships. The enclosed information identifies opportunities for FBLA and/or DECA and business to work cooperatively to meet many of the needs of marketing and business students.

FBLA and/or DECA are vocational student organizations for high school business students, which operate at the local, state, and national levels. Each FBLA and/or DECA chapter is designed to function as an integral part of the instructional program of the business education and/or marketing education curriculum in Nebraska secondary schools. The purpose of FBLA and/or DECA is to provide additional opportunities for business/marketing students at both the state and national levels to develop vocational and career supportive competencies and to promote community and personal responsibility.

As a business partner with FBLA and/or DECA, you can help us meet our goals. This partnership is a way of meeting the needs as well as utilizing the resources of both the school and the business partner. If your business is already providing some kind of service to students and teachers, we thank you. We look forward to the opportunity to visit with you and answer any questions you may have regarding the enclosed information.

Sincerely

Local FBLA and/or DECA Chapter President

Enclosure



## FUTURE BUSINESS LEADERS OF AMERICA BUSINESS PARTNERSHIP PROFILE



Business Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_ Fax \_\_\_\_\_

Chief Executive Officer \_\_\_\_\_

Official Title \_\_\_\_\_

Business Contact \_\_\_\_\_ Position \_\_\_\_\_

General Nature of Your Business \_\_\_\_\_

Number of Employees \_\_\_\_\_

### PARTNERSHIP AREAS OF INTEREST

1.        Yes    No    Has your business previously been involved in a partnership with schools?

If yes, how? \_\_\_\_\_

2.        Please check the areas of interest where your business could become involved at the local and/or state level of the Future Business Leaders of America.

#### Local Level

- \_\_\_\_\_ Provide guest speakers for FBLA chapter meetings and business classes
- \_\_\_\_\_ Provide field trips                      \_\_\_\_\_ Maximum number that can be accommodated
- \_\_\_\_\_ Provide interviewers for mock job interviews
- \_\_\_\_\_ Provide recognition for special achievements
  - \_\_\_\_\_ Certificates                                      \_\_\_\_\_ Plaques
  - \_\_\_\_\_ Letter of recognition                                      \_\_\_\_\_ Presenters at chapter ceremonies
  - \_\_\_\_\_ Honors program                                      \_\_\_\_\_ Other
- \_\_\_\_\_ Provide resources to facilitate career awareness for students
- \_\_\_\_\_ Provide job shadowing opportunities (A student is assigned to observe and follow an employee for an agreed upon time period.)
- \_\_\_\_\_ Provide mentors (A student with special job interests is teamed with an employee with that same interest.)
- \_\_\_\_\_ Provide career education opportunities
- \_\_\_\_\_ Participate in a Partnership with Business project
- \_\_\_\_\_ Contribute to scholarships
- \_\_\_\_\_ Contribute to national competitor's travel expenses

#### State Level

- \_\_\_\_\_ Serve as a conference seminar presenter
- \_\_\_\_\_ Serve as a job interview judge
- \_\_\_\_\_ Serve as a competitive event judge
- \_\_\_\_\_ Evaluate written projects and/or scholarship applications
- \_\_\_\_\_ Contribute to:
  - \_\_\_\_\_ State conference competitive event                      \_\_\_\_\_ Scholarships
  - \_\_\_\_\_ National competitor's travel expenses                      \_\_\_\_\_ Academy of Achievement

# DECA BUSINESS PARTNERSHIP PROFILE



Business Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_ Fax \_\_\_\_\_

Chief Executive Officer \_\_\_\_\_

Official Title \_\_\_\_\_

Business Contact \_\_\_\_\_ Position \_\_\_\_\_

General Nature of Your Business \_\_\_\_\_

\_\_\_\_\_ Number of Employees \_\_\_\_\_

## PARTNERSHIP AREAS OF INTEREST

1.        Yes    No    Has your business previously been involved in a partnership with schools?

    If yes, how? \_\_\_\_\_

2.        Please check the areas of interest where your business could become involved at the local and/or state level of DECA.

### Local Level

- \_\_\_\_\_ Provide guest speakers for DECA chapter meetings and marketing classes
- \_\_\_\_\_ Provide field trips                      \_\_\_\_\_ Maximum number that can be accommodated
- \_\_\_\_\_ Provide interviewers for mock job interviews
- \_\_\_\_\_ Provide recognition for special achievements
  - \_\_\_\_\_ Certificates                                      \_\_\_\_\_ Plaques
  - \_\_\_\_\_ Letter of recognition                                      \_\_\_\_\_ Presenters at chapter ceremonies
  - \_\_\_\_\_ Honors program                                      \_\_\_\_\_ Other
- \_\_\_\_\_ Provide resources to facilitate career awareness for students
- \_\_\_\_\_ Provide job shadowing opportunities (A student is assigned to observe and follow an employee for an agreed upon time period.)
- \_\_\_\_\_ Provide mentors (A student with special job interests is teamed with an employee with that same interest.)
- \_\_\_\_\_ Provide career education opportunities
- \_\_\_\_\_ Participate in the Strategic Business Partnership Network
- \_\_\_\_\_ Contribute to scholarships
- \_\_\_\_\_ Contribute to national competitor's travel expenses

### State Level

- \_\_\_\_\_ Serve as a conference seminar presenter
- \_\_\_\_\_ Serve as a job interview judge
- \_\_\_\_\_ Serve as a competitive event judge
- \_\_\_\_\_ Evaluate written projects and/or scholarship applications
- \_\_\_\_\_ Contribute to:
  - \_\_\_\_\_ State conference competitive event                      \_\_\_\_\_ Scholarships
  - \_\_\_\_\_ National competitor's travel expenses                      \_\_\_\_\_ Academy of Achievement

# BUILDING BUSINESS, INDUSTRY, AND EDUCATION PARTNERSHIPS

## What Is It?

Partnerships bring together many segments of the community to share and match resources to achieve mutually beneficial objectives.

This leads to formal voluntary relationships between business, industry, education, and their communities to plan and carry out activities for the purpose of improving the quality of education.

## What are the Do's and Don'ts in Partnerships?

### DO:

- ◆ Make the partnership a system-wide priority
- ◆ Think long-term
- ◆ Support projects that demonstrate growth and positive community commitment
- ◆ Think about evaluation and accountability
- ◆ Ensure that both partners feel a sense of ownership
- ◆ Be willing to negotiate but keep in mind which partner is the educator
- ◆ Make a list of mutually beneficial outcomes
- ◆ Be aware of unexpected outcomes that can be exciting
- ◆ Provide public recognition

### DON'T:

- ◆ Simply look for a handout if you're a potential school partner
- ◆ Impose a partnership on a school if you're a potential business partner
- ◆ Be afraid to ask for assistance
- ◆ Look for financial support for normal budget items
- ◆ Give up!

## Who Benefits?

Schools need the support of business, industry, and the community to provide a quality education. Business and industry need a strong public education system to assure economic stability and to maintain a high quality of life for citizens of all ages. Together, they give the community, the state, and the nation a more competitive edge in the national and global economy. Everyone benefits from effective partnership activities.

## Who Is Involved?

There are literally hundreds of business, industry, labor, education, and community volunteers throughout the state. These include:

- Public and non-public schools, community colleges, four-year colleges and universities
- Private businesses of all sizes, labor, state and local governments, service organizations, and community agencies
- Hospitals and health care professions
- Other professions, business, industry, and trade associations, retirees, churches, and religious organizations, non-profit institutions and foundations, as well as parents and individual citizens

*"Education and business need each other. Partnerships are not only the right thing to do—they are also good business. They improve the quality of the graduates we hire. They help our image in the community. They give us a better return for our tax dollars."*

Robert W. Lundeen  
Former Chair of the Board  
The Dow Chemical Company

**STATE BUSINESS PARTNERSHIP PROFILE**

**Contact: Marketing Director, State Advisor  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509-4987  
(402) 471-4803**

**Network Member**

1995

**Partnership Mission**

The purpose of the Nebraska Business Partnership Network shall be to

- Advise the Nebraska Department of Education, Marketing/Entrepreneurship in the areas of marketing, management and entrepreneurship curriculum
- Advise the Nebraska DECA Board of Directors on matters related to the student organization.

The objectives shall be to actively support the enhancement and growth of both marketing education and DECA.

**Partners**

Nebraska Department of Education,  
Marketing, Management, and Entrepreneurship  
Nebraska Association of Marketing Educators  
Nebraska DECA Board of Directors  
American Marketing Association, Omaha Chapter  
The Gallup Organization  
Awards Unlimited  
ConAgra  
The Maids International

FBLs Investment Svcs, Inc.  
SEARS  
NBC Bank  
Nebraska Restaurant Association  
NAPA Auto Parts, Omaha  
Marriott Hotels  
Omaha Royals Baseball  
Kmart  
Lincoln Mutual Life Ins. Co.

**Primary Partnership Focus**

- Curriculum support and validation
- Develop business partnerships in local communities
- Promote and advocate the marketing education curriculum and DECA
- Promote and provide cooperative marketing internships for students and marketing education teachers
- Support the Nebraska Marketing Education/DECA Support Fund

**Accomplishments**

- Developed a program of work, bylaws and organization/committee structure (Curriculum, Foundation Support Fund, Competitive Events and Promotion Committees).
- Press releases issued and promotional brochure created
- Developed the Nebraska Marketing Education Curriculum Framework and strategic plan for Nebraska
- Established fund-raising priorities, provided travel stipends to students qualifying for DECA's National Career Development Conference
- Established a calling circle that links each business member with a Nebraska State DECA Officer
- Appointed two Nebraska Business Partnership members to the Nebraska DECA Board of Directors

Source: Published by SBP Implementation and Strategies, *DECA's State Business Partnership Network, 1995.*

**Central Community College**  
**A.A.S. Degree Office Technology/Tech Prep Plan**

Proposed Curriculum

Greeley High School

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English I	English II	English III	English IV or Business English
General Science	Biology		
Algebra I / Basic Algebra	Algebra II / Business Math		
World Geography / Civics	World History	American History	American Government
Physical Education - w/Driver Ed.	Physical Education 10		Sociology / Adult Living
Shop I	Speech		
Home Ec I			
Keyboarding (1 year)			
<b>Recommended</b>			
		<u><b>Accounting I</b></u>	<u><b>Accounting II</b></u>
			<b>Business Law</b>

The student is eligible for (3) college credit hours in the accounting program after earning a "B" or above for the underlined courses. Credit will be held in escrow until the student completes 12 credit hours with Central Community College.

**Accounting I and Accounting II together are equivalent to ACC 145-Principles of Accounting I (3).**

The ASSET will be administered upon application to CCC to determine competencies in math and communications. An evaluation of computer literacy will be administered to determine if the tech prep student will be required to take DaP 170.0 (3) upon admission to the program.

NOTE: This plan fulfills the requirements of recommended high school graduation plan for Greeley High School.

## Central Community College A.A.S. Degree Accounting/Tech Prep Plan

Proposed Curriculum  
Grand Island Northwest High School  
December 1997

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	American Literature or Literature	Business English or Expos./Creative Writing Brit. Lit./World Lit.
Biology	Applied Biology/Chemistry	Comm. Chemistry or Principles of Technology	
Integrated Math (1-4)	Integrated Math (5-7)	Completion of Integrated Math through #107 or progress to Integrated Math 200's	
Social Studies 9	Social Studies 10	Psychology + or Sociology + or Adult Living	Government
Tech Lab *	Tech Lab *		
Health *	Health *	<u>Required Electives</u>	
Personal Finance +	Business Introduction *	<u>Accounting 1&amp;2</u>	<u>Accounting 3&amp;4</u>
Keyboarding +	Computer Applications +	Workplace Readiness +	Business Management/ Marketing
Teen Living +		Business Law +	
Physical Education ++		<u>Recommended</u>	
Vocal Music 9 ++			Business Coop
			Information Processing

\* = trimester class

+ = semester class

++ = alternate day, semester credit

The student is eligible for 3 college credit hours after earning a "B" or above for the underlined courses. Credit will be held in escrow until the student completes 12 credit hours with Central Community College.

**Accounting I and Accounting II together are equivalent to ACC 145 - Principles of Accounting I (3).**

The ASSET will be administered upon application to CCC to determine competencies in math and communications. An evaluation of computer literacy will be administered to determine if the tech prep student will be required to take DaP 170.0 (3) upon admission to the program.

NOTE: This plan fulfills the requirements of recommended high school graduation plan for Northwest High School.

## BUSINESS/MARKETING ACCOUNTING

BELLEVUE PUBLIC SCHOOLS				METROPOLITAN COMMUNITY COLLEGE	
Grade 9	Grade 10	Grade 11	Grade 12	1st Year	2nd Year
<u>Required</u> Eng 9 PE or JROTC Wor Geo Alg I Phys Science	<u>Required</u> Eng 10 PE or JROTC	<u>Required</u> Eng 11 Am History	<u>Required</u> Eng 12 Am Govt	ACC 111 Accounting I ACC 112 Accounting II ACC 113 Accounting III ENG Level 1 Eng Level II HMR 101 Human Rel.	ACC 200 Microcomp.Acc App ACC 201 Intermediate Acc I ACC 202 Intermediate Acc II ACC 203 Intermed. Acc III ACC 211 Cost Accting or ACC 212 Managerial Cost Acc
<u>Required</u> Keyboarding I	<u>Required</u> Gen Bus Geometry Computers	<u>Required</u> Acc I Algebra II* Business Law	<u>Required</u> Adv Acct	HUM 100 Sem in Current Concept MAN 100 Intro to Business MAN 111 Business Law I*	ACC Elective (3 hrs) ECO 101 Macroeconomics ECO 102 Microeconomics FIN 201 Business Finance
<u>Recommended</u> Communications	<u>Recommended</u> Word Processing	<u>Recommended</u> Business Communications Marketing I	<u>Recommended</u> Economics Marketing III Bus Systems & Procedures	MAN 112 Bus. Law II* MAT 213 Finite Math MCT 103 Microcomputer Fund	MAN 201 Prin. of Management MAT 215 Statistics  Elective (4 quarter hours)*
<p>Also Required: P.E.</p> <p>Recommended: Two years foreign language</p> <p>*High school courses which may be taken to earn advanced credit at the community college.</p> <p>English AP or English A may be taken to earn MCC credit for English (Level I class)</p>				<p style="text-align: center;">*School to Work*</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">*May be taken either first or second year.</p>	

**PROGRAM AREAS**

Cooperative Education  
Marketing Education

**GRADE LEVELS**

12th Grade

**MARKETING INTERNSHIP**

**CONTACT**

Kris Fusby  
Columbus High School  
2200 - 26 Street  
Columbus, NE 68601  
(402) 563-7050

**DESCRIPTION**

This phase of the marketing program provides school credit for actual part-time occupational experiences in a marketing type business.

This one-year program for seniors is designed to improve the efficiency of persons engaged in marketing programs. The students receive classroom instruction directly related to their work in the cooperating business. Students must work the equivalent number of hours Monday through Friday as the number of hours released from school as a minimum and not exceed twenty hours as maximum for which they receive pay and credit towards graduation.

Source: *Nebraska Innovative School-to-Work Strategies 1997.*

**PROGRAM AREAS**

Business Education  
Marketing Education

**GRADE LEVELS**

9 - 12th Grades

**MARKETING RESEARCH PROJECT**

**CONTACT**

Dave Shillinglaw  
Bellevue West High School  
1501 Thurston Avenue  
Bellevue, NE 68005  
(402) 293-4078

**DESCRIPTION**

Students from Bellevue West work directly with businesses and perform market research to better meet the needs of that business's customer base.

The data is gathered in several different methods with the survey method being most popular. The raw data is transferred onto the scantron sheets and fed into a computer that provides an in-depth analysis of the data.

The student takes the data and from it makes recommendations to better improve business operations. This includes creating a promotional plan to meet the company objectives and improvements.

The students submit their 30-50 page proposal for evaluation. A follow-up interview is done, and the students are questioned on their findings and recommendations.

Source: *Nebraska Innovative School-to-Work Strategies 1997.*

**PROGRAM AREAS**

Business Education  
Marketing Education

**GRADE LEVELS**

9 - 12th Grades

**THE BLUE PRINT****CONTACT**

Bonnie Malcolm  
Plattsmouth High School  
1724 Eighth Avenue  
Plattsmouth, NE 68048  
(402) 296-3322

**DESCRIPTION**

*The Blue Print* is the high school's newspaper that is a joint project among students in Journalism I, Marketing Communications, and Desktop Publishing. This project works in compliance with the Nebraska School-to-Work initiative.

The Nebraska School-to-Work initiative is comprised of three components: Work-based Learning, School-based Learning, and Connecting Activities. Work-based Learning was accomplished by developing the Workplace Competencies identified in the SCANS (The Secretary's Commission on Achieving Necessary Skills) Report. The identified competencies that effective workers can productively use were resources, interpersonal skills, information, systems, and technology. School-based Learning, the second component, was to integrate academics with vocational education. This integration occurred between the teachers and students of the three classes: Journalism I, Marketing Communications and Desktop Publishing. The third component, Connecting Activities, was to develop a School-based Enterprise to offer students a taste of the business operations and show the connection of education to the world of work. *The Blue Print* was then created to give students the opportunity to participate in the production of a newspaper.

The main goal of *The Blue Print* is to publish a high-quality newspaper with paid advertisements. Each class and teacher is responsible for his or her area of expertise while participating as part of a team and meeting the agreed upon deadlines. The first nine weeks of the year is used for all three classes to introduce their subject areas and to cover the necessary units of instruction to prepare the students to do their assigned jobs. The second nine weeks is used to develop the stories, sell and prepare the ads, and then print the newspaper so distribution can be the week before semester exams, which is the night before Christmas break. The second newspaper is published at the end of February, and the third is printed during the first week of May.

Source: *Nebraska Innovative School-to-Work Strategies 1997*.

**PROGRAM AREAS**

Business Education, English

**GRADE LEVELS**

12th Grade

**COOPERATIVE CAREER EDUCATION****CONTACT**

Judy Grotrian and Judy Ruskamp  
Johnson-Brock Public Schools  
Box 186  
Johnson, NE 68378  
(402) 868-5235

**DESCRIPTION**

Preparation is the key in order to be successful in today's job market. Gathering and organizing information about one's self, and understanding how those interests and skills can help one choose a career suited to one's special personality, establishing immediate and long-term career goals, and learning effective job hunting techniques for future employment are the major stages in that preparation—one that "helps students prepare for the future." *Helping Students Prepare for the Future - A Cooperative Effort*, a teaching unit in place at Johnson-Brock Public Schools, was created to address those three stages and provide students with a valuable opportunity to prepare for the future.

In this nine-week unit, student career planning and preparation first begins with an assessment of student interests and skills, which in turn leads to pursuit of research on different career choices. The second stage includes three important steps in job hunting preparation: the resume, the cover letter, and the application. Students are enlightened regarding chronological and skills resumes. The strength of the teaching unit is the third stage which involves the formal mock interview. In this phase, the students participate in mock interviews first with each other, and then in two final interviews arranged with community members in the business, administrative, and blue-collar career fields. The final stage of the teaching unit includes follow-up procedures that students must complete. Students compose thank-you letters, which are then forwarded to their respective interviewers.

A job shadowing opportunity is also encouraged during the course of the career unit. Provision for job shadowing includes perusal of a resource list of businesses and organizations willing to provide job-shadowing experiences, formal contact via a student-generated letter, phone contact, and student and organization/business evaluations.

Source: *Nebraska Innovative School-to-Work Strategies 1997*.

**PROGRAM AREAS**

Business Education, Industrial Technology, Language Arts, Science, and Social Studies

**GRADE LEVELS**

K-12 Grades

**OLE'S PROJECT****CONTACT**

Iris Kennedy  
Paxton Consolidated Schools  
PO Box 368  
Paxton, NE 69155-0368  
(308) 239-4283

**DESCRIPTION**

The *Ole's Project* is a multidisciplinary curriculum culminating in the publication of a book, the preparation of several children's stories, and the production of multimedia presentations for use in school, community, and state agencies. It is designed to connect young and old, written text and visual images, and textbook learning with community surroundings.

The *Ole's Project* researched the life of Rosser (Ole) Herstdt, Nebraska's most famous big-game hunter and founder of Ole's Big Game Lounge in Paxton, site of one of the largest and most varied private collections of trophy animals in the world.

While researching the project, students learn basic organizational research, and interviewing skills, as well as the history and geography of Nebraska and the world. Even though the focus is on one man, the very nature of that man and his achievements widen this project. It is based on world geography, the creatures that inhabit the world, the environmental impact and the changes in the laws protecting endangered species, and a study in human relations and the human impact on our environment.

The project utilizes multimedia, a technology medium that incorporates text, photographs, graphics, video, and audio into presentations. The students learn to appreciate and interact with older citizens of the community. This K-12 collaborative venture connects and reinforces the community as an educational resource while enhancing student education. This four-year, on-going project includes facets of interdisciplinary, multicultural and outcome-based education, as well as visual and kinesthetic methods for special needs students.

## Resources and References

### Text Resources

*Building Connections*. Nebraska Vocational Student Organizations Flyer. Nebraska Department of Education.

*Creating a Vision for Business in Education*. Business Education in California. California Department of Education. 1998.

*Effective Strategies for Marketing and Promoting Business Education*. Mountain-Plains Business Education Association. Author: Don Moore. 1989 Service Bulletin.

*Elect Business! Kit*. National Business Education Association. Contact the National Business Education Association for ordering information at <http://www.nbea.org>.

*Expanding Horizons in Business Education*. National Business Education Association. Successful Promotion of Business Education. Authors: Carla Gries and Joseph Nebel. 1994 Yearbook.

*Facts Every Business Should Know About Business Education Flyer*. National Business Education Association. Reston, VA. 1998.

*Facts Every Legislator Should Know About Business Education Flyer*. National Business Education Association. Reston, VA. 1998.

*Facts Every Parent Should Know About Business Education Flyer*. National Business Education Association. Reston, VA. 1998.

*In Demand . . . Technical Marketing Skills*. National Marketing Education Association. Columbus, Ohio. 1988.

*An Investment in Tomorrow's Marketing, Management, and Entrepreneurial Leaders—DECA*. Promotional brochures can be purchased from the Nebraska State DECA advisor.

*Improving Students' Knowledge and Skills Through Business Education Flyer*. National Business Education Association. Reston, VA.

*Local Advisory Committee Member Orientation Guide*. Nebraska Council on Vocational Education. Available for preview from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, Nebraska, 68849, (308) 865-8462.

*National Standards for Business Education*. National Business Education Association. Reston, VA. 1995.

*Nebraska Work-Based Learning Manual*. Central Community College, Platte Campus, P.O. Box 1027, Columbus, NE 68602-1027.

*Nebraska Curriculum Integration 1996 Innovative Strategies in Nebraska Schools.* Division of Education Services. Nebraska Department of Education. Available for preview from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, Nebraska, 68849 (308) 865-8462.

*Nebraska Innovative School-to-Work Strategies 1997.* Nebraska Department of Education and Nebraska Department of Economic Development. Available for preview from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, Nebraska, 68849, (308) 865-8462.

*The Option Zone.* A video developed by the Lincoln Public Schools for middle level students. The video discusses career paths and the skills necessary for entering the job market. Contact Lincoln Public Schools at (402) 436-1819 for use of the video.

*Pointers for Promoting Business Education.* National Business Education Association. Reston, VA. 1995.

*Resource Handbook for Developing a Local Advisory Committee.* Nebraska Council on Vocational Education. Available for preview from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, Nebraska, 68849, (308) 865-8462.

*Skills Certificates.* Competency profiles developed by Omaha Public Schools Advisory Committee and the Omaha Public Schools. Copies for preview are available from the Nebraska Vocational Curriculum Resource Center, West Campus, UN-Kearney, Kearney, Nebraska, 68849, (308) 865-8462.

### **Internet Resources**

Business Career Paths: Where The Jobs Will Be For Generation X

<http://www.BusEd.org/growing.html>

Occupations with the Highest Projected Growth Rates.

The Business Job Finder

<http://www.cob.ohio-state.edu/dept/fin/osujobs.htm>

This site contains information on a variety of business career areas, listings of current jobs, and a variety of other reference materials.

Center for Occupational Research and Development

<http://www.cord.org/>

Leader in comprehensive Tech Prep programs.

Consumer Information Center: Tomorrow's Jobs

[http://www.pueblo.gsa.gov/cic\\_text/employ/tomorrowjobs/tomjobs.htm](http://www.pueblo.gsa.gov/cic_text/employ/tomorrowjobs/tomjobs.htm)

Provides statistics and information on jobs of the future.

Job Smart

<http://jobsmart.org/tools/salary/sal-prof.htm>

Profession-Specific Salary Surveys

Nebraska Career Information Systems

<http://www.unl.edu/dvae/ncis>

Nebraska Department of Education

<http://nde4.nde.state.ne.us>

Business Education—<http://nde4.nde.state.ne.us/BUSED/be.html>

Marketing Education—<http://nde4.nde.state.ne.us/IPS/DECA/deca.html>

Nebraska Department of Labor

<http://www.dol.state.ne.us/nelmi.htm>

Employment and wage data.

Nebraska School-to-Career Opportunities

<http://stc.ded.state.ne.us/index.html>

Valuable information about school-to-careers in Nebraska.

Occupational Outlook Handbook

<http://stats.bls.gov/ocohome.htm>

Occupational Projections—<http://stats.bls.gov/empbib05.htm>

Occupational Employment, Training, and Earnings—<http://stats.bls.gov/emphome.htm>

Trends in the U.S. Job Market

<http://www.acinet.org/scripts/almiscgi.exe?Page=trends>

### **Professional Organizations**

American Vocational Association (AVA)

<http://www.avaonline.org>

Delta Epsilon Chi

<http://www.deca.org/dex/index.html>

Delta Pi Epsilon (DPE)

<http://www.dpe.org>

DECA, an Association of Marketing Students

<http://www.deca.org>

Future Business Leaders of America (FBLA)

<http://www.fbla-pbl.org>

International Society for Business Education (ISBE)

<http://home3.swipnet.se/~w-33875/SIEC/>

MarkED

<http://www.mark-ed.com>

Marketing Education Association (MEA)

Mountain-Plains Business Education Association (M-PBEA)

<http://www2.fhsu.edu/~d095/mpbea.htm>

National Business Education Association (NBEA)  
<http://www.nbea.org>

Nebraska Educational Technology Association (NETA)  
<http://www.lps.org/neta/about.html>

Nebraska Association of Marketing Educators (NAME)

Nebraska State Business Education Association (NSBEA)

Nebraska Strategic Business Partnership Network (SBP)

Nebraska Vocational Association (NVA)

Phi Beta Lambda (PBL)  
<http://www.fbla-pbl.org>