

HOME ECONOMICS CAREERS AND TECHNOLOGY (HECT)

Program: _____

School Site _____

PROGRAM OF EXCELLENCE STATUS REPORT

MIDDLE SCHOOL, HIGH SCHOOL, ROCP FORM

Please read the performance statements below and circle the response that describes the degree to which your program satisfies each criterion.

NOTE: Complete one form for each program/course.

0 = Does not exist 1 = Exists on a limited basis 2 = Meets conditions stated 3 = Exceeds conditions named

0 1 2 3 **A. Name of Department and Program**

The department uses HECT, Consumer and Family Studies (CFS) and Home Economics Related Occupations (HERO) Career Pathway Titles.

B. Quality Criteria

0 1 2 3 **1. Curriculum and Instruction**

- a. Content of the Program has been assessed against and modified to meet the HECT Content Standards.
- b. Curriculum is organized and sequenced around one or more HECT Career Pathways.
- c. Instruction is competency-based, sufficient in duration, current and relevant, and reflects the knowledge, attitudes, and skills currently required in the identified career path.
- d. The curriculum has been designed to serve the needs of all students including those with special needs.
- e. A comprehensive core introductory course has been implemented.
- f. The career pathway consists of at least three of the following core courses (comprehensive, specialized, and HERO courses).
- g. Integration across disciplines is evident in planning, curriculum development, instruction and assessment.

0 1 2 3 **2. Leadership, Careers and Citizenship Development**

- a. An affiliated FCCLA Chapter is integral to instruction, is conducted by appropriate instructors, and is supported by the administration of the local education agency.
- b. Leadership, citizenship, career, and interpersonal skills instruction is provided throughout the program.
- c. Members and advisors participate in region and state activities annually.

0 1 2 3 **3. Practical Application of Occupational Skills**

- a. The program includes classroom simulations of work-based experiences or paid/unpaid work-based experiences.
- b. CFS programs provide career awareness and exploration activities in the nine home economics related career pathways (job shadowing, career fairs, speakers, field trips, volunteer experiences, community service projects.)
- c. HERO programs provide mentoring experiences; laboratory based simulations, and supervised occupational experiences ranging from observation to complex job performances as determined by industry validated standards.

0 1 2 3 **4. Qualified and Competent Personnel**

- a. Instructors hold valid teaching credentials authorizing the teaching of assigned courses and/or programs.
- b. Each teacher uses a variety of instructional strategies/materials and effective teaching techniques to enhance student learning.
- c. Instructors annually participate in professional development activities that are designed to enhance or expand their knowledge of Home Economics Careers and Technology Education.

0 1 2 3 **5. Facilities, Equipment, and Materials**

- a. Facilities, equipment, and materials are comparable to those currently used by business and industry and/or homes in the community and reflect current technology.
- b. Facilities and equipment are purchased and/or modified to accommodate the needs of special populations.

- 0 1 2 3 **6. Community, Business, and Industry Involvement**
- a. The advisory committee is made up of representatives having skills in and knowledge of occupations(s) for which instruction is provided.
 - b. The advisory committee provides advice, support, counsel, written recommendations, and verification pertaining, but not limited, to the following: instructional content, job placement, standards and benchmarks, new technology, and current industry practices.
 - c. A CFS program advisory committee meets twice annually with members representing community agencies, parents, middle grade CFS and community college instructors, students and school counselors or administrators.
 - d. A HERO career path advisory committee meets twice annually with members representing business and industry who reflect the career path program, as well as parents, students, educators, employers and labor union representatives.
- 0 1 2 3 **7. Career Guidance**
- a. Career Guidance activities include recruitment, program information, and promotional activities for students, parents, and counselors.
 - b. Instruction includes career planning, employability skills, articulation options and provides students with information relevant to their career path goals.
- 0 1 2 3 **8. Program Promotion**
- a. There is a plan for program promotion and recruitment throughout the school year.
 - b. Equal access to programs and services is available to all students including these students with special needs.
 - c. Promotional activities are conducted to improve articulation with feeder schools and advanced training/education agencies.
 - d. Promotional videos, fliers and brochures are updated annually.
- 0 1 2 3 **9. Program Accountability and Planning**
- a. A standards-based assessment system is used to measure students' performance in the application of career and academic skills and knowledge of occupational tasks.
 - b. A variety of authentic assessments are ongoing; portfolios, projects and presentations, written responses, work samples, scenarios etc.
 - c. A Program Improvement Plan exists that is based on the analysis of data collected for program accountability.
 - d. A follow-up system is being used which gathers information about program completers.