

**Minnesota Family and Consumer Sciences
Family, Career and Community Leaders of America
MN Family and Consumer Sciences Coalition**

**Presentation to Early Childhood Committee,
House of Representatives
March 4, 2010 4:30 pm**

**Minnesota Family and Consumer Sciences
Family, Career and Community Leaders of America
MN Family and Consumer Sciences Coalition**

Minnesota Family and Consumer Sciences Coalition

Representing:

Minnesota Association of Family, Career and Community Leaders Of America

Minnesota Association of Family and Consumer Sciences (MAFCS)

University of Minnesota- Family Education, College of Education and Human Development

Minnesota State Mankato- Family and Consumer Sciences Dept

College of St Catherine- Family and Consumer Sciences Dept

MN FCCLA- HERO

General Mills – Former Director of Betty Croker Kitchens- Marcia Copeland

FCCLA, FACS Teachers and FCCLA youth Leaders present

Wendy Ambrose	Executive Director MN FCCLA	MN FCLA PO 131386, Roseville, MN 55113	651-582- 8302	wendy.ambrose@state.mn.us
Marcine Elder	FACS teacher, FCCLA Advisor	Fulda HS	507-425- 2514	Marcine.elder@fps.mntm.org
Cindi Koll	FACS teacher, FCCLA Advisor	Wadena Deer Creek HS	218-837- 5244	ckoll@wdc2155.k12.mn.us
Julie Rick	FACS teacher, FCCLA Advisor	Litchfield HS	320-693- 2441 Ext 3134 (school)	julie_rick@litchfield.k12.mn.us
Sandy LaGosh	FACS teacher, FCCLA Advisor	Goodhue HS		slgosh@hotmail.com
Anne Jans	FACS teacher, FCCLA Advisor	Jordan HS	952-492- 2332	jansann@jordan.k12.mn.us
Monique Sabby	FACS teacher	Centennial HS		
Marie Berg	FACS teacher, FCCLA Advisor	Pine Island HS	507-356- 4358	MBerg@pineisland.k12.mn.us

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Jill Doschadis	FACS teacher, FCCLA Advisor	Clinton- Graceville- Beardsley HS	320-748- 7605 (school)	jdoschadis@graceville.k12.mn.us
Heidi Enninga	FCCLA State Officer, National FCCLA Candidate	Fulda HS		Enninga_11@hotmail.com
Jacqueline Baker	Region FCCLA Vice President	Clinton- Graceville- Beardsley HS	320-748- 7605 (school)	jacqui.backer@bwincorporated.com
Skylar Borchardt	Region FCCLA President	Litchfield HS	320-693- 2441 Ext 3134 (school)	kgborchardt@yahoo.com
Adrianna Buettner	FCCLA member	Wadena Deer Creek HS	218-837- 5244 (school)	adry.buettner@hotmail.com
Hailey Champa	MN FCCLA State President Elect	Pine Island HS	507-356- 8123	h.champa_FCCLA@yahoo.com
Shawn Conrad	FCCLA Chapter member	Spring Lake Park HS		sconrad@hotmail.com
Morgan Croft	MN FCCLA Vice President of Public Relations	Spring Lake Park HS	763-786- 5571 (school)	Morgan2011@yahoo.com
Analise Dressen	MN FCCLA Vice President of Community Service	Goodhue HS	651-923- 4447	Ajdressen1@hotmail.com
Aubrey Dressen	FCCLA Chapter member	Goodhue HS	651-923- 4447	Aubrey_dressen@msn.com
Bridget Enninga	MN FCCLA State Treasurer	Fulda HS		Enninga11@hotmail.com
Santiago Jimenez	FCCLA Chapter member	Goodhue HS	651-923- 4447	slagoash@hotmail.com
Brenna Lien	FCCLA Chapter member	Pine Island HS	507-356- 8326	
Mariah Olinger	MN FCCLA State President	Jordan HS	952-492- 2332	MariahOlinger71@hotmail.com
Yalonda Nelson	MN FCCLA Vice President	Wadena Deer creek HS	218-837- 5244	phoebe.cupid@hotmail.com

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	of Resource Development			
Leah Sylvester	FCCLA Chapter member	Spring Lake Park HS	763-786- 5571	Lsyvester26@gmail.com
Paige Schiller	FCCLA Chapter Member	Wadena Deer Creek HS	218-837- 5244	bdschill@localnet.com
Hope Steward	FCCLA Chapter member	Wadena Deer Creek HS	218-837- 5244	pinkprincess-12@hotmail.com
Hannah Trosen	State FCCLA Secretary	Jordan HS	952-492- 4352	Hannah.r.trosen@gmail.com
Zachary Warfel	FCCLA Chapter member	Goodhue HS	952-492- 2332	abarteski@pitel.net
Olivia Wicklund	FCCLA Chapter member	Litchfield HS	320-221- 3975	Liverw_95@hotmail.com

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Wendy Ambrose

Chairperson Slawik and members of the Early Childhood Committee:

Thank you for this opportunity to present information about the secondary level or high school and junior high levels of early childhood education. I am Wendy Ambrose, Executive Director of Minnesota Family, Career and Community Leaders of America. (FCCLA)

As you may know, Family and Consumer Sciences courses in junior high and high school cover a range of 16 areas and include parenting and early childhood development. This is important for students to have knowledge of human development and child development for parenting and family skills in their future but also for possible future careers in early childhood, such as a teacher, social worker and working with any aspect of a job where they need to know human development.

(National standards in packet)

Recently Career Builders and CNN posted an article that listed Family and Consumer Sciences careers and college majors as one of the top ten areas to consider for college. This is because of the broad range of adaptability to future jobs. *(Article in packet)*

An Early Childhood national certification test for high school students has been developed and has just become available in December 2009. These Pre Professional tests and a certification called PRE PAC, were developed by a national consortium of 29 states with business and industry helping to develop the test bank and guide the competencies. It has been tested to be psychometrically sound. The test is a high quality on-line test that could be used at the end of a “program of study” in early childhood senior high classes. It will help prepare students for today’s workforce. It could also help teachers to assist students with a seamless transition from high school to post secondary levels of study, with employment placement and to guide teachers to improve instruction.

MN FCCLA has financially contributed to the national coalition of states in order to assure that MN

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students will be able to have a price break for the costs of testing. Tests are now accessed on the website location for American Association for Family and Consumer Sciences (AAFCS). The papers in your packet of information describe the national FACS certifications which are quality competency assessments and industry-recognized certifications.

The certification system was developed:

- To help satisfy the growing emphasis on assessment and accountability in secondary and postsecondary education, including requirements for Perkins funding for Career and Technical Education, and
- To help satisfy the growing emphasis on credentials as a human resource and quality control tool in employment settings throughout the career ladder

If you have questions about this national certification, we will offer you an opportunity for questions after you have an opportunity to hear from a family and consumer sciences teacher and FCCLA officer.

FCCLA is the student organization for family and consumer sciences education. In Minnesota FCCLA has provided many students with opportunities for “showing what they know” in family and consumer sciences classes as well as service-learning and project based learning. Some of you might have experienced the FCCLA Shadow Day by hosting an FCCLA officer. A number of FCCLA Advisors and family and consumer sciences teachers are in the room including:

Marcine Elder from Fulda, Cindi Koll from Wadena Deer Creek, Julie Rick from Litchfield, Sandy LaGosh from Goodhue, Ann Jans from Jordan, Jill Doschadis from Clinton- Graceville- Beardsley HS, Monique Sabby from Centennial HS, and Margie Berg from Pine Island. Members of the Minnesota Family and Consumer Sciences Coalition may also be in the room. Now to tell about her Family and Consumer Sciences child development program is Monique Sabby.

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Monique Sabby

Hello- I am **Monique Sabby from Centennial High School**. Hello I am Monique Sabby from Centennial High School. I teach child development classes in the senior high at Centennial. In my classes students learn the foundation of child development through theory as well as apply their knowledge of ages and stages, positive guidance and developmentally appropriate practice through a student run preschool. As a result of taking my child development classes students have the opportunity to obtain college credit through the articulation process. I currently articulate through Century College and St. Paul College. Other four year colleges such as Hamline University, Iowa State, Stout and other Wisconsin colleges have accepted our articulation credits. A past student of mine, Amanda is currently enrolled at North Dakota State University. As a result of taking my child development classes, Amanda was inspired to work with children. She is currently perusing a degree in Child Psychology. Amanda's story is quite common for many of my students. I feel through my relevant and rigorous course work in Family and Consumer Sciences I play an important role in the education of future teachers, child care providers and parents.

Heidi Enninga:

I am **Heidi Enninga from Fulda** and senior and a past State Officer of FCCLA.: Family Career and Community Leaders of America (FCCLA) is a career and technical student organization with family as its central focus. We would like you to hear from some of the students who have participated in MN FCCLA STAR Events in the child development categories. Students can also participate in FCCLA- HERO at their conference which is for occupational FACS students. FCCLA has many State and National Programs including Financial Fitness, Student Body, Families First, Power of One, Community Service, STOP the Violence, Career Connection, Families Acting for Community Traffic Safety and one of the most popular with students; STAR Events.

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STAR Events stands for Students Taking Action with Recognition. We have 44 categories of competitions, over 1100 students and 860 presentations on April 15-17, 2010 and to select bronze, silver and gold medalists as well as National Advancers to the national competition in July.

The categories of STAR Event competitions that deal with Child development are:

Focus on Children- A project involving children




Illustrated Talks- Including Food for Kids and Positive Schools and Communities

Teach and Train- An event about becoming a future teacher.

As well as an Early Childhood event (an occupational event)

I have also participated in a curriculum called Protecting You, Protecting Me which teaches teens to be peer educators for children. A part of this curriculum was to learn about the latest research in brain development. *PY/PM* helps reach children before they have fully shaped their attitudes and opinions about alcohol use by youth and their role in preventing it. The curriculum focuses on the effects of alcohol on the developing brain during the first 21 years of life. The lessons reinforce the fact that the brains of children and adolescents are still maturing and respond to alcohol dramatically differently than adults' brains, putting children at a much higher risk. The curriculum provides a series of 40 lessons, eight lessons for each grade one through five. FCCLA helped to bring this curriculum to Minnesota for professional development for teachers. It helped me learn about brain development in children and teens. Thank you for the opportunity to speak to you today. All of these opportunities we have are because of family and consumer sciences education and FCCLA.

If you have any questions, we would be happy to try to answer them.

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10 unusual majors can get you these jobs

- Story Highlights
- Family and consumer science majors can branch out into a variety of jobs
- Recreation management can be fun and gets you outside
- Interested in a career that promotes eco-friendly products? Try packaging
- Curious about neighborhood development? Major in urban studies

Rachel Zupke
CareerBuilder writer

Here we are again, nearing the end of yet another summer and the start of a new school year. By now, you (hopefully) know where you'll be attending college this fall, but do you know what you'll study?

The importance of choosing your college major has never been so important. Although the economy will have hopefully turned around by the time you graduate, nothing is certain.

You'll want to declare a major in something you not only enjoy and which interests you, but also in something that will be come in handy when it comes to finding a job.

While it's tempting to choose a broad major like engineering, English or communications, it behooves you to get creative because you never know -- an uncommon degree could put you in a great position to find a job in an emerging, unique or specialized field.

Here are 10 uncommon (or overlooked) majors and the jobs you can get with them*:

1. Family and consumer sciences

Also known as home economics, a background in family and consumer sciences teach students everything you need to know about what makes a "home." You'll become an expert in such areas as child development, family relations, consumer economics, personal finance, fashion design, housing and nutrition, which means you'll have plenty of options when it comes to starting your career.

Related careers: Teacher, health educator, financial adviser, education administrator

2. Linguistics

Linguistics majors study language -- its structure, how it's acquired, how people use it, its history, etc. As globalization continues as an emerging trend in business, those with a linguistics background will become more valued in several fields.

Related careers: Anthropologists, archaeologists, computer scientists, interpreters, linguists, speech-language pathologists and audiologists, translators, marketing

3. Recreation management

Students who major in recreation management learn how to manage employees, plan and promote activities, create budgets and follow safety regulations when running recreational facilities. Most recreation management graduates work in parks, resorts, sporting facilities, camps, senior centers, theme parks and community facilities.

Related careers: Amusement and recreation attendants; lifeguards, ski patrol and other recreational protective services; recreation worker; coaches and umpires; park ranger

4. Food science

Perfect for self-proclaimed "foodies," food science majors study the biology and chemistry behind food. They learn the basics of producing,

transporting and preparing food, and learn what it takes to get a safe food product to consumers.

Related careers: Agricultural and food scientists, flavor chemist, dietetic technicians, dietitians and nutritionists, industrial production managers

5. Packaging

If you're interested in a green career, this might be a good path to follow. Most things come with packaging for health and safety reasons, so it's not likely this major will go away anytime soon. There are ways, however, to make packaging more functional and environmentally friendly, which is what packaging majors focus on.

Related careers: Sustainability engineer, industrial designer, agricultural and food scientists

6. Criminology

Are you able to solve the case during every episode of "Law & Order"? Then majoring in criminology might be for you. Criminology students study the psychology behind why people commit crimes, criminal profiles, crime prevention and the theories surrounding why crime exists.

Related careers: Clinical psychologists, correctional officers, government lawyers, correctional treatment specialists, research psychologists

7. Social work

Social work majors are usually people who want to help make the world and its inhabitants better. In this area of study, you'll learn about human psychology, learn how to counsel individuals and groups, and also learn about social services like welfare and subsidized housing.

Related careers: Child, family and school social workers; human service assistants; medical and public health social workers; mental health and substance abuse social workers; sociologists

8. Urban studies

Have you ever wondered why a certain area of your city is considered "middle-class" or "the slums?" As an urban studies major, you'll learn how neighborhoods develop -- and the stereotypes that go along with them. You'll also study what makes cities unique, find out how different areas respond to problems and events, how buildings and city layouts affect its people, and much more.

Related careers: Urban and regional planners, community organizers and activists, public interest advocates

9. Natural resources

Another green college major, natural resources majors learn how to protect and preserve natural resources and how to commercially use natural resources like oil, trees, water, animals and plants with the least environmental impact.

Related careers: Conservation scientists, environmental educators, environmental scientists, foresters and forestry technicians; park rangers; preserve managers

10. Gerontology

As the population continues to age, an increasing amount of research and resources are being put forth into studying the human aging process. Gerontology majors learn the biological, behavioral and social changes associated with aging, and can often put this knowledge to use in a career that involves working with seniors.

Related careers: Advanced-practice nurses, general practitioners, medical and health services managers, medical and public health social workers, mental health counselors, occupational therapists, physical therapists, public interest lawyers

**Availability of majors vary depending on your academic institution. Selected careers may require higher education and training.*

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National Standards- Family and Consumer Sciences Education

Reasoning for Action

The Reasoning for Action standard is an overarching standard that links and in many ways defines family and consumer sciences education. This standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all 16 Areas of Study (Rubin, 1997); and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.

The comprehensive standard for Reasoning for Action and the five content standards and their corresponding competencies provide a foundation for instruction and student learning *about* reasoning and for *using* reasoning in applied contexts (Fox & Laster, 2000; Knorr & Manning, 1997).

Reasoning for Action, Comprehensive Standard

Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Content Standards

1 Evaluate reasoning for self and others.

2 Analyze recurring and evolving family, workplace, and community concerns.

3 Analyze practical reasoning components.

4 Implement practical reasoning for responsible action in families, workplaces, and communities.

Competencies

1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

1.2 Distinguish between adequate and inadequate reasoning.

1.3 Establish criteria for adequate reasoning.

1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.

2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.

2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.

2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns.

2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.

3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.

3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment.

3.3 Analyze assumptions that underly beliefs and actions.

3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information.

3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.

3.6 Distinguish adequate from inadequate reasons.

4.1 Synthesize information from a variety of sources that are judged to be reliable

4.2 Describe a particular recurring and evolving individual, family, workplace, or community concern.

4.3 Select goals/valued ends to resolve a particular concern.

4.4 Establish standards for choosing responsible action to address a particular concern.

4.5 Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental.

4.6 Generate reasonable actions for reaching goals/valued ends for a

National Standards- Family and Consumer Sciences Education

- particular concern.
 - 4.7 Use adequate and reliable information to critique possible actions.
 - 4.8 Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
 - 4.9 Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.
 - 4.10 Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.
 - 4.11 Design a plan for accomplishing a selected action.
 - 4.12 Implement and monitor a plan of action based on established standards and valued ends.
 - 4.13 Evaluate actions and results, including consequences on self, others, culture/society, and global environment.
 - 4.14 Evaluate practical reasoning processes.
- 5 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.
- 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
 - 5.2 Judge validity and reliability of information, sources, opinions, and evidence.
 - 5.3 Generate hypotheses based on scientific principles, observations, evidence.
 - 5.4 Test hypotheses and theories using scientific inquiry and reasoning.
 - 5.5 Draw conclusions based on data and information that are judged to be reliable.
 - 5.6 Evaluate scientific reasoning processes.

References

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National Standards- Family and Consumer Sciences Education

Area of Study 1.0

Career, Community and Life Connections

Comprehensive Standard

Integrate multiple life roles and responsibilities in family, work, and community settings.

Content Standards

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

1.3 Evaluate the reciprocal effects of individual and family participation in community activities.

Competencies

1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
1.1.4 Analyze potential effects of career path decisions on balancing work and family.
1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
1.2.2 Demonstrate job seeking and job keeping skills.
1.2.3 Apply communication skills in school, community and workplace settings.
1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
1.2.8 Demonstrate work ethics and professionalism.

1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
1.3.3 Analyze personal and family assets and skills that provide service to the community.
1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.
1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

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Area of Study 2.0

Consumer and Family Resources

Comprehensive Standard Evaluate management practices related to the human, economic, and environmental resources.

Content Standards

2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

2.2 Analyze the relationship of the environment to family and consumer resources.

2.3 Analyze policies that support consumer rights and responsibilities.

2.4 Evaluate the effects of technology on individual and family resources.

2.5 Analyze relationships between the economic system and consumer actions.

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Competencies

2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.

2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.

2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.

2.1.4 Apply consumer skills to providing and maintaining clothing.

2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.

2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.

2.1.7 Apply consumer skills to decisions about recreation.

2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members

2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.

2.2.2 Summarize environmental trends and issues affecting families and future generations.

2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

2.2.4 Explain government regulations for conserving natural resources.

2.3.1 Analyze state and federal policies and laws providing consumer protection.

2.3.2 Analyze how policies become laws relating to consumer rights.

2.3.3 Analyze skills used in seeking information to consumer rights.

2.4.1 Summarize types of technology that affect family and consumer decision-making.

2.4.2 Analyze how media and technological advances affect family and consumer decisions.

2.4.3 Assess the use of technology and its effect on quality of life.

2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

2.5.2 Analyze individual and family roles in the economic system.

2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.

2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.

2.6.1 Evaluate the need for personal and family financial planning.

2.6.2 Apply management principles to individual and family financial practices.

2.6.3 Apply management principles to decisions about insurance for individuals and families.

2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

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Area of Study 3.0

Consumer Services

Comprehensive Standard

Integrate knowledge, skills, and practices needed for a career in consumer services

Content Standards

3.1 Analyze career paths within consumer service industries.

Competencies

- 3.1.1 Explain roles and functions of individuals engaged in consumer service careers.
- 3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services.
- 3.1.4 Analyze the effects of the consumer service industry on local, state, national, and global economies.
- 3.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.
- 3.1.6 Analyze the role of professional organizations in consumer service professions.

3.2 Analyze factors that affect consumer advocacy.

- 3.2.1 Analyze the role of advocacy groups at state and national levels.
- 3.2.2 Analyze the contributions of policy makers to consumer advocacy.
- 3.2.3 Demonstrate strategies that enable consumers to become advocates.
- 3.2.4 Analyze the effects of consumer protection laws on advocacy.
- 3.2.5 Apply strategies to reduce the risk of consumer fraud.
- 3.2.6 Analyze the role of media in consumer advocacy.
- 3.2.7 Analyze the effects of business and industry policies and procedures on advocacy.
- 3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.

3.3 Analyze factors in developing a long-term financial management plan

- 3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
- 3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.
- 3.3.3 Analyze the effect of consumer credit in long-term financial planning
- 3.3.4 Compare investment and savings alternatives.
- 3.3.5 Analyze the effects of risk management strategies on long-term financial planning.
- 3.3.6 Analyze the effect of key life transitions on financial planning
- 3.3.7 Explain the role of estate planning in long-term financial planning.
- 3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

3.4 Analyze resource consumption for conservation and waste management practices

- 3.4.1 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.
- 3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.
- 3.4.3 Explore strategies and practices to conserve energy and reduce waste.
- 3.4.4 Examine waste management issues.
- 3.4.5 Examine roles of government, industry, and family in energy consumption.

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- 3.5 Demonstrate skills needed for product development, testing, and presentation.
 - 3.5.1 Conduct market research to determine consumer trends and product development needs.
 - 3.5.2 Design or analyze a consumer product.
 - 3.5.3 Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
 - 3.5.4 Evaluate a product utilizing valid and reliable testing procedures.
 - 3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.
 - 3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods.
 - 3.5.7 Demonstrate a product to educate an audience about a new product on the consumer market.
 - 3.5.8 Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

National Standards- Family and Consumer Sciences Education

Area of Study 4.0

Education and Early Childhood

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services

Content Standards

4.1 Analyze career paths within early childhood, education & related services.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.4 Demonstrate a safe and healthy learning environment for children.

4.5 Demonstrate techniques for positive collaborative relationships

Competencies

4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.
4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
4.1.6 Analyze the role of professional organizations in education and early childhood.

4.2.1 Analyze child development theories and their implications for educational and childcare practices.
4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
4.2.3 Analyze cultural and environmental influences when assessing children's development.
4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
4.2.5 Analyze strategies that promote children's growth and development.

4.3.1 Analyze a variety of curriculum and instructional models.
4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
4.3.6 Establish activities, routines, and transitions.

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
4.4.2 Apply safe and healthy practices that comply with state regulations.
4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
4.4.4 Plan safe and healthy meals and snacks.
4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

4.5.1 Apply developmentally appropriate guidelines for behavior.
4.5.2 Demonstrate problem-solving skills with children.

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- with children.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
 - 4.5.4 Implement strategies for constructive and supportive interactions between children and families.
 - 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.
- 4.6 Demonstrate professional practices and standards related to working with children.
- 4.6.1 Utilize opportunities for continuing training and education.
 - 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
 - 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
 - 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
 - 4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

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Area of Study 5.0

Facilities Management and Maintenance

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

Content Standards

Content Standards	Competencies
5.1 Analyze career paths within the facilities management and maintenance areas.	5.1.1 Explain the roles and functions of individuals engaged in facilities management and maintenance careers. 5.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 5.1.3 Summarize education and training requirements and opportunities for career paths in facilities management and maintenance. 5.1.4 Analyze the effects of facilities management and maintenance occupations on local, state, national, and global economies. 5.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers. 5.1.6 Analyze the role of professional organizations in facilities management and maintenance professions
5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.	5.2.1 Apply housekeeping standards and procedures. 5.2.2 Operate cleaning equipment and tools. 5.2.3 Manage use of supplies. 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces. 5.2.5 Perform facilities maintenance based on established standards. 5.2.6 Analyze energy efficient methods. 5.2.7 Demonstrate quality services in keeping with customer expectations.
5.3 Demonstrate sanitation procedures for a clean and safe environment.	5.3.1 Analyze the various types of cleaning methods and their environmental effects. 5.3.2 Summarize federal and state regulations regarding safe handling use and storage of chemicals. 5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled and carefully handled. 5.3.4 Select a pest control system appropriate for the facility and the type(s) of pests likely to be present. 5.3.5 Apply Centers for Disease Control (CDC) standards. 5.3.6 Apply Americans with Disabilities Act (ADA) regulations.
5.4 Apply hazardous materials and waste management procedures.	5.4.1 Carry out federal, state, and other regulations regarding waste management. 5.4.2 Demonstrate a waste minimization plan. 5.4.3 Practice a recycling program for conservation of resources. 5.4.4 Record presence of hazardous materials and occurrence of hazardous situations accurately and communicate to appropriate authorities. 5.4.5 Describe procedures for safely handling and storing hazardous materials and waste products. 5.4.6 Design energy efficient methods. 5.4.7 Demonstrate safe storage and disposals of pesticides.

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- 5.5 Demonstrate a work environment that provides safety and security.
 - 5.5.1 Design procedures for external and internal emergencies.
 - 5.5.2 Apply security procedures.
 - 5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
 - 5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.
 - 5.5.5 Apply procedures for control of infection and infectious materials.

- 5.6 Demonstrate laundering processes aligned with industry standards and regulations.
 - 5.6.1 Summarize the functions of machines and equipment used in laundering operations.
 - 5.6.2 Demonstrate standard laundry procedures.
 - 5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.
 - 5.6.4 Apply industry regulations to laundry/linen systems.

- 5.7 Demonstrate facilities management functions.
 - 5.7.1 Demonstrate quality customer service which exceeds customer expectations.
 - 5.7.2 Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring, and terminating of employees.
 - 5.7.3 Design staff schedules.
 - 5.7.4 Conduct orientation, regular training and education, and on the job training/retraining.
 - 5.7.5 Demonstrate techniques and strategies to measure work quality of employees.
 - 5.7.6 Apply principles of purchasing and receiving in facility management operations.
 - 5.7.7 Implement procedures to control inventory.
 - 5.7.8 Apply accounting principles in planning, forecasting, and recording profit and loss.
 - 5.7.9 Develop a marketing plan for a business or department.

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Area of Study 6.0

Family

Comprehensive Standard

Evaluate the significance of family and its effects on the well-being of individuals and society.

Content Standards

6.1 Analyze the effects of family as a system on individuals and society

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Competencies

6.1.1 Analyze family as the basic unit of society

6.1.2 Analyze the role of family in transmitting societal expectations.

6.1.3 Analyze global influences on today's families

6.1.4 Analyze the role of family in teaching culture and traditions across the life span.

6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.

6.1.6 Analyze the effects of change and transitions over the life course.

6.1.7 Analyze the ways family and consumer sciences careers assist the work of the family.

6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.

6.2.2 Analyze the effects of social and cultural diversity on individual and families.

6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.

6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.

6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.

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Area of Study 7.0

Family and Community Services

Comprehensive Standard

Synthesize knowledge, skills, and practices required for careers in family & community services

Content Standards

7.1 Analyze career paths within family and community services

7.2 Analyze factors relating to providing family and community services.

7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

Competencies

7.1.1 Explain the roles and functions of individuals engaged in family and community services careers

7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

7.1.3 Summarize education and training requirements and opportunities for career paths in family & community services

7.1.4 Analyze the effects of family and community service occupations on local, state, national, and global economies.

7.1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.

7.1.6 Analyze the role of professional organizations in family and community services professions

7.2.1 Describe local, state, and national agencies and informal support resources providing human services

7.2.2 Analyze professional, ethical, legal, and safety issues that confront human service employees.

7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.

7.2.4 Analyze harmful, fraudulent, and deceptive human services practices.

7.2.5 Summarize the rights and responsibilities of human service participants and their families.

7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.

7.2.7 Analyze community-networking opportunities in family and community services.

7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.

7.3.2 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.

7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.

7.3.4 Analyze participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.

7.3.5 Demonstrate use of technology in human services.

7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.

7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.

7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family with a variety of disadvantaging conditions.

7.4.4 Discriminate between situations that require personal prevention or

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intervention and those situations that require professional assistance.

- 7.4.5 Analyze situations which require crisis intervention
- 7.4.6 Summarize the appropriate support needed to address selected human services issues.
- 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions
 - 7.5.1 Describe needs and accommodations for people with a variety of disadvantaging conditions.
 - 7.5.2 Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically, and emotionally.
 - 7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
 - 7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
 - 7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
 - 7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
 - 7.5.7 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions

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Area of Study 8.0

Food Production and Services

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in food production and services.

Content Standards

8.1 Analyze career paths within the food production and food services industries.

Competencies

8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.

8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.

8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.

8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.

8.1.6 Analyze the role of professional organizations in food production and services

8.2 Demonstrate food safety and sanitation procedures.

8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.

8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.

8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.

8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.

8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.

8.2.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.

8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.

8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.

8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA

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- requirements.
- 8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
 - 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.
 - 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
- 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 8.4.1 Use computer based menu systems to develop and modify menus.
 - 8.4.2 Apply menu-planning principles to develop and modify menus.
 - 8.4.3 Analyze food, equipment, and supplies needed for menus.
 - 8.4.4 Develop a variety of menu layouts, themes, and design styles.
 - 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.
 - 8.4.6 Record performance of menu items to analyze sales and determine menu revisions.
 - 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
 - 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
 - 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
 - 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
 - 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
 - 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
 - 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
 - 8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
 - 8.5.9 Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.
 - 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
 - 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
 - 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
 - 8.5.13 Examine the applicability of convenience food items.
 - 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 8.6 Demonstrate implementation of food service management and leadership functions.
- 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations.
 - 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

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- 8.6.3 Apply accounting procedures in planning and forecasting profit and loss.
 - 8.6.4 Examine the areas of risk management and legal liability within the food service industry.
 - 8.6.5 Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
 - 8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.
 - 8.6.7 Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining.
 - 8.6.8 Implement marketing plan for food service operations.
 - 8.6.9 Design internal/external crisis management and disaster plans and response procedures.
 - 8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.
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- 8.7 Demonstrate the concept of internal and external customer service.
 - 8.7.1 Analyze the role of quality service as a strategic component of exceptional performance.
 - 8.7.2 Demonstrate quality services that meet industry standards in the food service industry.
 - 8.7.3 Analyze the relationship between employees and customer satisfaction.
 - 8.7.4 Apply strategies for addressing and resolving complaints.
 - 8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.

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Area of Study 9.0

Food Science, Dietetics, and Nutrition

Comprehensive Standard

Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

Content Standards

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

Competencies

9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.

9.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.

9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.

9.2.1 Analyze factors that contribute to food borne illness.

9.2.2 Analyze food service management safety and sanitation programs.

9.2.3 Implement industry standards for documenting, investigating, and reporting food born illnesses.

9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.

9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.

9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.

9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.

9.2.9 Demonstrate waste disposal and recycling methods.

9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

9.3.2 Analyze nutritional data.

9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.

9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.

9.3.5 Analyze recipe/formula proportions and modifications for food production.

9.3.6 Critique the selection of foods to promote a healthy lifestyle.

9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

9.4.1 Analyze nutritional needs of individuals.

9.4.2 Use nutritional information to support care planning.

9.4.3 Utilize a selective menu.

9.4.4 Construct a modified diet based on nutritional needs and health conditions.

9.4.5 Design instruction on nutrition for health maintenance and disease

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prevention.

- 9.5 Demonstrate use of current technology in food product development and marketing.
 - 9.5.1 Analyze various factors that affect food preferences in the marketing of food.
 - 9.5.2 Analyze data in statistical analysis in making development and marketing decisions.
 - 9.5.3 Prepare food for presentation and assessment.
 - 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.
 - 9.5.5 Implement procedures that affect quality product performance.
 - 9.5.6 Conduct sensory evaluations of food products.
 - 9.5.7 Conduct testing for safety of food products, utilizing available technology.

- 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.
 - 9.6.1 Build menus to customer/ client preferences.
 - 9.6.2 Implement food preparation, production, and testing systems.
 - 9.6.3 Apply standards for food quality.
 - 9.6.4 Create standardized recipes.
 - 9.6.5 Manage amounts of food to meet needs of customers, clients.
 - 9.6.6 Analyze new products.
 - 9.6.7 Implement procedures that provide cost effective products.
 - 9.6.8 Establish par levels for the purchase of supplies based on an organization's needs.
 - 9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation

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Area of Study 10.0

Hospitality, Tourism, and Recreation

Comprehensive Standard

Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation

Content Standards

Competencies

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| 10.1 Analyze career paths within the hospitality, tourism and recreation industries. | 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers.
10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.
10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies.
10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers
10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions. |
| 10.2 Demonstrate procedures applied to safety, security, and environmental issues. | 10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
10.2.2 Demonstrate procedures for assuring guest or customer safety.
10.2.3 Evaluate evacuation plans and emergency procedures.
10.2.4 Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
10.2.5 Design a system for documenting, investigating, and taking action on safety, security, and environmental issues. |
| 10.3 Apply concepts of quality service to assure customer satisfaction. | 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.
10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
10.3.3 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
10.3.4 Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
10.3.5 Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations. |
| 10.4 Demonstrate practices and skills involved in lodging occupations. | 10.4.1 Demonstrate front desk, office, and customer service skills.
10.4.2 Perform cash handling, accounting, and financial transactions.
10.4.3 Manage convention, meeting, and banquet support functions.
10.4.4 Apply basic food preparation and services skills in catering operations.
10.4.5 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
10.4.6 Apply facility management, maintenance, and service skills to lodging operations.
10.4.7 Apply time and work management skills to facility service tasks.
10.4.8 Analyze sales and marketing functions in lodging operations. |
| 10.5 Demonstrate practices and skills for travel related services. | 10.5.1 Examine geography, climate, sites, and time zones of various regions and countries. |

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- 10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
 - 10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
 - 10.5.4 Assemble information needed for domestic and international travel.
 - 10.5.5 Produce travel documents and itineraries, utilizing current technology.
 - 10.5.6 Monitor travel arrangements using computerized systems.
- 10.6 Demonstrate management of recreation, leisure, and other programs and events.
- 10.6.1 Coordinate client inquiries and requests.
 - 10.6.2 Design themes, time lines, budgets, agendas, and itineraries.
 - 10.6.3 Organize locations, facilities, suppliers, and vendors for specific services.
 - 10.6.4 Prepare for distribution of event materials.
 - 10.6.5 Demonstrate skills related to promoting and publicizing events.
 - 10.6.6 Manage programs and events for specific age groups or diverse populations.
 - 10.6.7 Promote wellness through recreation and leisure programs and events.

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Area of Study 11.0

Housing and Interior Design -

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standards

11.1 Analyze career paths within the housing, interior design, and furnishings industries.

11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.

11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.

Competencies

11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.

11.1.2 Analyze career paths and opportunities for employment and entrepreneurial endeavors.

11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.

11.1.4 Analyze the impact of housing and interior design occupations on local, state, national, and global economies.

11.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing, interiors, and furnishings careers.

11.1.6 Analyze the role of professional organizations in housing and interior design professions.

11.1.7 Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.

11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.

11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.

11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.

11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety.

11.3.3 Demonstrate measuring, estimating, ordering, purchasing, and pricing skills.

11.3.4 Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.

11.3.5 Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.

11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development.

11.4.1 Interpret information provided on construction documents.

11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.

11.4.3 Draft an interior space to scale using architecture symbols.

11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.

11.4.5 Apply building codes, universal guidelines, and regulations in space

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- planning and furniture arrangement.
- 11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).
- 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.
- 11.5.1 Describe features of furnishings that are characteristic of various historical periods.
- 11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.
- 11.5.3 Illustrate the development of architectural styles throughout history.
- 11.5.4 Compare and contrast historical architectural details to current housing and interior design trends.
- 11.5.5 Analyze future design and development trends in architecture, interiors, and furnishings.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
- 11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goods.
- 11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.
- 11.6.3 Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data.
- 11.6.4 Critique design plans to address client's needs, goals and resources.
- 11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.
- 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
- 11.7.1 Select appropriate studio tools.
- 11.7.2 Prepare sketches, elevations, and renderings using appropriate media.
- 11.7.3 Prepare visual presentations including legends, keys, and schedules.
- 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.
- 11.7.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.
- 11.7.6 Create floor plans using architectural drafting skills and computer aided design software.
- 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.
- 11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the the housing and furnishings industries.
- 11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
- 11.8.3 Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.
- 11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
- 11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
- 11.8.6 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.
- 11.8.8 Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.
- 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries.

National Standards- Family and Consumer Sciences Education

Area of Study 12.0 Human Development

Comprehensive Standard

Analyze factors that influence human growth & development.

Content Standards

12.1 Analyze principles of human growth and development across the life span.

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

Competencies

12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.

12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.

12.2.1 Analyze the effect of heredity and environment on human growth and development.

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.

12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.

12.2.5 Analyze geographic, political, and global influences on human growth and development.

12.3.1 Analyze the role of nurturance on human growth and development.

12.3.2 Analyze the role of communication on human growth and development.

12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

National Standards- Family and Consumer Sciences Education

Area of Study 13.0

Interpersonal Relationships

Comprehensive Standard

Demonstrate respectful and caring relationships in the family, workplace and community.

Content Standards

13.1 Analyze functions and expectations of various types of relationships.

Competencies

13.1.1 Analyze processes for building and maintaining interpersonal relationships.

13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.

13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.

13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.

13.1.5 Analyze processes for handling unhealthy relationships.

13.1.6 Demonstrate stress management strategies for family, work, and community settings.

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

13.2.1 Analyze the effects of personal characteristics on relationships.

13.2.2 Analyze the effect of personal need on relationships.

13.2.3 Analyze the effects of self-esteem and self-image on relationships.

13.2.4 Analyze the effects of life span events and conditions on relationships.

13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.

13.3 Demonstrate communication skills that contribute to positive relationships.

13.3.1 Analyze communication styles and their effects on relationships.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.

13.3.5 Apply ethical principles of communication in family, community and work settings.

13.3.6 Analyze the effects of communication technology in family, work, and community settings.

13.3.7 Analyze the roles and functions of communication in family, work, and community settings.

13.4 Evaluate effective conflict prevention and management techniques.

13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.

13.4.2 Explain how similarities and differences among people affect conflict prevention and management.

13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.

13.4.4 Demonstrate nonviolent strategies that address conflict.

13.4.5 Demonstrate effective responses to harassment.

13.4.6 Assess community resources that support conflict prevention and management

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.

13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.

13.5.4 Demonstrate techniques that develop team and community spirit.

National Standards- Family and Consumer Sciences Education

- 13.5.5 Demonstrate ways to organize and delegate responsibilities.
- 13.5.6 Create strategies to integrate new members into the team.
- 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

- 13.6 Demonstrate standards that guide behavior in interpersonal relationships.
 - 13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
 - 13.6.2 Apply guidelines for assessing the nature of issues and situations.
 - 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
 - 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
 - 13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.

National Standards- Family and Consumer Sciences Education

Area of Study 14.0 Nutrition and Wellness

Comprehensive Standard

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Content Standards

14.1 Analyze factors that influence nutrition and wellness practices across the life span.

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)

14.4 Evaluate factors that affect food safety from production through consumption.

14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.

Competencies

14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices

14.1.5 Analyze legislation and regulations related to nutrition and wellness.

14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.

14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

14.4.1 Analyze conditions and practices that promote safe food handling.

14.4.2 Analyze safety and sanitation practices throughout the food chain.

14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.

14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.

14.4.6 Analyze public dialogue about food safety and sanitation.

14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.

14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.

14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.

National Standards- Family and Consumer Sciences Education

Area of Study 15.0

Parenting

Comprehensive Standard

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Content Standards

15.1 Analyze roles and responsibilities of parenting.

Competencies

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
- 15.1.4 Analyze societal conditions that influence parenting across the life span.
- 15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

- 15.2.1 Choose nurturing practices that support human growth and development.
- 15.2.2 Apply communication strategies that promote positive self-esteem in family members.
- 15.2.3 Assess common practices and emerging research about discipline on human growth and development.
- 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
- 15.2.5 Apply criteria for selecting care and services for children

15.3 Evaluate external support systems that provide services for parents.

- 15.3.1 Assess community resources and services available to families.
- 15.3.2 Appraise community resources that provide opportunities related to parenting.
- 15.3.3 Summarize current laws and policies related to parenting.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

- 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
- 15.4.3 Analyze implications of alternatives to biological parenthood.
- 15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

National Standards- Family and Consumer Sciences Education

Area of Study 16.0

Textiles, Fashion, and Apparel

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Content Standards

Competencies

- | | | | |
|------|--|--------|--|
| 16.1 | Analyze career paths within textile apparel and design industries. | 16.1.1 | Explain the roles and functions of individuals engaged in textiles and apparel careers. |
| | | 16.1.2 | Analyze opportunities for employment and entrepreneurial endeavors. |
| | | 16.1.3 | Summarize education and training requirements and opportunities for career paths in textile and apparel services. |
| | | 16.1.4 | Analyze the effects of textiles and apparel occupations on local, state, national, and global economies. |
| | | 16.1.5 | Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel. |
| | | 16.1.6 | Analyze the role of professional organizations in textiles, fashion, and apparel industries. |
| 16.2 | Evaluate fiber and textile products and materials. | 16.2.1 | Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers. |
| | | 16.2.2 | Evaluate performance characteristics of textile fiber and fabrics. |
| | | 16.2.3 | Summarize textile legislation, standards, and labeling in the global economy. |
| | | 16.2.4 | Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. |
| | | 16.2.5 | Apply appropriate procedures for care of textile products. |
| 16.3 | Demonstrate fashion, apparel, and textile design skills. | 16.3.1 | Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. |
| | | 16.3.2 | Apply basic and complex color schemes and color theory to develop and enhance visual effects. |
| | | 16.3.3 | Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products. |
| | | 16.3.4 | Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique. |
| | | 16.3.5 | Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues. |
| | | 16.3.6 | Apply elements and principles of design to assist consumers and businesses in making decisions. |
| | | 16.3.7 | Demonstrate ability to use technology for fashion, apparel, and textile design. |
| 16.4 | Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. | 16.4.1 | Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair. |
| | | 16.4.2 | Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products. |
| | | 16.4.3 | Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products. |
| | | 16.4.4 | Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products. |
| | | 16.4.5 | Demonstrate basic skills for producing and altering textile products and apparel. |

PRE PAC Program

Standards Based Competency and Industry Recognized Pre Professional Certification

**National Certification for Early Childhood
Assessment and Certification
High School Assessment**

**Developed with American Association of Family and Consumer Sciences
National Association for State Supervisors of
Family and Consumer Sciences Education**

**Stakeholders also included representatives from business and industry and higher
education programs, and content specialists**

www.aafcs.org/prepac

Minnesota Family, Career and Community Leaders of America

INFORMATION ABOUT THE FAMILY AND CONSUMER SCIENCES CERTIFICATION FOR PRE-PROFESSIONAL STUDENTS IN EARLY CHILDHOOD.

On website: www.aafcs.org/prepac/ece.html

Introduction to the Pre-PAC Program

The American Association of Family & Consumer Sciences (AAFCS) national organization has a proud 100-year history of providing support and leadership for family and consumer sciences professionals. AAFCS is pleased to announce the Pre-Professional Assessment and Certification (Pre-PAC) program, creating the premier family and consumer sciences pre-professional assessment and certification system in the nation. Pre-PAC utilizes the considerable grassroots network of AAFCS members, representing a broad range of business, industry, and education practice settings in collaboration with other stakeholders to develop and administer quality competency assessments and industry-recognized certifications for pre-professionals in family and consumer sciences educational programs and careers. In addition to drawing heavily on business and industry input, Pre-PAC utilizes information from the National Standards for Family and Consumer Sciences Education, the National Career Clusters initiative, and other relevant guidelines.

AAFCS has a well-established Credentialing Center that includes certification of professionals as Certified in Family and Consumer Sciences (CFCS). AAFCS believes that it is important to move forward by adding to the association's products and services a portfolio of standards-based assessments and industry-recognized certifications to support pre-professional level family and consumer sciences career areas and programs of study for the following reasons:

- To help satisfy the growing emphasis on assessment and accountability in secondary and postsecondary education, including requirements for Perkins funding for Career and Technical Education, and
- To help satisfy the growing emphasis on credentials as a human resource and quality control tool in employment settings throughout the career ladder.

In creating the Pre-PAC program, AAFCS assumes the major responsibility for providing staff, infrastructure, and other resources supporting the development of competency assessments and corresponding industry-recognized certifications representative of a broad range of pre-professional level family and consumer sciences careers. AAFCS recognizes that program effectiveness depends heavily upon the involvement, contributions, and assistance of a broad range of stakeholders with an interest in assuring that family and consumer sciences education programs are effectively preparing individuals with the knowledge and skills necessary for demanding career opportunities, therefore providing a workforce to meet the needs of business and industry in the demanding U.S. economy. These stakeholders include representatives of business/industry providing career opportunities for those trained in family and consumer sciences programs of study; state leadership for secondary family and consumer sciences education, career and technical education, and higher education programs; Family and Consumer Sciences content specialists; and others responsible for the improvement and accountability of training programs.

EARLY CHILDHOOD: Description of the Assessment and Certification

The Early Childhood Education Assessment and Certification are

- driven by industry standards;
- based on relevant content standards developed by the National Association for the Education of Young Children and consistent with the National Standards for Family and Consumer Sciences Education and the National Career Clusters Initiative;
- appropriate to validate achievement of competencies related to early childhood education;
- useful in a broad range of education and employment settings, such as secondary and post-secondary education, community-based education programs, and employer-based human resource and staff development programs; and
- advantaged to utilize a gold-standard, computer-based testing platform format that provides for valid and reliable competency measurement, and a reporting mechanism for data-driven program improvement, accountability, and individual remediation and acceleration.

MN FCCA Executive Director, Wendy Ambrose, PQ 131386, Roseville, MN 55113
651-582-8302 Website: www.mnfccla.org Blog: www.minnfccla.blogspot.com
MN FACS Consortium: Blog: www.mnfacsecoalition.blogspot.com

Minnesota Family, Career and Community Leaders of America

Uses of the Assessment and Certification

The assessment/certification will be used to:

- document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- satisfy federal accountability reporting mandates required by Perkins IV legislation;
- facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- validate competencies required for employment at the pre-professional and/or paraprofessional level; and
- provide an industry-recognized certification.

Careers

The Early Childhood Education assessment/certification will address a skill set necessary for success in early childhood education which is one of the fastest growing programs that is reporting employment growth. It is anticipated that this assessment/certification will be targeted for individuals preparing for careers related to early childhood education, such as those associated with:

- child care,
- teaching,
- community-based children's programs,
- social services or counseling for children, and
- after-school programs.

Competency List

Competencies addressed in the early childhood education assessment and certification are attached at the end of this document.

Developed by National Early Childhood Education Leaders

AAFCS has engaged the assistance of a broad range of esteemed early childhood practitioners and educators from across the nation to assist in identifying relevant industry standards and develop the assessment instrument. Recognizing the value of a solid assessment tool in assuring that programs are effectively preparing individuals with the knowledge and skills necessary to provide high quality child care in an optimal environment and for pre-professional careers requiring those skills, the following stakeholders participated on the development panel for the assessment and certification:

- Peggy Thoenen, Buttons and Bullfrogs Family Center, Jefferson City, MO
- Jean Simpson, Office of Head Start, Washington, DC
- Barbara Sawyer, National Association of Family Child Care, Arvada, CO
- Sara Moleski-Rice, National Child Care Association, Washington, DC
- Alison Lutton, National Association for the Education of Young Children (NAEYC), Washington, DC
- Celia Farr, Children's Harbor, Portsmouth, VA
- Sabrina Thomson, Faith-Based Child Care organization, Oklahoma City, OK
- Susan Hoff, Child Care Group, Dallas, TX
- Robin Hasslen, Head of Child Development Centers, Bethel University, St. Paul, MN
- John Anne Reynolds, South Plains College, Levelland, TX
- Anna Goff, Farmington School District, Farmington, AR
- Eleanor Keppler, FCS Teacher and Child Care Director, IN
- Vicki Rexroat, Oklahoma Department of Career Tech and Child Care Director, Fort Cobb, OK

Product Launch and Further Information

The early childhood education assessment and certification is part of a portfolio of pre-professional level assessment and industry-recognized certification products currently under development by AAFCS and will be available for use during 2009-2010. For further information please contact: Lori Myers; Director of Pre-Professional Assessment and Certification; 703-706-4600; LMyers@afcs.org; www.afcs.org.

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MN FACS Consortium: Blog: www.mnfacsecoalition.blogspot.com

Minnesota Family, Career and Community Leaders of America

Early Childhood Education

Assessment and Certification Competencies 1

Career Paths (Weight – 14.3%)

- 1A. Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 1B. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services..
- 1C. Identify the personal qualities and abilities needed to be effective with children.
- 1D. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 1E. Analyze the effects of early childhood, education, and services on local, state, national, and global economies.
- 1F. Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.
- 1G. Analyze the role of professional organizations in education and early childhood.

Developmentally Appropriate Practices (Weight – 14.3%)

- 2A. Analyze child development theories and their implications for educational and childcare practices.
- 2B. Apply a variety of assessment methods to observe and interpret children's growth and development.
- 2C. Analyze cultural and environmental influences when assessing children's development.
- 2D. Analyze abilities and needs of children and their effects on children's growth and development.
- 2E. Analyze strategies that promote children's growth and development.

3 Curriculum and Instruction (Weight – 14.3%)

- 3A. Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests.
- 3B. Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 3C. Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
- 3D. Demonstrate a variety of teaching methods to meet individual needs of children.
- 3E. Arrange learning centers that provide for children's exploration, discovery, and development.
- 3F. Establish activities, routines, and transitions.

4 Learning Environment (Weight – 14.3%)

- 4A. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4B. Apply safe and healthy practices that comply with state regulations.
- 4C. Implement strategies to teach children health, safety, and sanitation habits.
- 4D. Plan safe and healthy meals and snacks.
- 4E. Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 4F. Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

Minnesota Family, Career and Community Leaders of America

In 2007 the American Association of Family and Consumer Sciences (AAFCS) launched an initiative to create standards-based competency assessments and industry-recognized pre-professional certifications in a variety of family and consumer sciences career areas. These new credentialing products along with related services will become part of the Pre-Professional Assessment and Certification (Pre-PAC) program in the association's Family and Consumer Sciences Credentialing Center.

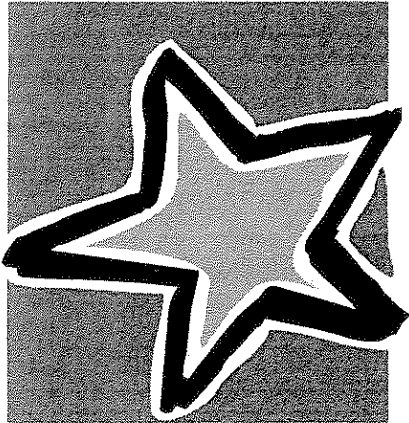
A primary objective of this initiative was to satisfy the needs of secondary and post-secondary education programs to meet state and federal requirements for program accountability and improvement while also providing a mechanism to document knowledge and skill attainment for use by employers in employee hiring and placement. Central to meeting these objectives is a mechanism for obtaining information concerning education and employment in the states. The Pre-Professional Assessment and Certification Consortium was created to serve in an advisory capacity for the program.

<p>While Pre-PAC products and services will be available throughout the nation, states participating in the Consortium have a voice in product development and pricing advantages upon delivery. State entities are at varied points in obtaining consortium participation approval and funding. Currently, commitments from 30 states have been obtained. As a major element of secondary Family and Consumer Sciences programs, national Family, Career and Community Leaders of America (FCCLA) is also participating in the Consortium. States that are currently participating in the Consortium include:</p> <ul style="list-style-type: none">AlabamaArkansasCaliforniaColoradoDelawareGeorgiaIowaIdahoIllinoisIndianaKansasKentuckyLouisianaMinnesotaMissouriNevada	<ul style="list-style-type: none">North CarolinaNorth DakotaNew HampshireNew JerseyOhioOklahomaPennsylvaniaSouth CarolinaSouth DakotaTennesseeTexasUtahVirginiaWashingtonFCCLAOthers pending
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For more information concerning consortium participation, please contact Gay Nell McGinnis, AAFCS Division Director of Credentialing, Professional Development and Public Policy, gmcginnis@aaafcs.org, 703-706-4600 or Lori Myers, AAFCS Director of Pre-Professional Assessment and Certification, Lmyers@aaafcs.org, 703-706-4600.

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MN FACS Consortium: Blog: www.mnfacecoalition.blogspot.com

WHAT ARE MINNESOTA STAR EVENTS?



STAR stands for Students Taking Action with Recognition. The experience of a STAR Event introduces teens to knowledge and skill development. The presentations involve weeks of research about classroom content and decision-making. STAR Events help members grow in experience, understanding and sharing of knowledge.

STAR Events promote the mission to focus on the multiple roles of family members, wage earners and community leaders. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge and career and technical education.

Each participant receives recognition for his or her efforts to communicate the chosen topic in a creative manner. Each student expands his or her horizon with STAR Event participation. Leadership qualities are gained as FCCLA' members share their STAR Events with various other organizations within the community. Excellence is a quality each member strives for. With STAR Events, everyone is a winner!

STAR Events encourage active student participation and recognize the accomplishments of youth. The belief that everyone can be successful is the foundation of these events. Cooperation and competition are stressed in positive, constructive ways. Establishing teams of adult and youth evaluators and event managers fosters respectful interaction between youth and adults.

STAR Events help build foundational skills for many future careers, develop leadership skills or prepare for specific careers.

Star Events are aligned with careers in family and consumer sciences and programs of study in career and technical courses. The National Standards of Family and Consumer Sciences for secondary students also guide the development of the STAR Events.



Minnesota Star Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 8 Food for Kids (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: The purpose of this event is to analyze food choices for children that are economical, healthy and appealing. The food choices should be analyzed for nutrients and cost per serving. Use a nutritional resource from reliable sources for your research.

Rules:

1. Follow all Minnesota FCCLA Star Event general rules. These are on page 6-12 of this Minnesota Handbook. The Illustrated Talk rules are found in the National FCCLA Star Event Handbook Rules. You need both.
2. One to three participants.
3. Use a unit of the Student Body as a link to your research. You must use the state or national program resources as a reference for your STAR Event.
4. Presentation must include a report of information from an interview/communication with a person who has knowledge in this subject matter. Documentation of this can be mentioned in your oral presentation and/or be in the bibliography.

Possible topics:

1. Diets for overweight kids
2. Snacks for children
3. Food for children from low income families
4. Organic food choices for children
5. Food for children's allergies
6. Cultural choices for children's food
7. Medical conditions or food allergies of children
8. Food for busy families with children
9. Foods that children could help prepare
10. Food for children in Day Care regulations/settings
11. Healthy beverages for children
12. Other topics

Methods: See General list

Resources: See General list

Link to National Standards for Family and Consumer Sciences

2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.



Illustrated Talk, an *individual or team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder*, an *oral presentation*, and *visuals*.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 29 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Illustrated Talk project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Illustrated Talk project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
5. If audio recordings are used, they are limited to 1 minute playing time during the presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participants.
7. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 25 minutes.

GENERAL INFORMATION

1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Participant(s) may bring an easel(s).
3. Extension cords and power strips are not provided.
4. Spectators may not observe any portion of this event.
5. The use of video recordings is not allowed in this event.
6. Words in *italics* are defined in the glossary.
7. **Allowable Presentation Elements.**
Allowed: *Audio, Costumes/Uniforms, Easel(s), File Folders, Props/Pointers, Skits, Visual Equipment, Visuals.*



ILLUSTRATED TALK Specifications



ILLUSTRATED TALK

File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Project Identification Page	One 8 1/2" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, and title of Illustrated Talk.
FCCLA Planning Process Summary Page	One 8 1/2" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present the Illustrated Talk.
Outline of Presentation	Outline the presentation in no more than two pages.
Documentation of Three Prior Presentations of the Illustrated Talk to Different Audiences	Document three (<i>only three</i>) prior Illustrated Talk presentations, including date; location; and proof of prior presentation, such as photos, news clippings, and/or thank-you notes.
Works Cited/Bibliography	Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current. MLA format required.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

Introduction	Use creative methods to capture <i>audience</i> attention.
Relationship to Family and Consumer Sciences and/or Related Occupations	Reflect views and knowledge on issues of concern related to areas of Family and Consumer Sciences and/or related occupations.
Knowledge of Subject Matter	Present current data and information to support viewpoints and issues of concern.
Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.
Summary	Summarize major points and/or issues of concern.
Length of Presentation	The presentation should be an appropriate length within the 10-minute timeframe for the information which should be presented.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or note cards if used.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.

Illustrated Talk Specifications (continued)

Visuals/Props

Visuals/props may include posters, charts, slides, transparencies, presentation software, puppets, etc. Audio recordings are limited to 1 minute playing time during the presentation. Video recordings are not permitted.

Effectively Illustrate Content	Support, illustrate, and/or complement <i>content</i> of presentation.
Creativity	Use creative methods to illustrate presentation.
Use of Visuals	Presentation aids must be visible to the <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling.



STAR Events Point Summary Form ILLUSTRATED TALK



ILLUSTRATED TALK

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
File Folder 0-2 points	0 No File Folder presented	1 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	2 File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Presentation Outline • Prior Presentation Documentation • Works Cited
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

 Total Score _____ divided by number of evaluators
 = **AVERAGE EVALUATOR SCORE**
ROOM CONSULTANT TOTAL
 (10 points possible)

AVERAGE EVALUATOR SCORE
 (90 points possible)

FINAL SCORE
 (Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one)

Gold: 90-100

Silver: 70-89.99

Bronze: 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



ILLUSTRATED TALK Rubric



ILLUSTRATED TALK

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

FILE FOLDER							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Outline of Presentation 0-3 points	0 Not provided	1 Very limited; disorganized	2 Adequate information presented; organization is good, but could be improved	3 Excellent information clearly organized and easy to follow			
ORAL PRESENTATION							Points
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for the presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	4 Creative introduction	5 Introduction captured attention immediately	
Relationship of Family and Consumer Sciences Coursework to Selected Career 0-10 points	0 No evidence of relationship between career and FACS	1-2 Minimal evidence of career knowledge and FACS coursework	3-4 Some evidence of career knowledge	5-6 Knowledge of career and FACS coursework but not shared	7-8 Knowledge of career and the relationship to FACS is evident and shared	9-10 Knowledge of career and FACS relationship is evident and explained well	
Knowledge of Subject Matter 0-10 points	0 Did not mention any methods and techniques	1-2 Minimal evidence of knowledge	3-4 Some evidence of knowledge	5-6 Evidence of knowledge, but not used effectively in the presentation	7-8 Evidence of knowledge. Presentation is enhanced by participant's knowledge	9-10 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern.	
Methods or Techniques to Address the Issues of Concern 0-10 points	0 Did not mention any methods and techniques	1-2 Methods and techniques were given, but not explained	3-4 Methods and techniques were given, but not clearly explained	5-6 Issues were examined with some methods and techniques to solve these concerns	7-8 Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes	9-10 Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do	
Summary 0-5 points	0 Not provided	1-2 Poor summary with weak conclusion	3-4 Provided a summary but concluding statement could be stronger	5 Excellent summary with strong concluding statement			
Length of Presentation 0-3 points	0 Did not speak	1 Spoke very briefly or was stopped	2 Spoke an appropriate length but could have expanded more on presentation	3 The presentation was within 10 minutes and all information was covered for an appropriate length of time			
Organization/Delivery 0-10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information, but does not explain the project well	7-8 Presentation covers information completely and explains project fully	9-10 Presentation covers all relevant information completely and explains project with a seamless and logical delivery	

Illustrated Talk Rubric (continued)

						Points
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation		
Grammar/Word Usage/Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation
VISUALS/PROPS						
Effectively Illustrate Content 0–5 points	0 Visuals not provided	1–2 Visuals are weak in supporting the presentation	3–4 Visuals support the presentation but do not complement the content	5 Visuals support and complement the presentation		Points
Creativity to Enhance Presentation 0–5 points	0 Visuals not used during the presentation	1–2 Visuals not original, lacking appeal	3–4 Somewhat original and appealing	5 Highly original, very appealing		
Use of Visuals During Presentation 0–5 points	0 Visuals not used during presentation	1 Visuals used to limit amount of speaking time	2 Visuals used minimally during presentation	3 Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and visuals

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____



Focus on Children, an *individual or team event*, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the *community*. Child development encompasses birth through adolescence. Participants must prepare a *display* and an *oral presentation*.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 29 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA member.
3. The Focus on Children project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Focus on Children project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
5. Participants must have completed a course or unit of study in child development in a Family and Consumer Sciences program and/or related occupations program.

PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participant(s) will have 30 minutes to set up their *displays*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.
3. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participant(s).
5. Following the interview, evaluators will have 5 minutes to review the display.
6. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for this event is approximately 50 minutes.

GENERAL INFORMATION

1. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the state adviser. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed in this event.
5. Participant(s) may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the presentation, but movement of the *display* during the presentation must occur within the original *dimensions* only. This includes handouts, samples, etc.
6. Words in *italics* are defined in the glossary.
7. **Allowable Presentation Elements.** Allowed: *Audio*, *Costumes/Uniforms*, *Props/Pointers*, *Skits*, *Visual Equipment*, *Visuals*. Not Allowed: *Easel(s)*, *File Folders*.



FOCUS ON CHILDREN Specifications



FOCUS ON CHILDREN

Display

The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). *Visuals* or *props* used during the oral presentation of the *display* must be contained within the *dimensions* of the *display*, and movement of the *display* during the presentation must occur within the original *dimensions* only. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed. The *display* must include a *project identification page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8 1/2" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8 1/2" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Addresses a Specific Need	Address a specific and current child development issue, concern, or need.
Impacts Children and Community Positively	Show how project has a positive impact on children and the <i>community</i> .
Applies Child Development Concepts	Correctly apply child development skills and knowledge gained through Family and Consumer Sciences and/or related occupations program.
Ability of Participants to Work with Children	Show evidence of participants involved with children during the "ACT" step of the <i>Planning Process</i> .
Appearance	<i>Display</i> must be neat, legible, creative, and <i>professional</i> and use correct grammar and spelling.

Focus on Children Specifications (continued)

Oral Presentation

The oral presentation of the project **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should summarize the project and *display*. The presentation may not be prerecorded. If audio or audiovisual recordings are used, they are limited to 1 minute playing time.

Organization/Delivery	Deliver the oral presentation in an organized, sequential manner whereas all aspects of the <i>Planning Process</i> are discussed. Summarize the project activities and accomplishments.
Identify Concerns	Identify the need to act and provide evidence and data to support decision.
Set a Goal	State a detailed and measureable goal.
Form a Plan	Develop a thorough and feasible plan of action.
Act	Execute plan and show support from others who assisted, partnered, or collaborated in the project.
Follow Up	Evaluate project and express the significance of the project and its outcome. Note ideas for improvement
Knowledge of Subject Matter	Show evidence of child development knowledge and skills by using current data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. Technology may have been used to gather data.
Use of <i>Display</i>	Use the <i>display</i> to support, illustrate, and complement project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of display and notes, or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluator's questions. All team members involved in responding to questions.



STAR Events Point Summary Form FOCUS ON CHILDREN



FOCUS ON CHILDREN

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
Display Set-up 0-1 points	0 Participants did not set up their display within the allotted time period	1 Participants set up display during the allotted time period	
Display Dimensions 0-1 points	0 Does not fit within the appropriate dimensions/objects move out of the display during the presentation	1 The display fits and stays within the appropriate dimensions	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

_____ = **AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



FOCUS ON CHILDREN Rubric



FOCUS ON CHILDREN

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

DISPLAY							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Addresses a Specific Need 0-5 points	0 Project did not address a specific child development need	1 Project did not show evidence of research	2 Project addressed a specific need, concern or issue involving child development	3 Project addressed needs, concerns or issues involving child development which were researched	4 Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	5 Extensive research and evaluation methods were presented to support the need	
Impacts Children and Community Positively 0-6 points	0 No evidence	1 Limited information on how the project impacted children or the community	2 Clear understanding of the positive effect on children, but not how it has impacted the community	3 Impact on the community was shown	4 Clear understanding of the positive impact on children and the community with various sources of data and information	5-6 Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
Applies Child Development Concepts 0-5 points	0 No evidence of child development concepts being used	1 Child development concepts were limited	2 Little evidence of child development concepts being applied to the project	3 Child development concepts were known to the participants	4 Extensive evidence child development concepts were applied and utilized in the project	5 Participants could apply child development concepts utilized in the project to new and potential projects and learning	
Ability of Participants to Work with Children 0-5 points	0 No evidence of working with children	1 Evidence some of the participants worked with the children, but not all of them were actively involved	2 All participants were involved with working with children	3 Participants were involved with children and could articulate what they had learned	4 Evidence of all participants involved working with children during the "ACT" step of the Planning Process	5 Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0-5 points	0 Display not used during presentation	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal both in design and content	3 Display needs some improvement in content and design	4 Display is highly creative but lacks real content/Display has strong content and lacks creativity	5 Display is creative, appropriate and of high quality/Display has good word, color, and design choices	
ORAL PRESENTATION							Points
Organization/Delivery 0-10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely and explains project fully	9-10 Presentation covers all relevant information completely and explains project well with a seamless and logical delivery	
Identify Concerns 0-5 points	0 No evidence of concerns	1 A limited explanation of concerns was given	2 Evidence of several concerns but no research or data given as reference	3 Evidence of 2 or more concerns were generated with some data	4 Evidence of 2 or more concerns were generated from current research and data	5 Much evidence and data included on identifying concerns	
Set a Goal 0-5 points	0 No goal was evident	1 Goal set was not attained or achievable in the time frame of the project	2 The goal was not clearly defined	3 Goal was defined in a limited manner	4 The goal was clearly defined, explained in detail, and partially measurable	5 Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

Points

Form a Plan 0-5 points	0 Not evident	1 Most elements were not clearly defined	2 3 or more elements were not clearly defined	3 2 elements were not clearly defined	4 1 element was not clearly defined	5 All elements were clearly defined of your plan: who, what, where, when, and how	
<i>Elements: who what, where, when, and how</i>							
Act 0-5 points	0 No evidence	1 Action was limited	2 The activity was acted upon but it was not clear	3 Action was explained, plans were limited	4 The activity was acted upon to meet the goal.	5 Action and plans included evidence of support from partners and collaborators	
Follow-Up 0-5 points	0 No evidence	1 No clear understanding if the goal had been met or there were no notations of what improvements were needed	2 There were no notations of what ideas went well and what improvements were needed	3 Limited methods for evaluation were noted	4 Determination if the goal and concerns were met was noted	5 Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display during Presentation 0-5 points	0 Display is not used during presentation	1 Display is used to limit amount of speaking time	2 Display is used minimally during presentation	3 Display is incorporated throughout presentation	4 Display is used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice—pitch, tempo, volume 0-3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/Clothing Choice 0-3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____

FOCUS ON CHILDREN