OKLAHOMA
CareerTech

Family and Consumer Sciences
Teacher Handbook

THANK YOU
to our sponsors of our
NEW TEACHER ACADEMY

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Welcome to Oklahoma Family and Consumer Sciences

On behalf of the Oklahoma Department of Career and Technology Education (ODCTE), I am thrilled to welcome you to the exciting world of Family and Consumer Sciences (FCS) education! This handbook serves as your guide as you embark on this rewarding journey of preparing future generations to be informed decision-makers for their families, careers, and communities.

FCS education equips students with the essential knowledge and skills they need to navigate the complexities of everyday life. From financial literacy and nutrition to child development and interpersonal relationships, your classroom will be a hub for practical learning and real-world application.

This handbook offers valuable resources and information to support you in your new role. It will introduce you to the Oklahoma FCS curriculum, classroom management strategies, and professional development opportunities. Additionally, you'll find helpful insights from experienced educators and guidance on integrating FCCLA, the co-curricular student organization, into your teaching.

We are confident that your passion, dedication, and expertise will make a significant impact on your students' lives. As you embark on this new chapter, please know that ODCTE and the entire FCS team are here to support you. We encourage you to utilize the resources provided, connect with your colleagues, and never hesitate to reach out for assistance.

Welcome aboard! We are excited to have you join our team and make a lasting difference in the lives of Oklahoma's students.

Sincerely,

Holly Hanan
State Program Manager
Family and Consumer Sciences

Welcome to Oklahoma CareerTech

For more than 100 years, Oklahoma CareerTech has been connecting students and businesses with training opportunities that help Oklahomans find rewarding careers and support Oklahoma industries. Our goal is to develop a world-class workforce for Oklahoma employers and prepare Oklahomans to succeed in the workplace, in education and in life.

❯ 29 tech centers operating on 62 campuses

❯ 397 PK-12 school districts

❯ 16 Skills Centers campuses

❯ 32 Adult Education and Family Literacy providers at 122 sites

❯ 520,733 total CareerTech enrollments in FY24

❯ 9,289 companies served by CareerTech in FY24
   (Note: Number of businesses served is duplicated in some categories.)

Family and Consumer Sciences Education

Family and Consumer Sciences Education students are prepared to make informed decisions about consumer education, financial literacy, nutrition and wellness, relationships, housing and textiles.

FCS State Staff

FCS Office
405-743-5470

Holly Hanan
State Program Manager
405-743-5465
holly .hanan@careertech .ok .gov

Brittani Phillips
FCCLA State Adviser
405-743-5467
brittani .phillips@careertech .ok .gov
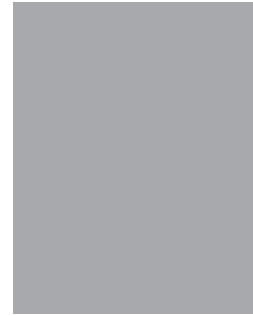
TBA
Program Specialist
405-743-5469
TBA

NORTH REGION

Teena Friend
North Region Program Specialist
405-743-5468
teena .friend@careertech .ok .gov
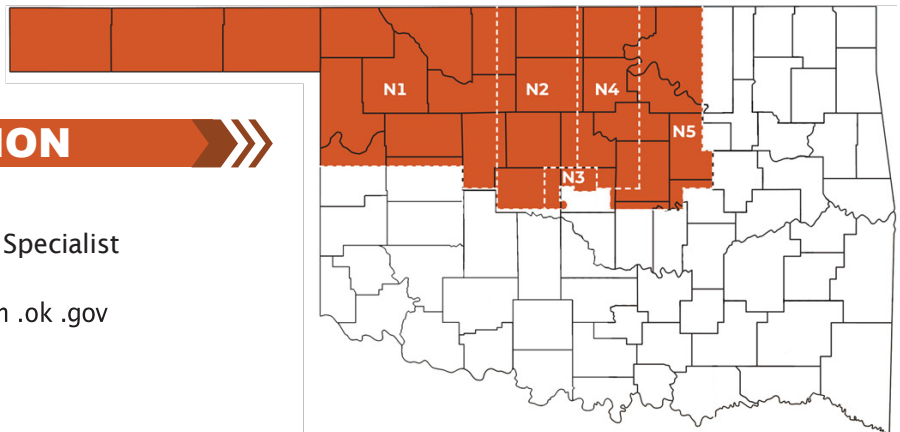
SOUTH REGION

Jessica Maker
South Region Program Specialist
405-743-5464
jessica .maker@careertech .ok .gov
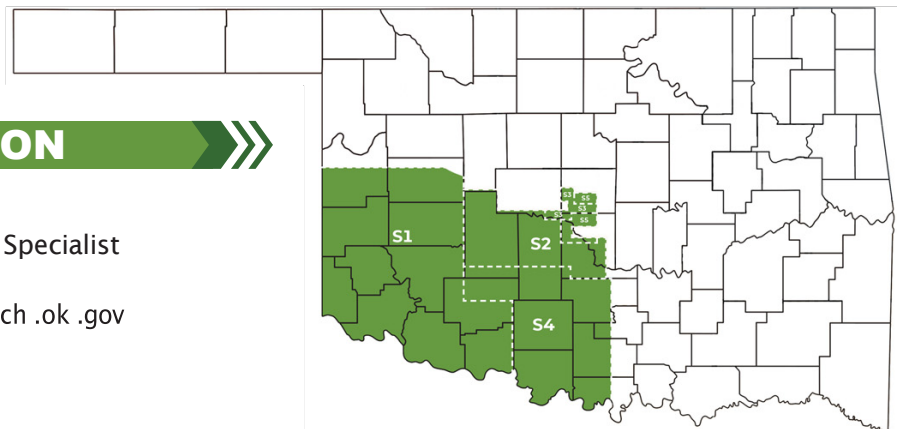
FCS State Staff

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405-743-5470

NORTHEAST REGION »

Jessica Beebe
Northeast Region Program Specialist
405-743-5463
jessica .beebe@careertech .ok .gov
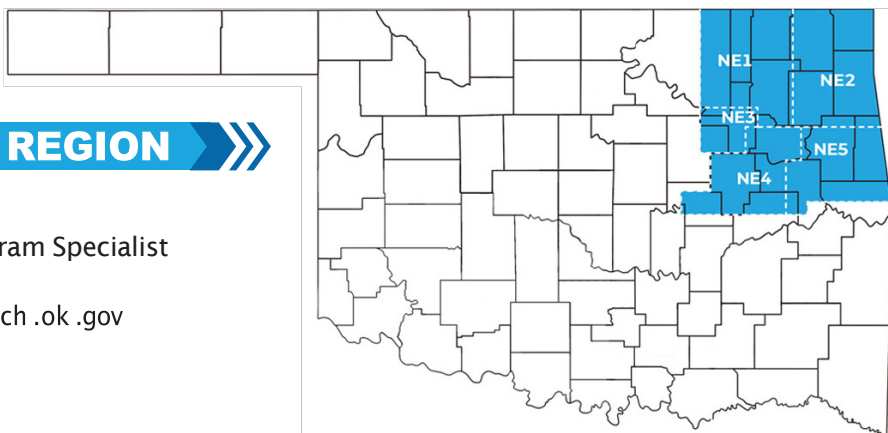
SOUTHEAST REGION »

Christina Spurgin
Southeast Region Program Specialist
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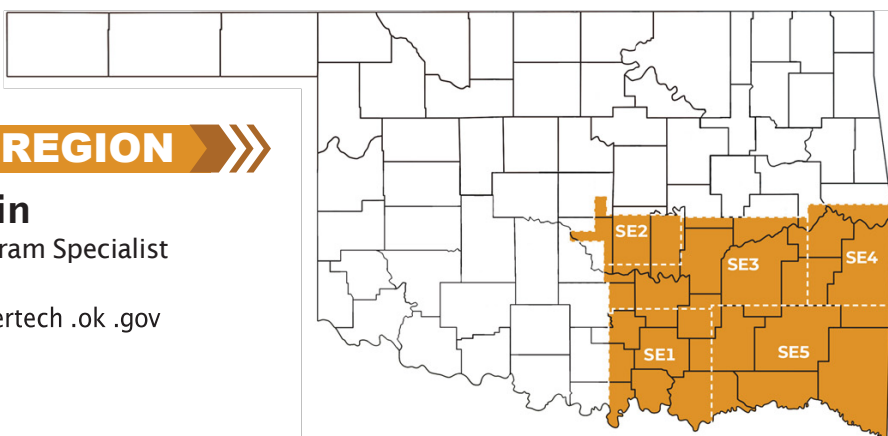
Tiffiany Peters
FCS Administrative Assistant
405-743-5470
tiffiany .peters@careertech .ok .gov

Ashli Hall
FCS Administrative Assistant/
FCCLA Bookkeeper
405-743-5472
ashli .hall@careertech .ok .gov

Malynn Broomfield
FCS Clerk
405-743-5471
malynn .broomfield@careertech .ok .gov

CareerTech Rules

The Oklahoma Department of CareerTech (ODCTE) establishes a comprehensive set of rules governing the operation of career and technology education programs throughout the state. These rules are meticulously crafted to ensure quality training and a strong foundation for Oklahoma's workforce. It's important to note that CareerTech's administrative rules undergo an annual review process to maintain relevancy and effectiveness. Following this revision, the Oklahoma Legislature plays a vital role by providing official approval for the updated rules. This collaborative approach guarantees that CareerTech's regulations reflect current needs and legislative oversight.

CareerTech Administrative Rules
https://oklahoma.gov/careertech/about/careertech-administrative-rules.html
Click on the current **Approved Rules**

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Teacher Certification Requirements

All CareerTech teachers teaching a program with secondary students must have an appropriate teaching certificate issued by the teacher certification section of the State Department of Education.

CareerTech teachers can work toward a standard teaching certificate through the provisional teacher certification process.

For information about CareerTech teacher certification, contact:
Laurie Richison
Teacher Certification Specialist
laurie.richison@careertech.ok gov
or
certify@careertech.ok gov
405-743-5482

For more information about the CTE teacher certification process go to
https://oklahoma.gov/careertech/educators/certifications.html .

ALTERNATIVE CERTIFICATION PATH K–12 CAREERTECH TEACHER

OKLAHOMA CareerTech

Hired as a CareerTech teacher at a comprehensive school (K–12)

↓

Contact ODCTE Teacher Certification Specialist* and Program Specialist** **(CareerTech Teacher Certification)**

↓

Apply for a Provisional Certification (per ODCTE Certification Specialist*)

↓

Submit **Alternative Placement Program Evaluation** Application.

Register for and attend **New Teacher Academy** (Year 1) (contact ODCTE Program Specialist** for information)

↓

Upon receipt of an **OSDE** digital letter, complete the requirements. This is individualized, based upon previous experiences.

↓

Register and pass applicable **certification exam(s)**. This may include one or more **OSAT** or **Praxis** exams and MUST be passed during the **first year**, following OSDE approval.

↓

Submit **Initial Alternative Certification** Application. This includes passing scores from required exams (**OSAT** or **Praxis**).

↓

Upon receipt of an OSDE digital letter regarding **Alternative Certificate Application**, complete the remaining requirements (to move toward a standard teaching certificate) BY THE DUE DATE indicated on the digital letter. This MAY include:

↓

Professional Education Coursework from an accredited college (pedagogical principles and classroom management required)

Professional Development

Competency Exam (may include the **Assessment of Professional Knowledge or APK**)

Technology Center
Teacher Certifications

FLOWCODE
PRIVACY.FLOWCODE.COM

Scan the QR code above to access this document with links

CareerTech Program Funding

Secondary programs in comprehensive schools

(1) Budgets. The ODCTE State Board will assist local districts in providing for excess costs of CareerTech programs. ODCTE shall prepare budgets to be approved annually based upon availability of funds and appropriate state and federal laws.

(2) Program assistance monies (412/314). All approved CareerTech programs shall receive the program assistance monies annually, pending availability of funds. These monies shall be used to support the additional costs of the CareerTech program limited to the

❱ _____
❱ _____
❱ _____

Family and Consumer Sciences funded programs receive
(as of 8/1/23)

	Full-time	Part-time
Program Assistance (412)		
Salary Supplement (411)		
TOTAL	**$10,200**	**$5,100**

(412) incentive money is disbursed quarterly in **September, December, March, and May.**

(3) Salary supplement. Salary supplement is provided to augment the salary of a CareerTech instructor for additional time needed to fulfill CTE requirements (i.e., FCS New Teacher Academy, Oklahoma Summit, program evaluations, and CareerTech reports). This amount is $2,200 for full-time programs and $1,100 for part-time programs. (411) funds are disbursed in **December and May**.

Allowable (412) purchases
   K12 Program Assistance Guidelines: https://ctyou.org/course/view.php?id=6025
   or scan the QR code at right

CareerTech Program Funding

Lottery Grants

Current application links will be at this link:
https://oklahoma.gov/careertech/educators/funding-and-grants.html

- ❯ Applications open in _____ .
- ❯ Submission deadline is _____ .
- ❯ Grants are approved by the CareerTech board and are awarded in April.
- ❯ Grant period begins _____ .
- ❯ Reimbursement deadline is _____ of the following year.

Suggestions for a smooth purchasing process:

- ❯ Have all school required documentation prepared before leaving for the summer.
- ❯ Leave with authorized school personnel so the orders can be placed soon after July 1.
- ❯ Once items are purchased, begin using or receive training as soon as possible.
- ❯ Work with your accounts payable department to make sure items are paid.
- ❯ Collect required paperwork to send to ODCTE for reimbursement.

Checklist before mailing your reimbursement paperwork:

- ❯ Equipment Reimbursement Request. List items by names, not numbers, and in the same order as they appear on the original grant request.

- ❯ Paid invoice or receipt **only** for items purchased, again, in the same order as the original request. Must have the word **INVOICE** and an Invoice number. Do not send POs, requisitions, shipping statements, etc.

- ❯ Attach the **469** detail expenditure report. 469 is the OCAS code for the lottery grant money. Must include date paid, warrant numbers, dates, vendors, amounts, and funding year.

- ❯ As soon as you have made all purchases and received the technology, please complete the **Equipment Reimbursement Request**. Attach copies of all paid invoices and a detailed 469 expenditure report as **one** document. Submit to the appropriate State Program Manager, Holly Hanan, at 1500 West Seventh Avenue, Stillwater, OK 74074, for reimbursement approval. You can also submit by email to holly.hanan@careertech.ok.gov, State Program Manager.

- ❯ Deliver all documents to the post office prior to February 1. **Reimbursements <u>will not</u> be processed for requests postmarked <u>after</u> February 1.**

CareerTech Program Funding

Carl Perkins Grants*

The Federal Legislation Assistance Division coordinates the activities of the Perkins Act and civil rights legislation to enhance student learning.

Schools who qualify for Carl Perkins funding will need to contact the Federal Legislation Assistance division for help:
> **https://oklahoma.gov/careertech/educators/legislation-assistance.html**

*Talk to your local administrator to find out how your school utilizes Perkins funding.

Important Links

FCS Division

🌐 oklahoma.gov/careertech/educators/family-and-consumer-sciences-education

⭕ OKFCSED

CareerTech

🌐 oklahoma.gov/careertech

⭕ Oklahoma CareerTech

📷 @oklahomacareertech

▶ @okcareertech

CTYOU | ctyou.org

CTIMS | ctims.okcareertech.org/CTBDSWeb/

FCCLA

🌐 **Oklahoma** | oklahomafccla.org

⭕ **Oklahoma** | Oklahoma FCCLA

⭕ **OAA** | Oklahoma FCCLA Alumni

📷 **Oklahoma** | @Oklahomafccla

▶ **Oklahoma** | @OklahomaFCCLA

🌐 **National** | fcclainc.org

⭕ **National** | Family, Career and Community Leaders of America (FCCLA) Advisers

📷 **National** | @nationalfccla

▶ **National** | @NationalFCCLA1945

Important Links

OKACTE

🌐 **Oklahoma** | okacte .org

⬛ **Oklahoma** | OkACTE

ACTE

🌐 **National** | acteonline.org

⬛ **National** | actecareertech

OATFCS

🌐 oatfacs.wixsite.com/facs

⬛ OATFCS

AAFCS

🌐 aafcs .org

⬛ Oklahoma Association of Family & Consumer Sciences

Required Events

This is a list of days FCS teachers might miss if they took advantage of everything FCS/FCCLA offered. This includes activities for state officers as well.

Items highlighted with green are required by the FCS division.

MONTH	ACTIVITY	WHO ATTENDS
July	New Teacher Academy	New teachers, 1st year required (2nd and 3rd years if needed)
Aug	OK Summit	All CareerTech teachers
Sept	Lead Conference/Fall PI meeting	Officers and adviser(s)
Sept	New Teacher Academy follow-up workshop	New teachers, 1st year required (2nd and 3rd years if needed)
Sept/Oct	District Leadership Conference	Members and adviser(s)
Oct	Take AIM	Members and adviser(s)
Oct	Say Yes to FCS	Students and teacher(s)
Oct	State Officer Meeting	State officers and adviser(s)
Oct	Fall Leadership Institute (2-3 days)	Members and adviser(s) Limited attendance accepted
Nov/Dec	District STAR Events ➤ All district advisers	Competitors, district officers and adviser(s)
Dec	Get SET Conference	Participant(s) and adviser(s)
Jan	State Officer Interviews	State officers, candidates, adviser(s)
Jan	New Teacher Academy follow-up workshop	New teachers, 1st year required (2nd and 3rd years if needed)
Jan/Feb	Region STAR Events	Competitors and adviser(s) All advisers from hosting district
Feb	CTSO Day at the Capitol	State officers and advisers
Feb	FCS Day at the Capitol	Students and adviser(s)
March	State STAR Events	Competitors and adviser(s)
April	State Convention	Members and adviser(s)
April/May	Spring PI Meetings ➤ Some are held after school	Advisers only
April	SEC Joint Meeting ➤ 1 day for outgoing ➤ 2 days for incoming	State officers and adviser(s)
May	May Workshops	FCS teacher
May	Blast Off	State officers only
May	CTU	State officers only
June	District Officer Training ➤ 3 days	District officers and district counselors
June	Summer Leadership Summit ➤ 2 days	Member(s) and advisers

School Processes

Considerations Specific to Your School

Substitutes. To ensure a smooth substitution process, you should find out how your school handles substitutes. You may want to know how to request a substitute, whom to contact, how far in advance you should request, how lesson plans are handled, and what to do in emergency and non-emergency situations.

Buses and Transportation. If you need transportation services, you should know who your transportation director is and how to request transportation services. You may want to inquire about the availability of smaller vehicles that you can request. Also, if you wish to drive yourself, you should know how to turn in your driving record.

Purchase orders and 412 Money. To purchase any item, you should know who your financial secretary is and how to request and write purchase orders. It's important to know how far in advance you should request and write POs (i.e., groceries, classroom supplies, curriculum, etc.).

Activity Fund. To know your current activity fund balance, you should contact your activity fund secretary. You may also want to inquire about how fundraisers are handled within your district.

Chapter T-shirts. To get chapter T-shirts printed, you should know who prints your school's shirts. You should also remember to follow the FCCLA Branding Rules.

Inventory. To keep track of your inventory, you should follow your school's parameters. If you have items bought with Carl Perkins, you should label them accordingly, as the inventory requirements for Carl Perkins items are different from those for regular classroom inventory. You can contact ODCTE for the current requirements.

Curriculum Information

Comprehensive Family and Consumer Sciences Education

Full-time programs
Each single teacher program shall offer at least two complete programs of study in a three-year period. A multi-teacher district shall offer one more program of study than the number of teachers per building.

Full-time programs
Each single teacher program shall offer one complete programs of study in a three-year period. A multi-teacher district shall offer one more program of study than the number of teachers per building.

ctYOU: FCS Courses, Pacing Guides, and Standards
   Website for course information:
   https://ctyou.org/course/index.php?categoryid=912

Course Catalog
   The Course Catalog can be found on the FCS ctYou page:
   https://ctyou.org/course/view.php?id=1730
      Includes: ❯ Course name
                     ❯ OCAS Code
                     ❯ Course length
                     ❯ Course description

Earn the school district points toward **School Report Card (Postsecondary Points)**

   ❯ **FCSEd Capstone** OCAS 8446
   ❯ **Teach Oklahoma** OCAS 8409
   ❯ **School and Community Partnership I** OCAS 8419
   ❯ **School and Community Partnership II** OCAS 8420

*FACSEd Capstone** OCAS 8446 requires 240 hours of career readiness or career preparation coursework in one pathway prior to enrollment.

Students may still move into or out of any FCS classes at semester. **Personal Financial Literacy** OCAS 8404 is a one-semester course. **Career Orientation** OCAS 8414 can be one semester or a full year.

EXAMPLE: FCS Course Selection & Rotation

Example of FCS Course Selection and Rotation

Career Cluster	Courses that work with any Career Cluster	Human Services	Health Sciences	Arts & Audio Visual	Hospitality and Tourism
School Year 1 (6-hour day)	FCS Basics	Human Growth & Development	Lifetime Nutrition and Wellness		
	FCS Basics				
	Personal Financial Literacy & Career Orientation				
School Year 2 (6-hour day)	FCS Basics	Interpersonal Studies	Food Science		
	Personal Financial Literacy & Career Orientation	Interpersonal Studies			
School Year 3 (6-hour day)	FCS Basics	Counseling & Mental Health	Comprehensive Health		Introduction to Hospitality and Tourism
	FCS Basics				
School Year 4 (6-hour day)	FCS Basics	Human Growth & Development		Fashion Design I	Culinary Basics
		Human Growth & Development			
School Year 5 (6-hour day)	FCS Basics	Interpersonal Studies		Fashion Design II	Leadership & Management
	FCS Basics				
School Year 6 (6-hour day)	FCS Basics	Human Growth & Development	Lifetime Nutrition and Wellness	Fashion Design II	
		Leadership & Management			

This is an example only and would be best recommended for a one-teacher program. A multi-teacher program would offer three or more clusters per year.

EXAMPLE: FCS Basics Syllabus

USE SCHOOL LETTER HEAD
sample

DATE

Dear FCS Students and Parents,

I want to take this opportunity to say how glad I am to have you in class this year. I have many plans for learning this year that I think you will find challenging and interesting.

Included is a copy of our course syllabus and classroom expectations. These expectations were created to foster a classroom environment where everyone can learn. On the syllabus you will find an overview of the Family and Consumer Sciences program, the goals for the course, information about Family, Career and Community Leaders of America (FCCLA), the units of study for this class, and the grading scale.

All students enrolled in a FCS class complete a sewing project and an interpersonal communications project. Students will need to purchase sewing supplies at an approximate cost of $10.00 - $15.00, and I will let you know in advance when you will need to purchase these supplies. We have chosen to donate our finished projects to a worthy charity, so students can count the hours they spend on this project as community service hours.

Family, Career and Community Leaders of America (FCCLA) is the CareerTech student organization for Family and Consumer Sciences Education. Since FCCLA is so closely integrated into the FCS curriculum and provides members opportunities to extend learning beyond the classroom, you are expected to pay your FCCLA dues. The dues for the year are $25.00, which includes a chapter T-shirt. FCCLA is the only student organization with family as the central focus, and the only student organization in which high school members serve as officers at all levels including the national level. As a member of FCCLA you will have the opportunity of a lifetime in leadership and community service.

If you have any questions, please feel free to call me at the above phone number. Once again, I am looking forward to getting to know you and being a part of your education. Together, I know we will have a great year!

Sincerely,

Teacher name
Family and Consumer Sciences Instructor
FCCLA Adviser

Enc: Syllabus, Expectations, Acknowledgment Form

EXAMPLE: FCS Basics Syllabus

Instructor: Teacher
Professional information: Degree, College, Certifications, etc.

If you have any questions please feel free to contact me at phone number. My conference period is from 12:30-1:20 p.m..
You can reach me by email anytime at email address link.

Curriculum: List textbook(s), online curriculum, etc., you will be using for the class.

Description of Course: FCS Basics curriculum provides students with basic information and skills needed to function within the family and an ever changing, complex society. Students develop competencies in the areas of nutrition and wellness, food science, housing and interior design, early childhood, textiles, interpersonal relationships and career exploration. The student will gain basic life skills that promote a positive influence upon the quality of their life. Leadership opportunities are offered through the student organization, Family Careers and Community Leaders of America (FCCLA).

Course Goals: Family and Consumer Sciences programs are designed to help students:
1. Develop life management skills
2. Coordinate work and family life
3. Manage personal and family resources, and make consumer choices
4. Demonstrate problem solving techniques
5. Maximize the use of technology
6. Apply academic skills in family life, work life, and personal life
7. Explore careers
8. Develop job seeking, retention, and advancing skills
9. Demonstrate effective leadership in home, work, and community
10. Academic skills include reading, writing, and numeracy

Units of Study include:
- Leadership
- Communication
- Understanding Self
- Making Decisions
- Etiquette
- Understanding Grief and Loss
- Fitness and Food for Good Health
- Preparing Food
- Clothing and Textiles
- Housing
- Finances
- Relationships

Evaluations:	Worth
Bell Work	X pts.
Classwork, Daily Participation	X pts.
Labs	X pts.
Tests/ Project	X pts.

Students will receive one to two graders per week for classwork assignments, daily participation, and bell work. There will be at least one test, project, presentation, and/or lab every two-three-week period. Students are required to complete a sewing project, and an interpersonal communication project that counts as a test grade.

EXAMPLE: FCS Basics Syllabus

Materials: Come prepared to class with pencils, pens, paper, and a library book. Every student will be required to complete a community service project by sewing an item that is donated to charity. The student cost for supplies will be approximately $10-$15. The hours spent on this project will also count as community service hours.

Attendance: It is your responsibility to locate the make-up file in its designated location to receive the assignments that you missed. Per the student handbook, for every day of an excused absence, you have two days to turn in the make-up work. For an unexcused absence, the assignments must be turned in the following day.

If a student is present when a test date is announced, they are expected to take the test even if they are returning from an absence. Tests are not placed in the make-up file. Students must come to the teacher and schedule a make-up time. Failure to schedule a make-up test may result in a zero-test grade. In the event a student has to miss valuable class participation time due to an excused absence, an alternate assignment will be provided.

Incomplete work will not be accepted. Students are expected to re-do work to meet quality. Any incomplete or re-do assignments must be turned in at least one week prior to the end of the grading period. Tutoring is available during lunch and after school.

Turning in Assignments: All students will turn assignments in, before or on their due date, in their designated tray. I will not check folders, notebooks or binders for assignments to be graded.

Classroom Procedures

Entering the classroom
· Immediately begin working on the assigned First Fives (bell work) for that day.
· Be in your seat, with supplies (pencil/pen, paper, and bell work) when the bell rings.

Leaving the Room
· Only one person may have permission to leave the room at a time during class.
· When leaving during class, you must sign in and out.
· You may not leave during class to go to the vending machines. Do that between classes.
· Any assignments that require more work should be placed in your designated folder and class hour slot.
· Push in chairs before leaving.
· Do not line up at the door before the bell rings. Remain seated.

Career Tech Student Organization: Family, Career, and Community Leaders of America (FCCLA) serves as the Career Tech student organization for Family and Consumer Sciences (FCS) Education. FCCLA is integrated into the curriculum and provides members opportunities for personal development, for career preparation, and to assume leadership roles at the local, district, regional, state, and national levels. Chapter members create and execute projects that address concerns such as community service, teen pregnancy and parenthood, self-esteem, family relationships, fitness and nutrition, peer pressure, alcohol and drug abuse, care for children and the elderly, and job training. Since Family, Career, and Community Leaders of America (FCCLA) is such an integral part of the class, and extends learning beyond the classroom, students are expected to pay dues which includes a chapter T-shirt for $25.00 per year.

EXAMPLE: FCS Basics Syllabus

FCS Classroom Expectations

❯ Follow directions, procedures and school polices.

❯ All school rules apply.

❯ Pay attention and avoid disrupting class and others.

❯ Bring your materials/supplies to class every day. Do NOT remove your FCS folder from the classroom.

❯ You are expected to work on FCS assignments every day. If you are absent, it is your responsibility to get missing work and/or schedule make up tests.

❯ No cursing, bullying, name-calling, put-downs, or harassment.

❯ To avoid being counted tardy be in your seat and working quietly on the First Fives assignment when the tardy bell rings.

❯ Respect yourself, classmates, instructors, supplies, equipment, and the environment.

❯ Students are not allowed in lab areas, behind teachers' desks, in teachers' offices, or storage areas without permission.

❯ Cellphones and personal electronic devices are not allowed.

❯ Hall passes are only used the last 5 minutes of class unless it is an emergency.

❯ Demonstrate responsible mature behavior with food and drinks to avoid the loss of this privilege.

❯ The teacher dismisses class, not the bell. Put away all supplies and clean up before leaving the classroom.

EXAMPLE: FCS Basics Syllabus

USE SCHOOL LETTER HEAD

**Family & Consumer Sciences/FCS
Syllabus Acknowledgement**

Please date, sign, and return the syllabus acknowledgement below to class tomorrow. Keep the syllabus and expectations for your records. You will receive 100 test points when this page is returned. Your test grade will drop 5 points for every day it is late.

We acknowledge receipt of the syllabus and expectations for Teacher's name's FCS class . Furthermore, we have read both the syllabus and expectations, and agree to abide by the expectations for this class .

_____   _____
Date   Student Signature

_____   _____
Date   Parent/Guardian Signature

PERMISSION TO USE PICTURE/VIDEO

_____ **I grant permission** for School Family and Consumer Sciences and/or School Family, Career, and Community Leaders of America to upload my son/daughter's picture or video to the school website and/or FCS/FCCLA social media to share with me, other parents, and students the successes of special projects, events, and contests . This may also include school sponsored yearbook, press releases to traditional media outlets such as newspapers, FCCLA State/National publications, and radio .

_____ **I do not grant permission** for School Family and Consumer Sciences and/or School Family, Career, and Community Leaders of America to upload my son/daughter's picture or video to the school website and/or FCS/FCCLA social media to share with me, other parents, and students the successes of special projects, events, and contests . This may also include school sponsored yearbook, press releases to traditional media outlets such as newspapers, FCCLA State/ National publications, and radio .

_____   _____
Date   Signature of Parent or Guardian

*Check with your administration to see if there are other permissions you need to get from parents. Could be added here.

EXAMPLE: FCS Basics Pacing Guides

Building Skills to Last a Lifetime Pacing Guide
8th-12th Grade

Unit	Recommended Weeks
FCCLA INTRODUCTION	**3 Weeks**
Unit 1: Personality, Dating and Close Relationships	2 Weeks
Unit 2: Communication and Conflict Resolution	1 Week
Unit 3: Physical Development	1 Week
Unit 4: Making Families Stronger	2 Weeks
Unit 5: Caring for Children	4 Weeks
Unit 6: Applying Design	2 Weeks
Unit 7: Sewing Basics	3 Weeks
Unit 8: Choosing and Caring for Clothing	1 Week
Unit 9: Promoting Good Health	1 Week
Unit 10: Nutrition	2 Weeks
Unit 11: Kitchen Equipment	1 Week
Unit 12: Kitchen Safety and Sanitation	1 Week
Unit 13: Using a Recipe	2 Weeks
Unit 14: Planning and Serving Meals	1 Week
Unit 15: Fruits, Vegetables, and Grains	2 Weeks
Unit 16: Milk, Yogurt, and Cheese	2 Weeks
Unit 17: Proteins	2 Weeks
Unit 18: Exploring Careers	1 Week
TESTING	**2 Weeks** (total throughout the year)

Crosswalk to NASAFACS Standards

FACS Basics Crosswalk to
National Association of State Administrators of Family and
Consumer Sciences (NASAFACS) Standards

https://ctyou.org/course/view.php?id=1809

Curriculum and Supply Resources

Curriculum Contacts

CCFCS
Curriculum Center for Family and Consumer Sciences
ccfcs@ttu.edu
Online teaching strategies for many of our FCS courses. For more information about CCFCS go to
https://www.depts.ttu.edu/hs/ccfcs/

CIMC
www.okcareertech.org/educators/cimc/Catalog/catalog
1-800-654-4502
At this site, click on "View online catalog," then click on "Place an order." Must sign in to be able to view the online catalog and/or place an order.
(FACS Basics, Tween Life, Culinary Arts, Career Orientation, Financial Literacy)
(ECE: Pathway to National Credential and Early Care Curriculum for Technology Center Teachers)

Everfi
https://everfi.com/
Free digital lessons in the areas of Financial Literacy, Social & Emotional Learning (resource for the course Counseling and Mental Health), and College & Career Readiness (resource for Career Orientation).

Goodheart-Willcox
Laura Adamson, Representative
ladamson@g-w.com
This provider has textbooks and online resources that match with the majority of the FCS courses. See ctyou.org @ FCS/FCS Courses and Resources/Course Standards and Pacing Guides, then scroll to the specific course for Pacing Guides, Standards, and other teaching resources.

iCEV
Carla Campbell, Representative
carla.campbell@icevonline.com

Resources for Personal Financial Literacy

The 14 standards set by the Oklahoma Legislature must be taught regardless of the curriculum you chose.
https://sde.ok.gov/personal-financial-literacy

Next Gen Personal Finance, a free, online curriculum
https://www.ngpf.org/

Financial Peace, Dave Ramsey
https://www.ramseysolutions.com/guided-plans?snid=products#kids-and-teens

Personal Financial Literacy, CIMC

Curriculum and Supply Resources

Culinary Resources

Foundations of Restaurant Management & Culinary Arts, Level 1 and 2
https://textbooks.restaurant.org/

Servsafe Certifications
https://www.servsafe.com/

Sewing Supplies

B-Sew Inn
https://www.bsewinn.com/
All things sewing machines, sergers and notions can be purchased through B-Sew Inn.

Love Sew
https://love-sew.com/collections/catalog
Fabrics, sewing notions and tutorials. Can also subscribe to a newsletter.

Pineapple Appeal
https://pineappleappeal.com
contactus@piineappleappeal.com or 1-800-321-3041
Provides sewing kits including bags, animals, hats, pillowcases, boxer shorts and pants.

S.A.N.E (Sewing Aids and Notions for Everyone)
https://www.sanefcs.com/catalog/
All things sewing and even baking needs and small appliances can be found on this site.

Curriculum and Supply Resources

Other FCS Resources

Baker Bettie
https://bakerbettie.com/
Website hosted by a trained chef and baking educator. Videos show step-by-step how to prepare a food item and recipes use standard measurements as well as weight.

Oklahoma Beef Council
https://www.oklabeef.org
Recipes, videos and teaching resources

Homebaking Association
https://homebaking.org
https://homebaking.org/store
Recipes, lesson plans and teaching resources

Nasco
https://www.nascoeducation.com/family-consumer-sciences.html
Online ordering for all things FCS from dishware to babies

Oklahoma Pork Council
https://www.okpork.org/
Recipes, food service grants and teaching resources

Realityworks
https://www.realityworks.com/
Greg Gibbs, Representative
greg.gibbs@realityworks.com
Baby-think-it-over, geriatric simulator, and other products for FCS classes.

Shawnee Mills
https://shawneemilling.com/
Digital coupons for flour will be sent out following Oklahoma Summit. Site also has recipes.

Technology Tips
Technology Tips for the Classroom from Oklahoma State University Educators
https://ctyou.org/course/view.php?id=1419

Travel Oklahoma
https://www.travelok.com/
Resource for Introduction to Hospitality and Tourism

Work-Based Learning

What is Work-Based Learning?

WBL is a partnership between education and business to create a skilled workforce for now and for the future.The skills needed in today's business world are very diverse; it can be difficult to meet the demand with the traditional school-based model.

In a WBL model, schools provide classroom theory and supportive technical training in a student's chosen career plan and businesses provide students the opportunity to experience and master their skills in a live setting. There are many different types of WBL experiences from mentoring a student at school, to job shadowing, internships, or apprenticeships at the business.

WBL experiences provided by business interaction creates a relevance to the technical training that is difficult to achieve in the classroom. WBL provides students critical insights to help them be successful whether they choose college or career.

Opportunity for Students

- ▶ Touch, feel, and experience a career to see if it is really what they want to do
- ▶ Develop the soft skills that businesses demand
- ▶ Gain work experience to prepare them for their chosen career
- ▶ Get their foot in the door that might lead to being offered a job
- ▶ Build a network with professionals in their career
- ▶ Observe professionals in their chosen career
- ▶ Get exposure to careers in their community

Opportunity for Business

- ▶ Provide employers the opportunity to influence their future workforce
- ▶ Build a pool of skilled workers
- ▶ Serve as a recruitment strategy for the best and brightest emerging workers
- ▶ Allow business to experience potential employees in an educational setting
- ▶ Create a positive reputation in the community for providing growth opportunities for students

Opportunity for Schools

- ▶ Provide students with valuable experiences to prepare them for their careers
- ▶ Create closer ties with businesses and community
- ▶ Increase student motivation
- ▶ Increase student enrollment
- ▶ Reduce dropout rates

How do I get involved in WBL?

You can contact your local CareerTech technology center or high school and start the discussion about how a WBL partnership can create opportunities for you.

Another way to get connected is go to the Oklahoma Department of Career and Technology Education website.

www.okcareer.tech/wbl

On our website you will find a more detailed overview of WBL. You will also find supportive resources on how to participate in different types of WBL from middle school, high school, technology center, and even in a business's current workforce.

The CareerTech system is dedicated to growing WBL across the state because we know how powerful opportunity can be.

Work-Based Learning

Start in Elementary School and Continue Through Graduation

Learn About Work → **Learn Through Work** → **Learn At Work**

Career Awareness

▶ Guest Speakers
▶ Field Trips
▶ Workplace Tours

Career Exploration

▶ Job Shadowing
▶ Career Research
▶ Informational Interviews
▶ Career Interest Assessment
▶ Mentoring

Career and Technology Education

▶ Career and Technology Education Programs
▶ Internships
▶ Credit-For-Work Experiences
▶ Project-Based Learning
▶ High-Quality Simulation

Pre-Employment Experience

▶ Clinical Experiences
▶ Service Learning
▶ Pre-Apprenticeship

Training as an Employee

▶ Apprenticeship
▶ On-The-Job Training
▶ Employee
▶ Internal Talent Development

"I've been teaching for 20 years and it has always been a puzzle. Connecting with the industry showed me the front of the box."

-Oklahoma Middle School Teacher

"My main goal for high school was to get myself as prepared as possible. With the combination of Tulsa Tech's interior design program at KKT architects, I can move on knowing that I have a head start in college and my future career as a architect."

-Sand Springs Student

"The internship program gives us an extended interview with students to find if they are the right fit for our organization as much as they discover if we are the right employer and career field for them."

-Nathan Smith, Sensia Global, Duncan, OK

Work-Based Learning

Work-Based Learning

Link to site
https://oklahoma.gov/careertech/educators/work-based-learning.html

Implementation Guide
https://oklahoma.gov/careertech/educators/work-based-learning/implementing-wbl/implementation-guide.html

Oklahoma WBL: Yes or No (PowerPoint)
https://ctyou.org/course/view.php?id=6622#

FCS-Specific WBL Information

School and Community Partnership I
https://ctyou.org/course/view.php?id=621

School and Community Partnership II
https://ctyou.org/course/view.php?id=622

FCS Capstone
https://ctyou.org/course/view.php?id=623

Labs

How to manage a food lab with students split between the lab and classroom

Preparation is Key

- ❯ **Planning:** Clearly define the learning objectives for both the lab activity and the classroom assignment. Ensure the classroom work complements the lab activity.
- ❯ **Grouping:** Divide the class into manageable groups (3-4 students) for the lab. Consider student skill levels and personalities when grouping.
- ❯ **Station Setup:** Prepare the lab stations with clear instructions, pre-measured ingredients if needed, and designated equipment.
- ❯ **Safety Briefing:** Conduct a thorough safety briefing before the lab session, covering proper hygiene, equipment use, and hazard awareness.

Managing the Split Class

- ❯ **Rotation Schedule:** Create a rotation schedule where one group works in the lab while the others complete the classroom assignment.
- ❯ **Classroom Support:** Assign a teaching assistant or another responsible student to oversee the classroom activity.
- ❯ **Circulation:** Move between the classroom and lab regularly to monitor progress, answer questions, and address any issues.
- ❯ **Clear Communication:** Clearly communicate expectations to both groups. Highlight key points for the lab group and provide clear instructions for the classroom assignment.

Optimizing Learning

- ❯ **Circulating Demos:** Consider incorporating short, circulating demonstrations in the lab for key techniques. Demonstrate to one group while the others observe, then rotate.
- ❯ **Classroom Check-ins:** During lab rotations, check on the classroom activity to ensure students are on track. Address any confusion and provide additional support if needed.
- ❯ **Lab Documentation:** Require students in the lab to document their process on the lab plan.
- ❯ **Debriefing:** After the rotations, have a group discussion to share experiences, discuss challenges, and reinforce learning objectives.

Additional Tips

- ❯ **Utilize Technology:** Consider recording demonstrations or using instructional videos for classroom reference.
- ❯ **Student Leaders:** Assign responsible students as lab group leaders to assist with tasks and maintain focus.
- ❯ **Flexibility:** Be prepared to adjust the schedule or provide additional support if needed.

Labs

How to manage a food lab in your FCS class

Planning and Preparation
❯ Choose recipes that are age-appropriate, meet learning objectives, and consider allergies or dietary restrictions.
❯ Create a detailed lab procedure with clear instructions and timelines.
❯ Prepare a shopping list and pre-measure ingredients (especially for younger students) to save time.
❯ Set up stations with equipment and ingredients for each group. Consider student dietary needs at this point.

Student Expectations
❯ Review lab safety rules, including hygiene, proper knife handling, and heat safety.
❯ Discuss cleanup procedures and waste disposal.
❯ Explain how students will be evaluated – following recipes, teamwork, sanitation, etc.

During the Lab

Organization
❯ Assign roles within groups (e.g., timekeeper, reader, chef).
❯ Circulate and monitor progress, answer questions, and address any safety concerns.
❯ Have a designated area for used equipment and dishes.

Engagement
❯ Encourage teamwork and communication within groups.
❯ Pose questions to check for understanding and address any misconceptions.
❯ Consider incorporating short quizzes or activities to reinforce learning.

After the Lab

Clean Up
❯ Ensure students properly clean their stations and utensils.
❯ Wipe down surfaces and disinfect equipment.
❯ Review proper food storage and disposal procedures.

Reflection and Assessment
❯ Have students complete a lab report or reflection sheet.
❯ Conduct a taste test (if appropriate) and discuss the outcome.
❯ Offer opportunities for self-assessment and peer evaluation (optional).

Additional Tips

❯ **Visual Aids:** Post visuals like recipe steps or safety posters for easy reference.
❯ **Time Management:** Practice the recipe beforehand to ensure it fits within the class period.
❯ **Flexibility:** Be prepared to adjust the plan based on student pace or unforeseen circumstances.
❯ **Positive Reinforcement:** Acknowledge students' effort, teamwork, and successful completion of tasks.

By implementing these strategies, you can create a safe, efficient, and engaging learning environment in your FCS food lab.

Labs

FCS Safety Tests

In Family and Consumer Sciences programs, safety is our top priority! To ensure everyone's well-being in lab classes, all students are required to pass a safety test with a score of 100% before participating in any lab activities. This applies to all FCS labs, including:

➤ **Food Labs:** Students be working with large and small appliances, various equipment, and many ingredients. The safety test will cover proper food handling, sanitation and hygiene, as well as safe use of kitchen equipment.
➤ **Sewing Labs:** Students will be using sewing equipment, notions, and various types of technology. The safety test will ensure students understand how to operate these tools safely and avoid accidents.
➤ **Childcare Labs:** Learning about childcare requires a safe and nurturing environment. The safety test will cover topics like age-appropriate equipment, nutrition, recognizing hazards for young children, and creating a safe play area.
➤ **General Classroom Safety:** Safety isn't limited to the labs! This test will also cover general classroom procedures like what to do in an emergency, proper use of classroom equipment, and maintaining a clean and organized workspace.

By passing the safety test, students demonstrate their understanding of how to stay safe in classroom labs and contribute to a positive learning environment for everyone.

Students need to pass the test(s) with **100% each year** they are in a Family and Consumer Sciences lab class.

*There are a variety of ways to help students gain the 100%.

Safety Test location
　　ctYou: You must be logged-in to access safety tests
　　https://ctyou.org/course/view.php?id=811#section-2

Safety Test Password: _____

Why FCCLA?

FCCLA helps students...

- Develop career skills and learn to balance career and family responsibilities
- Strengthen home and family life
- Prepare for community living as responsible citizens
- Experience the connection between career and technical and academic skills
- Improve self-esteem
- Practice and apply creative and critical thinking
- Understand themselves and their relationships with others
- Develop a personal leadership style

- Identify concerns, make decisions, and carry out activities
- Experience the satisfaction of helping others
- Explore Family and Consumer Sciences-related careers
- Gain recognition for accomplishments
- Build supportive relationships with teachers in a less formal atmosphere
- Achieve established performance standards and competencies
- Make a personal investment in learning or take responsibility for learning

FCCLA helps teachers...

- Incorporate school-to-career elements and applied academics into the Family and Consumer Sciences program
- Serve special populations
- Enrich classroom teaching and motivate students to learn
- Fulfill student performance standards and competencies
- Reduce preparation time as students take responsibility for learning
- Guide students toward meaningful projects that enhance the image of Family and Consumer Sciences education

- Model how to help others
- Publicize the Family and Consumer Sciences program to parents, administrators and community
- Attract more students
- Establish rapport with students
- Develop leaders
- Connect with additional resources
- Expand professional experience and fulfillment
- Tap into a professional network and support system

FCCLA helps schools...

- Motivate and improve students' attitudes toward school and learning
- Facilitate the transition from school to career
- Demonstrate how academic lessons are applied through Family and Consumer Sciences program
- Integrate life skills into Family and Consumer Sciences classes, making school and life relevant to one another

- Gain community support for programs
- Prepare employable citizens
- Support school activities
- Demonstrate classroom learning in the community
- Build support systems for students

Why Advise an FCCLA Chapter?
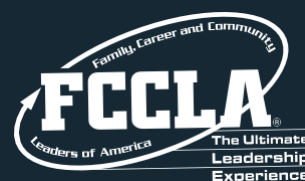
FCCLA advisers enjoy many benefits including resources, professional development opportunities, leadership growth, and networking. These benefits are available to any adviser at any experience level.

✓ The resources that FCCLA offers are invaluable to a Family and Consumer Sciences teacher. In terms of program ideas, lesson plans and competitive events, FCCLA offers its teachers the opportunity to help students apply their classroom content to real-life settings.

✓ You have the chance to participate in a variety of professional development opportunities throughout the year. Affiliated FCCLA advisers have a chance to connect with industry representatives at national meetings to discuss trends and gain knowledge about products and opportunities. In addition to professional development, advisers have the chance to use that development to help students and themselves pursue leadership opportunities.

✓ As an FCCLA adviser, you will have an opportunity to connect with great individuals throughout the nation who can be professional resources and personal supports to you as you work to establish, build, and improve your chapter.

✓ Being an FCCLA adviser allows you to empower our future leaders and promote personal growth and leadership development through Family and Consumer Sciences education.

Family, Career and Community Leaders of America
Learn more and start your chapter today at fcclainc.org

Glossary Terms for FCCLA

A

Adviser: A Family and Consumer Sciences or related occupations educator who guides student involvement

Affiliation: the process of submitting student and adviser names to create a chapter. Payment of state and national dues finalize the process.

C

Capitol Leadership: Youth from across the country join in **Washington, D.C.** to participate in public policy advocate training designed to enhance leadership skills and help prepare participants to meet with elected government officials. These opportunities prepare youth to be stronger leaders on both the state and local levels. Capitol Leadership may not occur every year.

Chapter: Group through which affiliated FCCLA members develop and carry out projects. The local chapter consists of a minimum one FCCLA Adviser and twelve FCCLA members.

Competitive Events: Competition opportunities where members showcase college- and career-ready knowledge, skills, and abilities, promote the FCCLA chapter as an integral part of the FCS Education program, and connect with peers and community. Competitive Events is the broad term that includes STAR Events and Skill Demonstration Events.

Connection Magazine: Oklahoma FCCLA's official state magazine, FCCLA Connection, is printed and mailed each school year in early fall and winter. Each May and November, chapters may submit articles to be published

D

District Leadership Conference (DLC): District Leadership Conferences are hosted by the District Officer team and are for each FCCLA chapter within that specific district. Expect great keynote speakers, workshops, and lots of fun! It's a great way to connect with other chapters in your district.

District Officer: one of five students elected to represent and serve their Oklahoma FCCLA District. They are responsible for planning and leading the District Leadership Conference and assisting State Officers.

DOT: District Officer Training is the pivotal training for District Officers. This training is held each summer and all District Officers are required to attend. During the training they gain leadership skills and work with their FCCLA District Counselor to plan the District Leadership Conference.

F

Fast Facts: A biweekly newsletter sent to affiliated chapter advisers regarding important deadlines and updates.

FCCLA: Family, Career and Community Leaders of America

FCCLA Counselor: Oklahoma FCCLA District Counselors work with the District Officers to plan and carry out the District Leadership Conference. They also help run District STAR Events and assist in other areas as needed.

FCCLA District: one of twenty districts FCCLA chapters are divided into. Each school is in a district and a region. Example: South (Region) District 1 is written/spoken: South 1

FCCLA Region: one of four regions in Oklahoma FCCLA. North, Northeast, South and Southeast. Each school's chapter is in a region. Nationally, Oklahoma is in the Southern Region. Each state is in a national region.

FCS Day at the Capitol: Youth from across the state join together in **Oklahoma City** to meet with elected government officials and promote FCS and FCCLA. These opportunities prepare youth to be stronger leaders on both the state and local levels. FCS Day at the Capitol may not occur every year.

G

Get SET Conference (Speaking Excellence Training): One day conference for FCCLA members to sharpen their speaking skills and enhance their competitive skills. Oklahoma event, not a national event.

L

Lead Conference: Lead conference is designed to help prepare Oklahoma chapter officers to lead their chapter to their best of their ability. With an outstanding keynote speaker and interactive workshops jam-packed with the best leadership information out there, this is the conference you need to kick off your year in FCCLA

N

National Fall Conference (NFC): The National Fall Conference is the place to explore all that FCCLA has to offer, including keynote speakers, leadership workshops, special workshops for middle level students, Competitive Events, and opportunities to demonstrate college- and career-readiness.

Glossary Terms for FCCLA

N

National Executive Council (NEC): The NEC is made up of ten member-elected student leaders. The essential function of the National Executive Council is program development, program implementation, and public relations

National Leadership Conference (NLC): FCCLA's premier leadership event! Members from across the country gather together to hear expert speakers, attend leadership sessions, participate in Competitive Events, and gain skills to use in their homes, schools, and communities.

National Programs: National Programs offer an established framework for carrying out FCCLA projects related to a specific topic, including guidelines, support materials, and recognition, as well as lesson plans cross-walked to FCS National Standards. National Programs are: Career Connection, Community Service, FACTS, Families First, Financial Fitness, Power of One, Stand Up, and Student Body.

P

Planning Process: A five-step management tool to help members identify concerns, set a goal, form a plan, act, and follow up. Members select and carry out meaningful projects to fit school and community needs and concerns.

Program of Work: Each chapter outlines its program of work for the year ahead.

S

STAR Events: Students Taking Action with Recognition (STAR) Events are Competitive Events in which members compete at the region/district, state, and national level and are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events allow students to compete individually or as a team. There are more than 30 STAR Events students can choose to compete in, all which recognize participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities, research the topic, and develop and implement a project to advocate for positive change.

State Adviser: The individual responsible for administration of the FCCLA state association. Brittani Phillips is the Oklahoma FCCLA State AdviserState Association FCCLA organization at the state level.

State Executive Council (SEC): The SEC is made up of ten member-elected student leaders. The essential function of the State Executive Council is program development, program implementation, and public relations

State Leadership Conference (SLC): Oklahoma FCCLA's Culminating Event! Members from across the state gather together to hear outstanding speakers, attend leadership sessions, elect the new State Executive Council, receive recognition for their chapter, and find out placings for STAR Events. It's the must attend event of the year!

Summer Leadership Summit (SLS): Summer Leadership Summit is the ultimate FCCLA camp! Held each June, FCCLA members from across the state come together to enhance their leadership skills, learn more about FCCLA and have a blast.

T

Take AIM: Take AIM (Active and Involved Members) is designed for new members, grades 7-10, to learn what the Ultimate Leadership Experience is all about. Experience team building exercises, leadership lessons, and more. This high-energy, upbeat conference will help members find their place in FCCLA and leave them ready to aim for new heights in their FCCLA journey

Teen Times: FCCLA's official national magazine, Teen Times, is printed and mailed each school year in early fall and winter.

U

Unite Tour: The 10 Oklahoma FCCLA State Officers divide into groups and visit FCCLA chapters across the state. Each stop is scheduled for 1 hour to 1½ hours in length. The officers will have a 15-20 minute standard program they will present at each stop on the Tour. The remainder of the time can be used for special program requests, question and answer, tours, meal functions, photographs, recreational activities, etc.

Step 1 Webquest

Come and explore new horizons on the Family, Career and Community Leaders of America (FCCLA) Webquest! Discover great programs that will help you reveal more about yourself and those around you.

A Project for New Members in FCCLA Chapters

FCCLA is Here to Help Members, Like You, Travel Beyond Their Limits.

Joining FCCLA will broaden your creative thinking, allow you to experience leadership, build essential life skills, and create new friendships. Step One will give you the opportunity to search for the answers to your questions about FCCLA and discover new ground.

You can find the answers at the FCCLA national website, www.fcclainc.org. Once you reach the end, compare your answers with your adviser's and see how you did on the FCCLA WebQuest!

1. What does FCCLA stand for?

2. What is the name of the National Outreach Project?

3. How many National Executive Council Members (National Officers) are there?

4. Where is the next National Leadership Conference? *Share four highlights about that city.

5. List the two goals of the Families First program.

6. What does FACTS stand for?

7. Define Financial Fitness.

8. Describe Power of One. *List the five Power of One Units.

9. Describe Student Body. *List the four Student Body Units.

10. Describe Career Connection.

11. What does STAR (for STAR Events) stand for?

12. In the Stand Up Program about advocacy, members will learn to use their voice to make a _____?

13. Name the three R's in membership.

14. How many members and chapters have joined nationally?

15. What is the member newsletter called and when is it emailed to members?

16. When is National FCCLA Week?

17. What are the four career pathways that most closely align with FCCLA?

Answer Key can be found on the FCCLA Portal.

1. Log in to the FCCLA Adviser Portal
   - Visit the FCCLA Adviser Portal: https://affiliation.registermychapter.com/fccla#
   - The unique 5-digit chapter ID assigned to your chapter will be your username. Select the **Forgot Username** button should you forget your chapter ID, and your chapter ID will be emailed to the email address associated with your profile.
   - Your password is something you have created. Select the **Forgot Password** button to have your username and password emailed to you.
   - For assistance resetting your credentials, please contact your FCCLA State Adviser.
2. Upon logging into the Adviser Portal for the first time, you are prompted to complete a landing page to verify and update important information. Please confirm the following fields:

FCCLA Chapter Adviser Landing Page

Cell Phone and Email: Please update or review your cell phone number and email address. To confirm your email address, please select the checkbox to the right of the email field.

Email

[adviser@fcclainc.org]   ☑ I confirm that my email address is entered correctly

Chapter Adviser Status: Please review and update the status of Chapter Advisers in your chapter. This question will only appear if your chapter has more than one active adviser.

A blue checkmark icon symbolizes an "active" status. To make an adviser "inactive," select the blue checkmark icon to the right of their name and confirm the prompt. The checkmark icon will appear as a crossed-through circle once an adviser is made inactive.

Making an adviser inactive removes their ability to log into the chapter and ensures that your chapter is not charged adviser dues for that individual.

Primary Chapter Status: Chapter Advisers may advise multiple chapters. A Chapter Adviser's "primary" chapter must be set for reporting purposes. If you advise in multiple chapters, this will not change your status in your other chapters. Advisers whose profile is linked to only one chapter may proceed to the next question. In this instance, the chapter listed will be preselected as your primary chapter.

If you see a chapter listed here that you no longer advise in, please select the blue checkmark icon to the far right of the chapter name under the **Status** column, then confirm the prompt. This will make your profile inactive in that chapter. If you actively

advise in multiple chapters, you should see them listed here and should keep your status the same. If you currently advise in another chapter you do not see listed, please contact your State Adviser for assistance linking your adviser profile to that chapter.

Next, indicate the chapter you wish to designate as your "primary" chapter by selecting the icon under the **Primary Chapter** column.

Only one chapter may have this designation, but designating a chapter as your "primary" chapter will not affect other chapters you advise in.

Education and Training: Use the dropdown arrow to select the option most aligned with your education and training background.

Former FCCLA/FHA/HERO Member: Use the dropdown arrow to indicate if you are a former member.

FCCLA Career Pathways: Indicate each FCCLA Career Pathway that you teach by selecting the checkbox icon to the left of each Career Pathway. Select all that apply. For examples of topics that align with each pathway, select the information bubble to the right of the Career Pathway. For more information, visit the Career Pathways page of the FCCLA website.

Principal's Information: Please review your principal's first name, last name, and email address.

Membership Package Enrollment: If your FCCLA State Association currently offers one or both Membership Packages, you will be asked to select the Membership Package you wish to enroll in.

Current Chapter Membership Type: Regular

Please select one of the following:
- ○ Up to 25 Chapter Package ❓
- ○ Unlimited Members Package ❓
- ○ Continue with Regular Affiliation ❓

Note: If your chapter was previously affiliated using Middle-Level, Post-Secondary, or Urban membership, you will not see this question appear. Chapters in states that do not currently offer Membership Package options will not see this question.

To learn more about FCCLA's Membership Packages, please select the information bubble next to each membership type, or visit the Membership Packages page of the FCCLA's website. To confirm if your state offers Membership Packages and review their associated cost, please visit the **Membership Packages State Rate Breakdown** resource on the FCCLA website's Membership Packages page, or contact your FCCLA State Adviser.
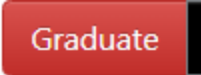
Graduation Preferences: Select your chapter's highest possible grade level using the dropdown arrow. Then, choose one of the following options on how to treat your graduating members:

- o Graduated Students Will All Move Onto The Same Chapter – This selection is appropriate if all of the students that graduate from your chapter will move onto the **same school and FCCLA chapter** upon graduating.
- o Graduated Students Will Move Onto Various Chapters – This selection is appropriate if graduated students move onto **various schools and chapters**. This is most common for middle school chapters whose students will enroll in various high schools/chapters after completing middle school.
- o Eligible for Alumni & Associates – This selection is for 12th-grade students that will graduate from your chapter. This is appropriate if your chapter's highest possible grade level is 12th. Recent graduates are welcome and encouraged to join FCCLA's Alumni & Associates group to stay connected with FCCLA.

County: Select the county that your school is located in using the dropdown arrow.

Membership Increase Goal: Set a membership increase goal for your chapter by entering a numeric value representing the number of new members you wish to see your chapter gain this school year.

3. After updating your chapter's landing page information, select the black Confirm button to submit your responses.

4. If your FCCLA State Association has a questionnaire set up, you may be required to answer state-specific questions.

5. Once you've entered your chapter, review and close any applicable pop-up messages, then select the red **Graduate** button under the Members tab toward the top left of the page.

6. Members who have moved on from your school/chapter in the previous year should be graduated from your chapter during this step. Members can be selected individually using the checkbox icon to the left of their name or all at once by clicking the black **Select All** button toward the left of the page.
- o Graduated Students Will All Move Onto The Same Chapter – Under the **Graduating School** column, you will see the new chapter that members will transfer to upon completing this step.
- o Graduated Students Will Move Onto Various Chapters – Using the black **Select** button under the **Change Destination** column, select the chapter each member should graduate into. First, choose the city where their new chapter is located, then select the specific chapter the member will join.

Your selection will determine the chapter that each member's profile will appear in once this step has been completed.

- o Eligible for Alumni & Associates – Enter members' emails in the **Post-Graduation Emails** column. FCCLA will use these emails to share news about FCCLA happenings and encourage graduates to use their graduate discount to become FCCLA Alumni & Associates members.

To finish this step, select the black **Graduation Completed** button, then select **Yes** in the prompt, indicating you confirm changes and have finished the graduation process.

Graduation Completed

7. Completing the graduation process will return you to the member roster under the Members tab. From here, select the red **Edit Chapter Members** button toward the top left of the page.

Edit Chapter Members

8. Review existing members' information and update the Member Title, Demographic, Email, and Cell Phone fields as needed. Member grade levels will reflect the grade they completed in the prior year.

For your convenience, all member grades may be updated to increase by one grade level by using the black **Bulk Grade Rollfoward** button. Select this button, then **Confirm** the pop-up message to finalize changes.

Bulk Grade Rollforward

If a member should be removed from your roster, select the checkbox in the **Delete** column to the far left of their name, then scroll to the bottom of the page and select the red **Delete Selected Students** button. Select **Confirm** to save changes.

If you have finished editing your chapter's existing members, select the black **Bulk Edit Complete** button at the bottom right of the page. To complete this step, select **Yes** in the pop-up message.

Bulk Edit Complete

9. To add new members to your FCCLA Chapter, select the black **Add Chapter Members** button and select one of the following member upload methods.

Add Chapter Members

- o Individual Member Entry
  1) Select the accordion to expand it.
  2) Fields outlined in red are required. Enter all required fields for your member, then select **Save And Add Next Member** to remain here and continue to members, or select **Save And Finish** to be brought back to

your chapter roster under the Members tab. Either selection will save the new member to your chapter roster.

Save And Finish **Save And Add Next Member**

- o Bulk CSV Upload ****Recommended when planning to enter many students*
    1) Select the accordion to expand it, then select the black **Download CSV Template** button.

       Download CSV Template

    2) Input required member information (first name, last name, grade, gender, demographic, member title, email, and cell phone) onto the CSV Template. Required information must be input precisely to ensure the Portal correctly processes your new members. To review the required fields and the selections for Gender, Demographic, or Member Title, please check the **Member Affiliation Info Form** in the Resources section of the <u>Chapter Affiliation</u> page of the FCCLA website.

       These fields must be entered and spelled precisely how the Member Affiliation Info Form outlines to be processed successfully. (ex. For gender, "female" must be spelled out and will not be accepted if entered as an abbreviated "F")

    3) Once all information is entered on the CSV Template, FCCLA recommends saving a copy to your computer. **Save the template as a CSV file and not an Excel file**. To upload the new members on your CSV Template, drag the file into the blue box that says **Drag files here**.
    4) Scroll down to see the list of your new members. Member entries highlighted in red indicate that an error occurred. Their information must be edited using the edit pencil before saving changes. Member entries highlighted in yellow indicate possible duplicate members that you should review. Member entries in white indicate no errors.
    5) Scroll up and select the black **Save** button to add these new members to your FCCLA Chapter.
- o Bulk Member CSV Entry
    A. Select the accordion to expand it. Next, input all required information (first name, last name, grade, gender, demographic, member title, email, and cell phone). Use the drop-down arrows to view the options for each field. Once all data is entered, select the black **Save** button and save changes by selecting **Confirm** in the pop-up.
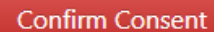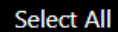
OR

    B. Download the **CSV Template** within this accordion and complete the required information in each column for your students. Once all information has been entered into the CSV Template, highlight all member information and use the **Ctrl + C** function to copy the data. Return to the FCCLA Adviser Portal and place your cursor in the first **Prefix** box. Use the **Ctrl + V** function to paste your data into the boxes. Member information should appear in the appropriate columns if all entries were pasted correctly. Select the black **Save** button and **Confirm** the pop-up to finalize this step.

    *Note: The **Export Data** button will extract the information entered on your screen and download it to your device. This button will not save the members to your roster.*

10. Return to the Members tab and select the red **Confirm Consent** button. Confirming consent indicates that you have consent from all students to enter their information into the FCCLA Portal.
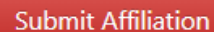
    Confirm consent by selecting individual members using the checkbox to the right of their names or the black **Select All** button to the right of the page. Then, select the black **Save** button in the bottom left.

11. Select members you would like to submit to an affiliation invoice using the black **Select All** button or individually selecting members using the checkbox to the left of their names under the **Select** column. All active Chapter Advisers will be automatically included on the chapter's first affiliation invoice.

12. Select the red **Submit Affiliation** button to create an affiliation invoice.

    *If you receive a pop-up message prompting you to **Check For Duplicate Names,** the Portal has recognized a duplicate member on your roster. To avoid being charged for a duplicate member, review the duplicate profile and select the checkbox under the **Remove** column to remove the duplicate entry. Then, select **Remove** and **Confirm** to save changes.*

CHECK FOR DUPLICATE NAMES   ×

Select the duplicate student's name you would like to remove. Then select the black **Remove** button at the bottom of the page. **Please remove any duplicates before submitting affiliation.**

First Name	Last Name	Membership ID	Submit Date	Remove
Jane	Smith	955404		☑

Are you sure you want to remove the selected student(s) from your roster?

Remove   Close

13. Please verify that the affiliation amount the Portal has calculated is correct *BEFORE* selecting the black **Create Invoice** button.
    o The **Export P.O.** button will extract the affiliation invoice breakdown displayed on your screen and download it as a PDF to your device. This information may be used for obtaining a purchase order (PO) for your school. Exporting a PO will not create an invoice for your chapter. You must select the **Create Invoice** button to produce an invoice.

    Export P.O.   Close   Create Invoice

*Creating an affiliation invoice does not affiliate your chapter or members. Your chapter and members' status will change from **Pending** to **Affiliated** after payment has been applied to their invoice(s).*

14. After selecting **Create Invoice**, you receive the following options:
    o <u>View Invoice(s)</u> – This will take you directly to your invoice(s), where you can view details and print them.
    o <u>Pay Invoice(s)</u> – This will take you directly to where you can pay invoices using a Credit Card or Remote Check.
    o <u>Pay Invoice(s) Later</u> – This will exit the pop-up and keep you on the Members tab.

PAY OR VIEW INVOICE(S) NOW?

View Invoice(s)

Pay Invoice(s)

Pay Invoice(s) Later

FCCLA Monthly Checklist

JULY
- ☐ If possible, go to your school before Oklahoma Summit to scope out your classroom and find out what is there and what you need.
- ☐ Log into the FCCLA National Portal at www.fcclainc.org and save your Chapter ID. Write this down. You'll use it for almost everything FCCLA.
- ☐ Meet your financial secretary, transportation director, and activities director. Find out what the process is to open financial requests and request transportation.
- ☐ Meet with your administrators to learn about the overnight and out-of-state travel policies. Your district might require School Board approval, which requires paperwork and planning ahead.
- ☐ Open purchase orders/financial requests for Lead Conference, Chapter Affiliation, and chapter T-shirts.
- ☐ Design a chapter T-shirt.
- ☐ Find out if any fundraising materials were ordered by the former adviser. Discuss fundraising policies with administration.
- ☐ Join the Family, Career and Community Leaders of America (FCCLA) Advisers Facebook page. Join the OKFACSED Facebook page.
- ☐ Follow Oklahoma FCCLA on social media:
  - · Facebook: Oklahoma FCCLA
  - · Instagram: @okfccla
  - · Twitter: @OKFCCLA

AUGUST
- ☐ Find out if FCCLA officers have been elected. If they have, host a meeting with them and get to know them.
- ☐ Plan something FUN for them to do to establish a relationship. They're your lifeline for FCCLA help.
- ☐ Register for Lead Conference (Chapter officer training). **THIS IS REQUIRED TO ATTEND**.
- ☐ Fill out bus requests for district leadership conference, state convention, etc. Again, the earlier the better.
- ☐ Put all FCCLA dates on school calendar.
- ☐ Create chapter calendar and point system.
- ☐ Decide when you'll have FCCLA meetings.
- ☐ Create a fun membership recruitment plan. Offer incentives for students to join.
- ☐ Create a Remind, GroupMe, Band, Google Classroom, or some electronic platform to direct members to get all updates and correspondence. Have the access code on your syllabus and on your FCCLA membership form.

SEPTEMBER
- ☐ Integrate FCCLA into your classroom. Use Competitive Events and FCCLA National Programs as class projects. Utilize the rubrics from Competitive Events to grade the class projects.
- ☐ Gather student information using the members affiliation information sheet and affiliate online in the FCCLA portal. S**end state and national dues by October 10.**
- ☐ Attend Lead Conference — **REQUIRED!**
- ☐ Request a State Officer to do a visit with your classes. This promotes FCCLA and gets students excited to join. Request forms found on **www.oklahomafccla.org**.
- ☐ Take on one project that all your classes agree to use as their FCCLA project to help you get started. This could be a national program or a community service project.
- ☐ Start preparing for STAR Events.
- ☐ Attend District Leadership Conference — **this is REQUIRED**.
- ☐ Register for Take AIM Conference (optional — for new members, preferably grades 7-10).
- ☐ Assess your competitors and FCCLA red jackets in your chapter. Order more jackets if needed. Make sure all competitors are aware of official dress code.

FCCLA Monthly Checklist

OCTOBER
- ☐ Take AIM Conference — **optional**
- ☐ Pay dues to National FCCLA **(payment received in Herndon, VA by October 10)**
- ☐ Attend District Leadership Conference
- ☐ Continue working on STAR Events
- ☐ Register for National Fall Conference (NFC) — **optional**
- ☐ Start raising money to attend National Leadership Conference

NOVEMBER
- ☐ Submit an article/pictures for the Oklahoma FCCLA Connection Magazine (November 1)
- ☐ Participate in district STAR Events
- ☐ Attend National Fall Conference — **optional**
- ☐ Begin promoting attending State Convention
- ☐ Make travel plans for Regional STAR Events (transportation, possible lodging)

DECEMBER
- ☐ State and National Officer Applications due (December 1)
- ☐ Breathe and reflect on finishing a great semester.
- ☐ Register for Region STAR Events. Do so before you leave for winter break.
- ☐ Get SET Conference — **optional**

JANUARY
- ☐ State Officer Interviews — **optional**
- ☐ Register for State Convention (early bird registration January 31)
- ☐ Fill out National Program applications (due March 1)
- ☐ Keep working on STAR Events.
- ☐ Start planning chapter activities for State FCCLA Convention
- ☐ Make hotel reservations for State Convention, if necessary
- ☐ Make hotel and travel arrangements for State STAR Events, if necessary
- ☐ Make plans to celebrate FCCLA Week

FEBRUARY
- ☐ Region STAR Events
- ☐ Participate in FCCLA Week activities
- ☐ Register for State STAR Events
- ☐ Host a meeting for members who could potentially attend National Leadership Conference. Create a payment plan, contact, fundraisers, and begin creating an itinerary.
- ☐ Attend FCS Day at the Capitol
- ☐ Get board approval to attend National Leadership Conference

FCCLA Monthly Checklist

MARCH
- ☐ Last chance to register for State FCCLA Convention without a late processing assessment
- ☐ Keep practicing for STAR Events.
- ☐ Get materials ready to attend State FCCLA Convention (permission forms, schedules, etc.)
- ☐ Have a chapter meeting with members attending State Convention to go over schedule, dress code, code of conduct, etc.
- ☐ Fill out district officer application (Applications found at **www.oklahomafccla.org**)
- ☐ Watch the State Officer candidate videos to determine for who your chapter will vote. Appoint your chapter Voting Delegates.
- ☐ Open purchase orders for National Leadership Conference
- ☐ Open purchase order for Summer Leadership Summit
- ☐ Attend State Convention (March 24)

APRIL
- ☐ Register for National Leadership Conference (optional)
- ☐ District officer elections by region
- ☐ Attend P.I. meetings
- ☐ Plan for end of year FCCLA activities (banquet, etc.)
- ☐ Elect local officers
- ☐ Schedule summer officer meetings to create:
  - · Chapter theme
  - · Chapter T-shirt
  - · Membership recruitment ideas
  - · Program of Work
- ☐ Register students for Summer Leadership Summit (optional)

MAY
- ☐ Get fundraisers approved for next year
- ☐ FCCLA Connection articles due (May 31)
- ☐ Breathe and enjoy your summer. You made it!

Career Cluster Opportunities Through FCCLA

Career Ready Practices

Explore Career Clusters supported by FCCLA through FCS education, showcasing career opportunities that build real-world skills and prepare students for success in their future careers.

ARTS & DESIGN

The Arts & Design Career Cluster offers creative careers in fashion, interior design, visual and performing arts, and entertainment, focusing on functional, inspiring, and artistic designs that enrich and enhance lives.

Possible Careers Include:

- Art Therapist
- Commercial Designer
- Costume Designer
- Event Designer/Coordinator
- Fashion Designer
- Interior Designer
- Personal Stylist
- Residential Designer
- Space Planner
- Textile Designer

HOSPITALITY & TOURISM

The Hospitality & Tourism Career Cluster offers careers in managing restaurants, lodging, attractions, events, and travel, focusing on creating memorable experiences, exceptional service, and supporting the dynamic dining, travel, and entertainment industries.

Possible Careers Include:

- Event Planner
- Head Cook
- Hotel Manager
- Human Resources Specialist
- Nutritionist
- Park Ranger
- Restaurant Manager
- Sous Chef
- Theme Park Manager
- Travel Consultant

FINANCIAL SERVICES

The Financial Services Career Cluster offers careers in advising, planning, and managing personal finances, including budgets, investments, insurance, and retirement, helping individuals and families achieve financial security and navigate financial systems.

Possible Careers Include:

- Accountant
- Certified Financial Planner (CFP)
- Credit Counselor
- Digital Banking Specialist
- Financial Literacy Educator
- Insurance Agent
- Personal Banker
- Personal Financial Advisor
- Portfolio Manager
- Tax Advisor

EDUCATION & TRAINING

The Education & Training Career Cluster offers careers in teaching, administration, and instructional support, inspiring learners of all ages, fostering growth, and shaping future generations through knowledge and workforce readiness.

Possible Careers Include:

- Academic Dean
- Behavior Specialist
- College or University Professor
- Curriculum Developer
- Education Researcher
- eLearning Specialist
- Guidance Counselor
- School Principal
- School Teacher
- Superintendent

HUMAN SERVICES

The Human Services Career Cluster offers careers in counseling, mental health, personal care, and advocacy, addressing personal and societal needs to improve well-being and make a meaningful impact on individuals and communities.

Possible Careers Include:

- Art or Music Therapist
- Childcare Worker
- Cosmetologist
- Hairstylist
- Life Coach
- Nonprofit Director
- Personal Trainer
- Psychologist
- School Counselor
- Social Worker

PUBLIC SERVICE

The Public Service Career Cluster offers careers in public health, emergency services, social services, and government, focusing on community needs, vital resources, and improving quality of life with leadership and compassion.

Possible Careers Include:

- Accessibility Specialist
- City Planner
- Disease Prevention Specialist
- Environmental Health Specialist
- Epidemiologist
- Housing Specialist
- Human Services Director
- Social Worker
- Transportation Coordinator
- Youth Program Director

FCCLA
Family, Career and Community
Leaders of America
The Ultimate Leadership Experience

CTIMS Account

Reporting for CareerTech

https://oklahoma.gov/careertech/products-and-services/imd/ctims.html

Salary and Teaching Schedule: The salary and teaching schedule report is a document used in Oklahoma specifically for CareerTech educators . It combines two important pieces of information for the upcoming school year:

- Salary: This details your compensation, likely referencing the state minimum salary schedule or your district's local pay scale .

- Teaching Schedule: This outlines the courses you'll be assigned to teach, including estimated enrollment figures, and creates your official schedule for the year .

In short, this report gives you a clear picture of both your financial compensation and your teaching workload for the upcoming year .

CESI: CESI stands for Continuous Enrollment System Information . These reports track student enrollment in CareerTech programs across the state . This data helps officials understand the impact of funding and make informed decisions .

Follow-up: The follow-up report tracks what happens to students after they graduate from a CareerTech program in Oklahoma . This helps them see how well their programs prepare students for careers . This info helps CareerTech improve their programs and make sure they're giving students the skills they need to succeed .

You should get an email from **ctimssupport@careertech.ok.gov** with a link to set-up your CTIMS account . If you do not find the email, check your spam/junk folder .

Contact **ctimssupport@careertech.ok.gov** for assistance .

How to log-in to the CTIMS reports

1. Go to **www.Oklahoma.gov/careertech**
2. Click CTIMS on top right side of website .
3. Scroll down and click on box labeled K12 Schools
   a. New screen opens to information about each report
      i. Salary & Teaching Schedule: Due date: September 30
      ii. K12 Enrollment (CESI) Due dates: October 31, January 31, May 31
      iii. K12 Follow-Up: October 1-November 30

4. Scroll down and click the green CTIMS Login button.
5. You will go to this page:
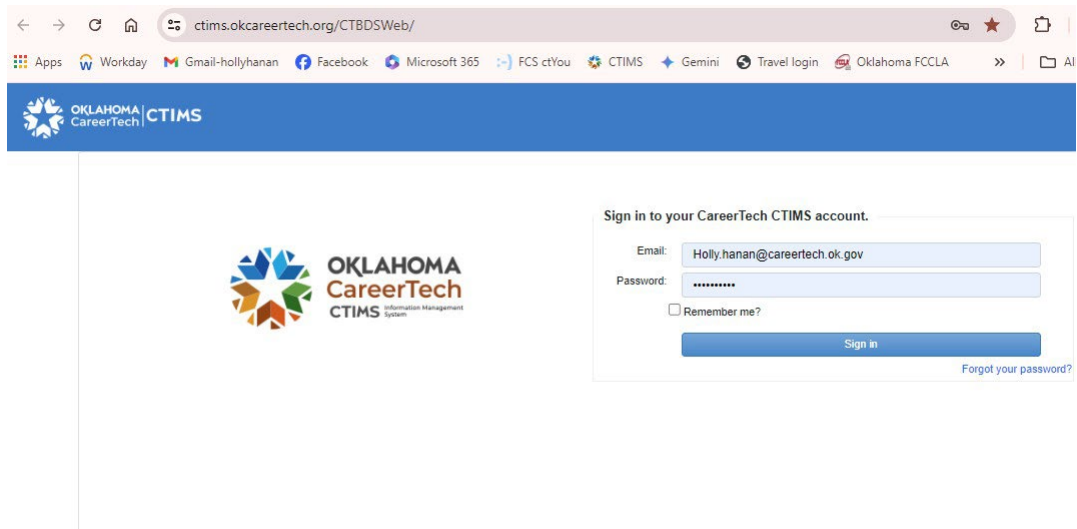
6. Enter your email and password to access reporting information.

IMD has created great guidebooks and quick guides to walk teachers through each process.

Advisory Committee Report

Advisory Committee Report

School: _____   Program: _____

Instructor: _____   Date & Time of Meeting: _____

A minimum of **ONE** formal meeting report must be submitted each year to your 5 yr folder on **ctYOU**.

Select Region: North ☐   Northeast ☐   South ☐   Southeast ☐

(See ctYOU website for Advisory Committee Handbook)

*Advisory Committee Members	Firm/Position	Content Area(s) Represented	Present Y	N
1.	Administrator		☐	☐
2.	Industry Partner		☐	☐
3.	Industry Partner		☐	☐
4.	Industry Partner		☐	☐
5.	Industry Partner		☐	☐
6.	Academic Teacher		☐	☐
7.	Parent		☐	☐
8.	FCCLA Member		☐	☐
9.			☐	☐
10.			☐	☐

*Designate new members with an asterisk

List all major recommendations made by the advisory committee.

What actions have been or will be taken regarding recommendations?

1 of 2

Advisory Committee Report

Review of Last Year's Goals: Include a summary of goals from the previous year with specific updates on your progress or completion status.

Goals for the Upcoming Year: Outline **3-5** goals for the next school year. These could include class size targets, FCCLA chapter objectives, instructional and professional growth goals, etc.

Long-Term Goals: List **3** goals looking ahead towards the next five years of the program.

➢ Upload a copy of the meeting agenda. ◯

Five-Year Folders

Program Evaluation

This five-year evaluation process aims to assess the effectiveness of the FCS program within our K-12 school district and identify areas for improvement to ensure it continues to meet the evolving needs of our students.

The evaluation will focus on the implementation of CareerTech standards in FCS program, including:

- Leadership and Administration
- Instruction and Training
- Support Services
- Measurement and Analysis
- Personnel
- Operations

Through this comprehensive evaluation process, we aim to gain valuable insights into the strengths and weaknesses of our FCS program. The results will be used to inform program improvements, resource allocation, and professional development opportunities for FCS educators. Ultimately, this evaluation serves to ensure that our FCS program continues to provide our students with the skills and knowledge they need to be successful and well-rounded individuals.

Five-Year Folders

Documentation for Comprehensive Program Evaluation

Standard	Documentation
	· **Create a new folder within each section listed to the left below for each year labeled with the year (i.e., 2020-21).** · **Label photos with an explanation** (i.e., Local FCCLA chapter prepared and served a meal for the local veterans to express thanks for their service as a part of the school's Veteran Day celebration.) · **Items that meet criteria in more than one area need not be added to the second area.**

1. Administration	· Examples of administration/board support
	  (1 item per year required)
	  ○ letter for CT grant application
	  ○ recommendations
	  ○ thank you notes
	  ○ emails
	· Examples of partnerships with Tech centers, colleges/universities:
	  (minimum of 1 item per 5 years required)
	  ○ emails
	  ○ advisory board committee members
	  ○ newspaper articles
	  ○ signed contracts
	· Copy of signed CareerTech/school contract — Superintendent will have original
	  (1 item per 5 years required)

2. Instruction and Training	**Instructional Planning and Organization**
	· A course syllabus for **each** course taught
	· Plan of study: yearly rotations
	· EOI reports: attempt vs. pass rate
	· Industry certifications
	  ○ names and numbers of certifications received by students: attempt vs. pass rate
	· **3 lesson** plans which **include**:
	  ○ Accommodations for IEP students
	  ○ Academic integration
	  ○ FCCLA integration
	  ○ Variety of instructional strategies
	
	Resources and Materials
	· See lesson plans above
	
	Leadership Development
	· Sample of local recruitment materials used for FCCLA
	· Copy of end-of-year affiliation
	· Percentage of FCCLA members to FCS enrollment
	  ○ # of affiliated FCCLA members
	  ○ # of total FCS students for the year
	· Student work/projects — may include:
	  ○ photos (maximum of 6/year)
	  ○ newspaper articles
	  ○ presentation, thank you notes, etc.

Five-Year Folders

	· Copies of paid receipts for state and national events:
	  ○ Affiliation
	  ○ District Dues
	  ○ LEAD Conference
	  ○ STAR Events
	  ○ State Convention
	· Copy of local FCCLA chapter's Program of Work
	· Copy of permission slips, school policy to demonstrate expected ethical and professional conduct

3. Support Services	**Recruitment & Enrollment**
	· Salary & Teaching schedule
	· CESI Enrollment report
	· Percentage of FCS students to school-wide enrollment
	  ○ # of FCS Students
	  ○ Total # of students enrolled in the school for the year
	· Course alignment to local technology center
	· Documentation for FACS program recruitment
	  ○ Brochures
	  ○ Flyers
	  ○ Posters
	  ○ Websites
	  ○ Links to social media
	
	Communication Groups & Methods
	· Copy of Advisory Committee Report (**ctYou/Program Reporting**)
	  ○ Includes Advisory Committee members in attendance (variety of business, education, civic, parent, student, etc.)
	  ○ Recommendations of committee
	· Correspondence with local partners (tech center, colleges, universities, business, industry, civic, etc.)
	· Documentation of field trips, guest speakers, mentors, work-site experience, job shadowing, projects, community service
	  ○ newspaper articles
	  ○ worksheets
	  ○ employer job reviews, etc.

4. Measurement and Analysis	· Salary and teaching schedule (can be copy of schedule only copied or screenshot from the S/T report) · CESI Enrollment report · Copy of Follow-up Reports · Current itemized 412/314 report

5. Personnel	**Capability and Capacity**
	· Copy of current teaching certificate
	(1 item per 5 years required unless renewal is required)
	
	Leader Development
	· Professional development completed
	  ○ copies of agendas, certificates, certifications,
	· Professional Learning Network (PLN)
	  ○ groups, sites, list-serves, etc.
	· Memberships in OATFCS, OkACTE, and other professional organizations
	· Honors and Awards

Five-Year Folders

6. Operations	· Facilities: On-site observation
	   ○ Classroom in good condition
	   ○ Classroom of appropriate size for class sizes
	   ○ Free of safety hazards
	   ○ Sanitary conditions
	   ○ Appropriate storage
	   ○ Classroom/lab space appropriate to accommodate all students
	   ○ Proof of teaching safety & sanitation to students with 100% pass rate on safety tests
	   (required to be kept on file annually)

Miscellaneous **(optional paperwork)**	· Instructional method, technology, projects or topics that you feel are successful · Documentation of student success · Example of YOUR best practices · Description of challenges you are facing · Explanation of ways ODCTE staff can better assist you · Other documentation you would like to share

FIVE-YEAR COMPREHENSIVE SCHOOL CAREERTECH STANDARDS – SITE VISIT EVALUATION

STANDARD 1: LEADERSHIP AND ADMINISTRATION

This standard examines how the school's leadership and administration's actions guide and sustain the organization. This includes the school's governance system, how the organization fulfills its legal, ethical, and societal responsibilities, and how it supports its communities are identified. This standard examines how the school develops strategic objectives and action plans and how progress is measured.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
Support from local administration and board	Examples of support and involvement: i.e. recommendations and/or Thank You notes from administration/board, etc.	☐		
Partnerships and linkages with local technology centers and colleges/universities	Evidence of contact, activities, communication, etc.	☐		
CareerTech program secondary contracts completed in timely manner	Copy of signed CareerTech/school contract.	☐		
Class assignment codes	Check teacher certification against assigned classes with State Department of Education	☐		

STANDARD 1: LEADERSHIP AND ADMINISTRATION	☐ *MET/NOT MET* ☐

Comments:

Teacher:	School:
Visit Date:	Evaluator:

STANDARD 2: INSTRUCTION AND TRAINING

This standard examines the content and performance objectives of the program at a level and quality that is acceptable whether a student moves on to postsecondary education, the military, or the workforce. The program/training should be designed to provide the cognitive, affective, and psychomotor skills to teach knowledge and develop skills necessary for employment. Student leadership development activities are also considered an integral part of instruction. All approved programming shall be conducted in accordance with state standards, policies, and operational procedures.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
Instructional Planning and Organization				
1. Class/program instruction	☐ Course syllabus for each course taught ☐ Plan of study: yearly rotations	☐		
2. Certifications/licenses/credentials	☐ Certifications: Number tested vs. pass rate • AFCS assessment data • Industry recognized certification data (CDA, ELCCT, ServSafe, etc)	☐		
3. Adaptation of instruction for accommodations and/or modifications (stereotypes, biases, educational needs, etc.)	☐ Examples showing how accommodations/modifications were met for IEP	☐		
4. Monitoring instruction for quality	☐ Lesson Plans ☐ Examples of academic integration ☐ Variety of instructional strategies ☐ Technology integration	☐		
Resources and Materials				
1. Instructional resources, technology and supplies to support learning objectives and meet the needs of all students.	☐ Evidence of a variety of instructional strategies used	☐		

60

Teacher:	School:
Visit Date:	Evaluator:

Leadership Development			
1. Students given opportunity to join FCCLA	☐ Local **FCCLA** recruitment materials ☐ Affiliation ☐ Percentage of FCCLA members to FCS enrollment	☐	
2. FCCLA integration in FCS curriculum	☐ Lesson plans ☐ Student work/projects ☐ Photos (max 6/yr.)	☐	
3. FCCLA chapter in good standing with National/State organizations	☐ Copy of paid receipts, invoices, etc. from state and national organizations (Affiliation, LEAD, STAR Events, State Convention, etc.)	☐	
4. FCCLA participation/leadership participation through local chapter and district activities	☐ FCCLA Program of work ☐ Newspaper articles ☐ Thank you notes	☐	
5. FCCLA participation/leadership participation beyond local level (State and National activities)	☐ FCCLA Program of work ☐ Newspaper articles ☐ Thank you notes	☐	
6. Ethical and professional conduct of students while participating in organized activities and events.	☐ Permission slips ☐ School policy	☐	

STANDARD 2: INSTRUCTION AND TRAINING	☐ *MET/NOT MET* ☐

Teacher:	School:
Visit Date:	Evaluator:

STANDARD 3: SUPPORT SERVICES

This standard examines the support services utilized in obtaining performance objectives of instruction and training. All students shall be provided with information on career options, advised on appropriate educational paths to meet career goals, and provided with the necessary support for success in their career programs. Academic integration is provided in the context of skills needed for occupational competency, technology familiarity, and other cognitive skills prior to completing their career program.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
Recruitment & Enrollment				
Enrollment – enrollment meets requirements	☐ Salary and Teaching schedule with current enrollment numbers; CESI Enrollment Report ☐ Percentage of FCS students to school-wide enrollment ☐ Correct OCAS codes used	☐		
Prior Learning Assessments (Articulation agreement) – with technology center and 2-year colleges	Sequence of Courses aligned to Tech Center or 2-year colleges	☐		
Student recruitment methods for **FCS** program, including use of Social Media	Samples of methods; brochures; website; links to social media sites (Twitter, Facebook, etc.)	☐		
Communication Groups & Methods				
Advisory committee meets at least once per year ☐ Meeting agenda and recommendations	Advisory Committee Report ctYou/Program Reporting Advisory Meeting Handbook https://ctyou.org/course/view.php?id=1423&section=6	☐		

Committee Roster – include company and job title ☐ primarily business reps in relation to pathways, parent, current and former student, local administrator and/or counselor, technology center teacher, and possibly college representation	List of advisory committee members that includes the company and job title	☐		
Evidence of involvement with industry ☐ Field trips, guest speakers, mentors, work-site coordinators, job shadowing, projects, community service, etc.	List of activities; work-site and job shadowing records; publicity articles	☐		

STANDARD 3: SUPPORT SERVICES	☐ *MET/NOT MET* ☐
Comments:	

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Teacher:	School:
Visit Date:	Evaluator:

STANDARD 4: MEASUREMENT AND ANALYSIS

This standard examines how the program selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. It also examines how the program uses review the information to improve its performance.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
Data Management				
Salary & Teaching submitted by deadline (Sept 30)	Salary & Teaching Report	☐		
CESI Enrollment submitted by deadline (Oct 30)	CESI Enrollment Report	☐		
CESI Follow-up submitted by deadline (Mar 15)	CESI Follow-up Report	☐		
412 Report – evidence of proper and complete use of funds	412 Report	☐		
Assessments, Credentials, EOI exams	Overall student test results (pass/fail rate)	☐		

STANDARD 4: MEASUREMENT AND ANALYSIS	☐ *MET/NOT MET* ☐

Comments:

Teacher:	School:
Visit Date:	Evaluator:

STANDARD 5: PERSONNEL

This standard examines the performance and capability of staff. All instructors should have an adequate general education along with recent work experience that will enable them to relate their instruction to business or industrial methodology. Instructors should meet or exceed state certification requirements and hold a current teaching certificate or credential appropriate to their subject area.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
Capability and Capacity				
Qualified instructor – teaching certificate *Comp. program:* #7517- Voc HEC or # 7575 –CTE FCS *Occ. program:* #7505-Occ HEC or #7559-Occ FCS	Copy of current teaching certificate	☐		
Leader Development				
Professional development pln – professional development activities	List of professional development including agendas, certifications; certificates	☐		
Professional Learning Network (PLN) – ☐ Groups/sites you follow to keep informed ☐ Member of any professional organizations ☐ Honors and awards ☐ Active in the community	☐ List of PLN individuals, groups, sites, etc. you follow; ☐ resume including affiliations, honors/awards, community service, training, ☐ certifications ☐ OATFCS membership ☐ Professional Organization membership	☐		
Is there an instructional method, technology, project, or topic that you would be willing to present to other teachers?		■		
STANDARD 5: PERSONNEL			☐ *MET/NOT MET* ☐	

Comments:

Teacher:	School:
Visit Date:	Evaluator:

STANDARD 6: OPERATIONS

This standard examines how the program plans for success and sustainability. Business and industry sector as well as other organization and individual community involvement should be addressed. This standard considers the school's ability to provide adequate facilities, equipment, and resources/materials for all students, including those who may need additional accommodations/modifications. It also examines safety and emergency preparedness and the program's adherence to policies and procedures.

QUALITY INDICATOR	DOCUMENTATION	MET	STRENGTHS	AREAS OF IMPROVEMENT
Facilities & Safety				
Condition/appropriateness of facility – kept in good condition; suitable for program; storage available	On-site observation	☐		
Size/arrangement of facility – arranged appropriately with space needed for classroom and lab activities; including modifications to accommodate students with disabilities	On-site observation	☐		
Classroom/lab free of safety hazards	Evidence of classroom/lab free of safety hazards	☐		
Safety unit/test – evidence of 100% on safety test recorded and on file for every student	Safety unit and test; sample student test; gradebook showing 100% for all students (observed)	☐		
STANDARD 6: OPERATIONS			☐ *MET/NOT MET* ☐	

Comments:

Teacher:	School:
Visit Date:	Evaluator:

STANDARD 7: SYSTEM IMPACT

Performance indicators that align to Oklahoma CareerTech system goals will be reported to demonstrate system impact. Performance levels and trends are examined relative to required CareerTech benchmarks.

NOT APPLICABLE TO COMPREHENSIVE SCHOOLS

ADDITIONAL INFORMATION

Student Success Stories:
How are your students experiencing success?

Best Practices:
What is something that you have implemented that you are proud of?

Challenges:
What challenges are you facing that keep your students from experiencing success?

ODCTE Assistance:
How can we provide you with better assistance to help you and your students experience success?

Teacher:	School:
Visit Date:	Evaluator:

Additional Comments:

Signatures indicate review of the site visit by FCS Program Specialist.				
Standards Met:		**Standards Not Met:**		**Deadline for Add'l Evidence:**

Teacher's Signature:

Administration Signature:

FCS Program Specialist:	**Date:**

Information Online

ACTE Excellence Awards
https://acte .secure-platform .com/a/page/awards/national/excellence_awards

Oklahoma ACTE
https://www .okacte .org/

Oklahoma ACTE awards program
https://www .okacte .org/awards

Oklahoma Association Teachers of Family and Consumer Sciences
https://oatfacs .wixsite .com/facs
https://www .facebook .com/OATFCS

OATFCS Scholarship Opportunities
https://oatfacs .wixsite .com/facs/services-5
Scroll down to [OATFCS Scholarship Opportunities]

American Association of Family & Consumer Sciences
https://www .aafcs .org
https://www .aafcs .org/resources/publications-products/resources-and-printables
https://www .aafcs .org/membership-homepage/member-awards

FCCLA
https://fcclainc .org/engage/fundraising-and-grants/overview
https://oklahomafccla .org/scholarships-%26-grants

FCS Dictionary

Abbreviations and Acronyms

AAFCS: American Association of Family and Consumer Sciences

ADA: Americans with Disabilities Act

ACTE: Association for Career and Technical Education. Formerly American Vocational Association

CDA: Child Development Associate

CESI: Computerized Enrollment System for Instructors

CEU: Continuing Education Unit

CPR: Cardiopulmonary resuscitation

CRC: Career Readiness Certificate

CTE: Career and Technology Education

CTIMS: CareerTech Information Management System

CTSO: CareerTech Student Organization

CTTC: CareerTech Testing Center

ctYou: CareerTech for You

ELL: English Language Learners

ESL: English as a Second Language

FCSED: Family and Consumer Sciences Education

FCCLA: Family, Career and Community Leaders of America

FERPA: Family Educational Rights and Privacy Act

FTE: Full-Time Equivalent

FY: Fiscal Year

ICAP: Individualized Career and Academic Plan

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

IMD: Information Management Division

LEA: Local Education Agency

LEP: Limited English Proficiency

MOU: Memorandum of Understanding

NAEYC: National Association for the Education of Young Children

NASAFCS: National Association of State Administrators for Family and Consumer Sciences

NTHS: National Technical Honor Society

OAFCS: Oklahoma Association of Family and Consumer Sciences

OATFCS: Oklahoma Association of Teachers of Family and Consumer Sciences

OATFCS: Oklahoma Association of Teachers of Family and Consumer Sciences

OCAS: Oklahoma Cost Accounting System

ODCTE: Oklahoma Department of Career and Technology Education

OkACTE: Oklahoma Association for Career and Technology Education

OHS: Oklahoma State Department of Human Services

OSHA: Occupational Safety and Health Administration

PD: Professional Development

PID Number: Program/Position Identification Number

POS: Program of Study

RC: Regional Coordinator (Oklahoma Department of CareerTech)

RAO: Regional Accreditation Officer (State Department of Education)

RFP: Request For Proposal

SDE: State Department of Education

STAR: Students Taking Action with Recognition

Glossary Terms for FCS

A

A-F School Grading System: Gives all schools and school districts in the state of Oklahoma a grade of A, B, C, D or F, similar to grades given to students.

Academic Credit: The unit of measurement an institution awards when the determined course or subject requirement(s) are fulfilled. (See Credit).

Academically Disadvantaged: Individuals who score at or below the 25th percentile on a standardized achievement aptitude test or whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or who fail to obtain minimal academic competencies. This definition does not include individuals with learning disabilities. 34 CFR Part 400 et al (Education Department General Administrative Regulations).

Accommodation Plan: A plan developed in cooperation with a qualified person with a disability (as defined by the ADA or Section 504) designed to address the reasonable accommodations needed for the individual to participate in a career and technology education program.

Accreditation: Status of public recognition that an accrediting agency grants an educational institution or program that meets the agency's established standards and requirements.

Agency: Term used to refer to the ODCTE as a state agency.

Agricultural Education Division: An occupational division of the ODCTE that administers agricultural education programs that prepare students for careers in production agriculture, agribusiness and other emerging occupations.

Aptitude Tests: Tests designed to predict success in learning activities, particularly in skill areas in which little or no instruction has taken place. They are generally less dependent on school experience than achievement tests and measure a broader range of capabilities.

Association for Career and Technical Education: The national professional association for CareerTech educators. Formerly AVA.

B

Business, Marketing and Information Technology Education Division (BMITE): The educational division of the ODCTE that administers business information technology and marketing education programs in technology centers and comprehensive high schools. The division provides products and services to promote the development of a comprehensive delivery system that is customer-focused and client-based for business, information technology and marketing industries.

C

Capstone Course: A culminating experience in which students integrate special studies with their majors and extend, critique, and apply knowledge related to their majors; a final mastery experience.

Capstone Project: A special project typically completed at the end of coursework and featuring faculty supervision, activity and knowledge linked to prior coursework, dissemination of results and evaluation by the instructor.

Career Assessment: Process of measuring vocational or career aptitude and interest. It may include such factors as work history, physical capacity, work values and temperament.

Career Cluster: A way for schools to organize instruction and student experiences through programs of study around 16 broad categories that encompass virtually all occupations from entry- through professional-level. Each cluster (broad occupational grouping) is divided into pathways. Career pathways are composed of a wide variety of related career majors/programs. Career majors/programs are composed of sequences of courses that vary in length. Successful career major/program completion leads to employment and/or postsecondary enrollment.

Career Counseling: Communication that takes place between counseling professionals and their clients concerning issues of preference, competency, achievement, self-esteem, and the array of factors that facilitate or inhibit personal planning.

Career Development: A lifelong process involving the development of work values, establishment of a career identity, learning about opportunities and trying out plans. The process is designed to help individuals understand their relationships to the world of work. Career development is generally accepted as including a person's total lifestyle, such as occupations, education, social responsibility, family life and leisure activities.

Career Exploration: Activities designed to assist students in discovering their individual interests,

Glossary Terms for FCS

abilities, career values and needs by exploring occupations and the world of work.

Career Major/Program: A model sequence of courses that prepares a student for a career and ensures that integration occurs between academic and occupational learning; transitions are established between secondary schools and postsecondary institutions; and students receive skill credentials. An approved career major/program is a career major/program approved to be delivered by a school.

Career Major/Program Completer: A student who has completed all courses required for a career major/program.

Career Pathway: A grouping of related occupations within a career cluster. The pathway represents the knowledge and skills, both academic and technical, necessary to pursue a full range of career opportunities within a pathway — ranging from entry-level to management, including technical and professional career specialties. A pathway belongs to only one cluster, but a cluster can contain multiple pathways. A career major belongs to only one pathway, but a pathway can contain multiple career majors.

Career Portfolio: A lifelong, student-managed collection of achievements that shows progress toward career goals

CareerTech Student Organization: Student organizations designed to support the CareerTech goals of students and prepare members to be the leaders of the future.

CareerTech Testing Center: A division of the ODCTE that develops, maintains, and analyzes competency tests and skill standards for occupational programs and licensing agencies.

Carl Perkins Career and Technical Education Act: Federal legislation that provides funding to states to develop more fully the academic, vocational, and technical skills of secondary and postsecondary career and technology education students by promoting the integration of academic and vocational technical instruction, including links to secondary and postsecondary education for participating students. Eligible recipients are public schools with career and technology education programs, technology centers and community colleges that offer Associate of Applied Science degrees. The act establishes allowable expenditures by federal statute and requires each state to develop measures of accountability.

Child Development Associate: A national credential for early childhood educators.

Clock Hour: The unit of measurement some institutions give for fulfilling course requirements.

Competency: A specific work task performed on the job or in the classroom. It is a large enough task to be valued in and of itself and is measurable and observable.

Completion/Retention Rate: A unit of measurement that represents the number of students who completed or were retained in a career major/program divided by the total number of students enrolled in a career major/program

Completer: A student who receives a degree, diploma, certificate, or other formal award. To be considered a completer, the student must have the degree/award actually conferred.

Comprehensive School: PK-12 public school that offers CareerTech offerings in addition to academic curriculum.

Computerized Enrollment System for Instructors (CESI): An Internet-based system for comprehensive schoolteachers to use to submit student enrollment data to the Information Management Division of the ODCTE.

Course Identification Number: Numbers assigned by ODCTE to identify courses

Course Completer: A student who has met the instructional requirements for a course as set by ODCTE program standards/requirements.

Course Identification Number: Numbers assigned by ODCTE to identify courses

Course Offering: An instance of a course that is being delivered.

Credential: Credential that a CTE student may seek by satisfying additional requirements after completing a CTE course or career major/program (i.e., experience and/or higher education prerequisites).

Glossary Terms for FCS

Credit: Quantitative measurement assigned to a course and awarded upon successful completion of the course. Students demonstrating competency in a curriculum subject shall receive credit. Credit can also be given for the successful completion of a Carnegie Unit. Oklahoma State Board of Education Accreditation Standards 210:35-25-2, paragraph (3).

CTE Concentrator: A secondary student who has enrolled in three or more credits in a single CTE pathway. A secondary credit is the secondary instructional time required to earn a standard Carnegie unit for high school credit in Oklahoma.

CtYou.org: CareerTech's Moodle-based learning management system.

Curriculum and Instructional Materials Center (CIMC): The entity of the ODCTE that develops competency-based instructional products and services for CareerTech programs.

D

Digital Badging: a digital image that contains verified metadata that describes a student's qualifications and the process required to earn the badge. Digital badges can be used in email signatures or digital resumes, and on social media sites such as LinkedIn, Facebook, and Twitter.

Distance Learning: Learning that takes place when space and/or time separates the learner and the instructor.

E

Educational Equity: Activities carried out in the CareerTech educational system to reduce gender bias, gender stereotyping and gender discrimination

Employability Skills: Skills needed to perform a given job satisfactorily, including reading, writing, mathematics, communication, critical thinking, problem solving, creative thinking, goal setting, interpersonal skills, teamwork and technology.

English as a Second Language: ELA English language education for adults whose inability to understand, speak, read, or write the English language is a barrier to their ability to get or keep employment. It also affects their ability to function in society or successfully complete the citizenship application process.

F

Family and Consumer Sciences Education Division: The educational division of the ODCTE that administers family and consumer sciences programs in comprehensive high schools and technology centers.

Family and Consumer Sciences Education Programs: Course offerings that are designed to prepare students with skills needed to function as individuals and family members in the workforce and communities. Career-specific FACS programs focus on five clusters: arts, audio/video technology and communications; health sciences; human services; education and training; and hospitality and tourism.

Family, Career and Community Leaders of America (FCCLA): CareerTech student organization for students enrolled in family and consumer sciences education.

Feeder School: A comprehensive school or entity that sends secondary students to a technology center. Also referred to as sending school or partner school.

Follow-up: The collection of data on students who were enrolled in a CareerTech offerings that is used to evaluate the effectiveness of a career major/program, school and/or system.

Full-Time Program: A full-time program shall consist of only approved family and consumer sciences classes with one planning period in the daily schedule. Family and consumer sciences instructors shall have no other extracurricular duties or responsibilities other than those required through the FCCLA student organization and normal school supervisory duties. Each single teacher program shall offer at least two complete programs of study in a three-year period. A multiteacher district shall offer one more program of study than the number of teachers per building. Coaching, administration, or other similar fulltime duties must be approved by the state program manager in writing prior to implementation.

GH

Grant: A type of financial aid that does not have to be repaid. It is usually awarded based on need.

Health Sciences Education Division: The educational division of the ODCTE that administers health careers education programs in technology centers and comprehensive high schools.

Glossary Terms for FCS

High Schools That Work: A framework of goals, key practices, and key conditions that schools implement to raise student achievement and meet higher standards. The primary goals are to raise the mathematics, communication, problem-solving and technical achievement of students and to blend the essential content of traditional college-preparatory studies with quality career and technical studies.

I

Individual Career Plan (ICAP): A learner-owned, comprehensive educational roadmap that guides a student toward college and career readiness.

Individualized Education Program (IEP): A written statement for each child with a disability identified under the Individuals with Disabilities Education Improvement Act of 2004, Section 612(4) and 614 (a)(5), that is reviewed and revised at least annually and contains information about the child's present levels of performance, measurable goals and benchmarks and other services needed for the child to participate and advance in the general curriculum. Individuals with Disabilities Education Improvement Act of 2004, SEC. 614. Evaluations, Eligibility Determination, Individualized Education Programs and Educational Placements

Information Management Division: A division of ODCTE that collects, processes, and analyzes CareerTech student data and information for program management, planning and decisionmaking.

Instructional Framework: The ODCTE-approved organizational structure based on the Career Cluster Model. The Instructional Framework identifies the knowledge and skills, courses, and career majors/programs necessary to be successful in each career cluster.

Interest Inventory: Carefully constructed questionnaires that enable an individual to identify preferred activities that are then correlated to career clusters.

Internship: Secondary or postsecondary work-based learning in which a three-way partnership is established among the school, an employer or business and the student for the purpose of providing practical education to the student through productive work opportunities. Experiences take place in a workplace setting and offer teachers and students the opportunity to see a relationship between school courses and career choices.

J

Job Shadowing: A career awareness/exploration opportunity in which a student observes a worker for a designated period of time to learn about that worker's career.

L

Limited English Proficiency: Secondary students, adults or out-of-school youths who have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who live in a family or community environment in which a language other than English is the dominant language. Refer to 34 CFR Part 400 et al (Education Department General Administrative Regulations).

M

Mentor: An experienced person who provides guidance and support by being a role model, guide, tutor, coach, or confidant to the developing novice.

N

National Technical Honor Society: The honor society for CareerTech students.

Occupation: A person's usual or principal work or business, especially as a means of earning a living or vocation.

Occupational Competency: An industry-validated skill within a job.

Occupational Pathway: A plan of study leading to a specific occupation or job title.

Occupational Program: A program of study designed to provide the student with sufficient knowledge and skills to perform in a specific job.

Oklahoma Association for Career and Technology Education (OkACTE): An organization that seeks to provide the kind of foresight and direction needed to develop a productive and competitive workforce for Oklahoma. The association is recognized as a dynamic educational leadership organization anticipating and fulfilling the professional needs of its members and their customers in developing a competitive workforce. Members are instructors, administrators and other staff at technology centers, comprehensive schools, skills centers and the ODCTE.

Glossary Terms for FCS

Oklahoma Association of Teachers of Family and Consumer Sciences: A division of the Oklahoma Association for Career and Technology Education.

Oklahoma Career and Technology Education Board: Nine-member board composed of the state superintendent of public instruction, who serves as the chairman of the board; two members of the State Board of Education; a representative of each congressional district; and one member at large. Members are appointed by the governor and confirmed by the state Senate. The state director of career and technology education serves as an ex officio non-voting member and executive officer.

Oklahoma Career Information System: Internet-based career information delivery system customized for Oklahoma that combines career education and labor market information into one comprehensive, easy-to-use career exploration and job search tool.

P

Perkins: Carl Perkins Career and Technical Education Act.

Portfolio: A lifelong, student-managed collection of achievements and progress toward career goals.

Postsecondary/Adult Student: A student who is no longer enrolled in a comprehensive school system or its equivalent and is enrolled in a CTE career major/program or course. Students beyond the compulsory age for high school who are enrolled in an educational program.

Program Assistance Money: Annual funds provided to CareerTech programs in comprehensive schools for the purpose of supporting the additional costs of the CareerTech program, including the purchase of equipment, instructional supplies, and staff development.

Program of Study: A comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success. At a minimum, Programs of Study incorporate and align secondary and postsecondary education elements; include academic and CTE content in a coordinated, non-duplicative progression of courses; offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree; and support the tenets of the POS 10 Component Framework, which include legislation and policies, partnerships, professional development, accountability and evaluation systems, college and career readiness standards, course sequences, credit transfer agreements, guidance counseling and academic advisement, teaching and learning strategies and technical skills assessments.

R

Regional Coordinator: Serves as a liaison among comprehensive school superintendents, communities, other agencies, and administrative entities involved with the delivery of CareerTech programs and services.

S

Salary and Teaching Schedule: A document that is a part of the contract for ongoing career and technology education programs. Comprehensive school districts must complete and return the salary and teaching schedule for each CTE teacher in the district.

School-Based Enterprise: An enterprise, such as a school store, that provides a laboratory for students to practice academic and related career skills. The enterprise is aligned with the objectives and purpose of the program.

Science, Technology, Engineering and Mathematics Programs (STEM): Provides hands-on and problem-based curriculum that allows students to explore opportunities in science, technology, engineering and mathematics, including pre-engineering, biomedical technology, biotechnology, technology engineering and Gateway To Technology.

Section 504 of the Americans with Disabilities Act of 1990: Regulations of the Architectural and Transportation Barriers Compliance Board that identify and help provide facility and transportation accommodations for individuals with disabilities not eligible for special education resources.

Sending School: A comprehensive school or entity that sends secondary students to a technology center. Also referred to as a feeder school or partner school.

Glossary Terms for FCS

Skills Centers: State-owned correctional facilities, private prisons, state-operated juvenile detention centers and private juvenile group homes in which CareerTech offerings are provided.

SkillsUSA: The CareerTech student organization serving high school and postsecondary students who are preparing for careers in technical, skilled and service occupations.

Special Populations: Individuals with disabilities; individuals from economically disadvantaged families (including foster children); individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency. Carl D. Perkins Act of 2006.

Student Follow-Up: The completion and placement data for students who were enrolled in designated CTE offerings, collected by the ODCTE six months after the end of the previous fiscal year or six months after completion of a skills centers program.

Students Taking Action with Recognition (STAR): A National FCCLA competitive event.

T

Teacher Certification Program: A program designed to prepare students to meet the requirements for certification as teachers.

Teachers-As-Advisers: A system that provides educational and career planning with parental involvement for all students by matching student groups with a teacher adviser for a certain period.

Technology Student Association (TSA): The CareerTech student organization for students enrolled in science, technology, engineering, and mathematics programs.

Temporary Assistance for Needy Families: A federal block grant created by the passage of the Personal Responsibility Work Opportunity Reconciliation Act of 1996; designed to assist eligible families with dependent children that meet the income/resource standards set out in the state TANF plan.

Testing Division: A division of the ODCTE that develops, maintains and analyzes competency tests for occupational programs and licensing agencies.

Testing Liaison: The person in a comprehensive high school, technology center or skills center who coordinates communication of information regarding competency testing issues between the Testing Division and CareerTech instructors at that facility.

Trade and Industrial Education Programs (T&I): Course offerings that are designed to prepare students for careers in several trade and industrial-related clusters. Instruction encompasses areas of study such as concepts, layout, design, materials, production, assembly, quality control, maintenance, troubleshooting, construction and repair and service of industrial, commercial, and residential goods and products.

Transcript: The official school record of a student's performance showing all course work completed, including course titles, course hours, grades or other evaluations earned and grading scale.

U

Unduplicated Headcount: A student who is counted only once for the full year time period, regardless of the number of courses or programs in which he or she is enrolled.

W

Work-Based Learning: Designed to provide students with work experiences that provide instruction in such things as positive work attitudes, employability skills and participative skills. These experiences may occur within the classroom or the workplace.

Work-Site Learning: Planned learning experiences for students, under the guidance of a workplace mentor, to develop specific technical competencies and general workplace competencies. Experiences may also occur in a school-based enterprise, simulation or special project.

Work-Study: A need-based form of financial aid that supplements government student loans and grants by allowing qualified individuals to work at a fair wage for up to 10 hours per week on campus, often in positions that relate to their area of study.

Work-Study Program: A provision of the Higher Education Act to provide grants to institutions for partial reimbursement of wages paid to postsecondary students who are employed part-time by the institution. The funds are intended to help with educational expenses.