



Home Economics Careers and Technology (HECT) Education

Phase II Program Self-Review and Assessment

School Name: _____

Date: _____

School District/ROCP: _____

Site Facilitator: _____

Address: _____

Site Staff: _____

City, State, Zip: _____

Telephone: () _____

Program Titles:

Middle Grade High School ROCP

Consumer Family Studies (CFS)

Home Economics Related Occupations (HERO)

Career Pathways Offered (Check all that apply)

Child Development & Education Food Science, Dietetics & Nutrition

Consumer Services Food Service & Hospitality

Family & Human Services Hospitality, Tourism, & Recreation

Fashion Design & Merchandising Interior Design

Person(s) Involved in Conducting the Review

Note: This page only is online writable.

1. CURRICULUM AND INSTRUCTION

Quality Criteria

The Curriculum has been organized and sequenced around career paths with clear content standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Instruction is standards-based and integrates academic knowledge and skills, which reflect current and emerging technologies and practices in business, industry, and the home environment.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>A. The content of the Home Economics Careers & Technology (HECT) Program has been assessed against and where necessary, modified to satisfy the Home Economics Careers & Technology Content Standards.</p>	<p>Consumer Family Studies (CFS) Program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course sequence based on a one or two-year comprehensive core, one or more specialized courses, and a HERO capstone course in one or more of the HECT career pathways. <input type="checkbox"/> A Comprehensive Core course which emphasizes balancing personal, family, and work responsibilities through the nine content areas and leadership, career and citizenship development. <input type="checkbox"/> One or more specialized content area course that expands on the Comprehensive Core content and provides a strong background for HECT career pathways. <input type="checkbox"/> Curriculum for managing and balancing personal, home, and work life; career awareness; employability, integration and of academics; leadership and career development; and transferability of skills to work and/or advanced education. <p style="text-align: center;">OR</p> <p>Home Economics Related Occupations (HERO) Career Pathway Program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> HERO Program(s) offer sequence of courses composed of three (3) courses. (comprehensive core specialized and a HERO capstone course). <input type="checkbox"/> Curriculum for industry awareness; personal, interpersonal, and communication skills; thinking and problem skills; balancing personal, family, and work responsibilities; leadership and career development; and integration of academics. <p><i>Recommended.</i> Program improvement/modification has been accomplished by: (Check those which are applicable.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing a new course(s) <input type="checkbox"/> Adding new competencies or benchmarks to revise an existing course(s) <input type="checkbox"/> Changing hours of introductory and/or advanced-level instruction <input type="checkbox"/> Changing course content/major unit instructional hours <input type="checkbox"/> Other(s) _____ 	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist

Directions: Check the column on the right that best describes the degree to which the program meets the quality indicators listed, keeping in mind how the quality indicators are validated or why the program does not meet the quality indicators. Check the suggested evidence of achievement which best describes the practices of this program. Identify any alternative means to meeting the quality indicators.

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>B. The curriculum is in written form and includes:</p> <ol style="list-style-type: none"> 1. Course description(s), goals, objectives 2. Course/program content outlines in alignment with HECT content standards 3. Curriculum exists and is up to date for each course 4. A list of instructional materials, resources, etc. 5. Student evaluation procedures <p>C. Academic courses, technical preparation course sequences, and workplace learning sequences and leadership and career development activities are included in career path clusters.</p> <p>D. Curriculum and instruction provides students with career pathway information and planning strategies. CFS transferable and employability skills standards or HERO industry awareness standards are interwoven and reinforced throughout the curriculum.</p>	<p>The curriculum, approved by the district, includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/program description(s) goals and objectives <input type="checkbox"/> Course/program content outlines in alignment with HECT content standards <input type="checkbox"/> Written curriculum exists and is up to date for each course in the career pathway <input type="checkbox"/> List of instructional materials, resources, etc. <input type="checkbox"/> Student evaluation procedures <input type="checkbox"/> Other(s) _____ <p>The sequence of courses for each career pathway is identified by: (Check <i>one or more</i>.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> CFS and/or HERO brochure(s) <input type="checkbox"/> Program publication(s) <input type="checkbox"/> Site Counselor information bulletin and/or flyer <input type="checkbox"/> Other(s) _____ <p>Course instruction utilizes: (Check <i>one or more</i>.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career awareness activities <input type="checkbox"/> Career speakers in classroom <input type="checkbox"/> Job shadowing and mentor experiences <input type="checkbox"/> Career library available in classroom <input type="checkbox"/> Student visits to course-related industries <input type="checkbox"/> Other(s) _____ 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
E. Integration across disciplines is evident in planning curriculum development, instruction, and assessment.	<p>Current or planned interdisciplinary integration and collaboration include: (Check one or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborating on instructional strategies or learning activities <input type="checkbox"/> Cross-referencing course/program content standards <input type="checkbox"/> Collaborating on evaluation and assessment <input type="checkbox"/> Interdisciplinary team coordinates high-level interdisciplinary projects 				
F. The curriculum indicates that students in vocational education courses/programs engage in specific activities designed to enhance academic skills in math, language arts, science, communication, and technology.	<p>Curriculum identifies academic reinforcement in the following: (Check two or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Language Arts <input type="checkbox"/> Communications, both oral and written <input type="checkbox"/> Technology <input type="checkbox"/> Other(s) _____ 				
G. Each course of study incorporates higher order thinking and problem-solving skills and includes the application of group, individual decision-making, and interpersonal skills.	CFS and/or HERO courses serve as alternative means to meet graduation requirements or meet UC/CSU a-g requirements.				
H. Evidence exists that vocational/academic courses are sequenced to support the career pathway clusters identified in each career path.	<p>Course outlines and lesson plans include: (Check one or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Higher order thinking and problem-solving skills <input type="checkbox"/> Group and individual decision-making <input type="checkbox"/> Interpersonal skills 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>I. Instruction is performance-based, sufficient in duration, current and relevant, and reflects the knowledge, attitudes, and skills currently required in the identified career pathway.</p> <p>J. Computer Instruction is provided throughout the HECT program to assist students in achieving CFE content and HERO career pathway standards.</p>	<p>Written curriculum identifies sequenced:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Courses including prerequisites <input type="checkbox"/> Major units of instruction <p>Instruction results in program completers who demonstrate competence in the established content standards for the identified career pathway courses.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students enrolled in the career pathway complete an identified sequence of courses <input type="checkbox"/> Students enrolled are assessed using the appropriate CFS and HERO Competency Profiles <input type="checkbox"/> A certificate is provided to completers <input type="checkbox"/> Program completion data is available <p>Computers are available for student use: (Check one or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home Economics Careers and Technology classroom <input type="checkbox"/> Library <input type="checkbox"/> Computer lab <input type="checkbox"/> Other(s) _____ <input type="checkbox"/> Other _____ 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>K. Program instruction, activities, and materials are consistent with the national goal of eliminating discrimination on the basis of gender, race, disabilities, or disadvantages.</p> <p>L. The HECT curriculum has been designed to serve the needs of all students, especially those with special learning needs resulting from academic and economic disadvantages, and mental, emotional, and physical disabilities.</p>	<p>Computers are used in Home Economics Careers and Technology courses for the following (Check one or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruction strategies <input type="checkbox"/> Reinforcement assignments <input type="checkbox"/> Report writing <input type="checkbox"/> Portfolio development <input type="checkbox"/> Classroom or community presentations <input type="checkbox"/> Competitive Recognition Event (CRE) presentations <input type="checkbox"/> Research for reports and projects <input type="checkbox"/> Evaluation activities <p>The following have been reviewed to eliminate discrimination and determined bias-free: (Check one or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written curriculum <input type="checkbox"/> Instructional materials and textbooks <input type="checkbox"/> School environment and attitudes <input type="checkbox"/> Promotional brochure and recruitment materials <p>Student learning styles are assessed and program instructors utilize the following effective techniques and strategies to enhance individual learning: (Check four or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Class discussions <input type="checkbox"/> Community resources <input type="checkbox"/> Leadership development activities 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>M. Resources are available to assist with remediation for successful course completion.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Media <input type="checkbox"/> Demonstrations <input type="checkbox"/> Laboratory or project assignments <input type="checkbox"/> Internet assignments <input type="checkbox"/> Interactive video <input type="checkbox"/> Community service projects <input type="checkbox"/> CRS and HERO competency profiles <input type="checkbox"/> Other(s) _____ <p>Program resources and additional resource personnel are available to meet the individual differences of learners and assure maximum opportunity for success. <i>(Check all applicable resources.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer tutor <input type="checkbox"/> Instructional aide <input type="checkbox"/> Mentor/resource teacher <input type="checkbox"/> Career center technician <input type="checkbox"/> Special education resource teacher <input type="checkbox"/> Bilingual instructor/aide <input type="checkbox"/> Job development/placement coordinator <input type="checkbox"/> Other(s) _____ 				

<u>Notes</u>		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>N. Documentation exists that validate course/program articulation and sequencing between and among feeder schools, high schools, ROC/P's, community colleges, and four-year institutions.</p> <p>O. The program uses business and industry sponsored resources and support, such as guest speakers, equipment, demonstration, field trips, student scholarships, community learning sites, partnerships, and placement opportunities.</p>	<p>Articulation activities have occurred and/or agreements have been developed and/or approved with: <i>(Check two or more.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> CFS Programs in feeder schools <input type="checkbox"/> CFS Programs in high school <input type="checkbox"/> HERO Program in ROCP or other LEA <input type="checkbox"/> 2-year post-secondary institutions (2+2) <input type="checkbox"/> 4-year post-secondary institutions (2+2+2) <p>Contacts and evidence of local school and business/industry collaboration are identified. <i>(Check resources and support provided by one or more business/industry sponsors.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guest speakers <input type="checkbox"/> Demonstrations <input type="checkbox"/> Field trip sites <input type="checkbox"/> Competitive Recognition Event (CRE) support <input type="checkbox"/> Student scholarships <input type="checkbox"/> Community learning sites <input type="checkbox"/> Job shadow opportunities <input type="checkbox"/> Mentors <input type="checkbox"/> Internships <input type="checkbox"/> Job placement opportunities <input type="checkbox"/> Other _____ 				

2. LEADERSHIP AND CITIZENSHIP DEVELOPMENT

Quality Criteria

Students develop leadership, citizenship, interpersonal, and career skills by participating in community service projects and cooperative, individualized, and competitive instructional activities.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>A. All HECT students have full access to career-technical student organizations and/or alternative leadership activities corresponding to their selected career path.</p>	<p>Affiliated FCCLA chapter exists at site.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are active members <input type="checkbox"/> Chapter meetings are held monthly <input type="checkbox"/> Chapter members attends Fall and Spring Region Meeting <input type="checkbox"/> Chapter attends State Leadership Meeting annually <input type="checkbox"/> A FCCLA chapter program of work is developed annually <input type="checkbox"/> Chapter members participates in Competitive Recognition Events <input type="checkbox"/> Use of the current FCCLA Chapter Guide is evident <p>Leadership and citizenship development is an integral part of Home Economics Careers and Technology instruction utilizing the following strategies: <i>(Check examples of one classroom and/or outside of classroom activity.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom leadership experiences <input type="checkbox"/> Competitive Recognition Events/skills competition <input type="checkbox"/> Attendance at FCCLA meetings <input type="checkbox"/> Community service projects <input type="checkbox"/> Cooperative experiences <input type="checkbox"/> Other(s) _____ 	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
<p>B. Career-technical student organizations or alternative leadership activities are integral to instruction, are conducted by the appropriate Career Technical Education instructors, and are supported by administration of the local education agency.</p>	<p>FCCLA activities are supervised by credentialed Home Economics Careers and Technology Program instructors(s).</p>				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>C. Instruction intended to develop and/or enhance citizenship, leadership, and career development skills, as defined in the current Home Economics Careers and Technology content standards, is clearly identified in courses and activities throughout the program.</p> <p>D. The FCCLA career-technical student organization advisor is currently employed as an instructor in the CFS and/or HERO program area.</p>	<p>Leadership development instruction is identified in course objectives outlines, instructional strategies, and content standards.</p> <p>Recommended. FCCLA chapter advisor is provided with the following resources: <i>(Check applicable items below.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Release time to advise chapter activities <input type="checkbox"/> Transportation for members and advisors to attend FCCLA region and state meetings outside district <input type="checkbox"/> Funds to participate in FCCLA professional development activities <input type="checkbox"/> Funds to enable students and advisors to attend FCCLA region, state, and/or national meetings <p>FCCLA advisor is a Home Economics Careers and Technology Program instructor.</p>				

3. PRACTICAL APPLICATION OF OCCUPATIONAL SKILLS

Quality Criteria

Practical application of occupational skills is accomplished through classroom simulation of work-site experiences, community-based learning, or entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
		3	2	1	0
<p>A. The HECT program includes classroom simulations of work-site experiences or paid/unpaid job-site experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction. A variety of work-based learning activities are available for all students.</p> <p>B. If a community-based and/or work-site experience is included in the operation of a program, student supervision is accomplished through the cooperation of the credentialed instructor(s) and, when appropriate, the on-site supervisor(s).</p> <p>C. If a community-based and/or work-site experience is included in the operation of a program, there is a specific plan for each student that is used to guide and evaluate a student's progress.</p>	<p>Home Economics Careers and Technology instruction uses the following work based learning activities: (Check two or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom simulation of work-site <input type="checkbox"/> Practical laboratory assignment <input type="checkbox"/> Community service projects <input type="checkbox"/> Related laboratory activities <input type="checkbox"/> Field trips <input type="checkbox"/> Job shadowing <input type="checkbox"/> Mentoring <input type="checkbox"/> Internships <input type="checkbox"/> Other(s) _____ <p>HERO Programs only: Community classroom and cooperative vocational education, Title 5, regulations have been implemented in the HERO Program(s) using CC and CVE teaching methodologies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Classroom (CC) <input type="checkbox"/> Cooperative Vocational Education (CVE) <input type="checkbox"/> Apprenticeship Programs <p>HERO Programs only:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community classroom and cooperative vocational education, Title 5, regulations have been implemented in the HERO Programs(s) using a specific training plan and agreement for each student <input type="checkbox"/> Sample training plans and agreements are available for review 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
D. Services and/or resources are available to assist special populations with the practical application of skills	<p>Services and resources are available to special populations such as: <i>(Check one or more, if applicable.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of special conditions needed for optimal learning <input type="checkbox"/> Resource teacher <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Instructional aide <input type="checkbox"/> Job development/placement coordinator <input type="checkbox"/> Appropriate instructional materials <input type="checkbox"/> Modified facility or equipment <input type="checkbox"/> Other(s) _____ 				

4. QUALIFIED AND COMPETENT PERSONNEL

Quality Criteria

All Home Economics Careers and Technology education teachers are competent and qualified with a valid teaching credential and, if applicable, the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>A. Each HECT instructor holds a valid California teaching credential authorizing the teaching of the assigned career-technical courses.</p> <p>B. Each HECT instructor has the appropriate occupational proficiency and work experience and/or professional preparation in his/her area(s) of instruction.</p> <p>C. Each HECT instructor uses a variety of instructional strategies/materials and effective teaching techniques to enhance student learning and meet the individual needs of the learner, including special populations.</p> <p>D. All HECT instructors annually participate in professional development activities that are designed to enhance or expand their knowledge of HECT skills, technology, instructional strategies, effective teaching techniques or integration of academic and career-technical instruction as indicated in their professional development plan.</p>	<p>Record of current credential and teaching assignment of program instructor(s).</p> <p>CFS Program only: CFS instructor has a major or minor in Home Economics Education.</p> <p style="text-align: center;">AND/OR</p> <p>HERO Program only: HERO instructor has adequate and documented occupational work experience directly related to the occupational program in which he/she is an instructor.</p> <p>Observation indicates Home Economics Careers and Technology Program instructor chooses instructional materials and teaching techniques to encourage learning of each student.</p> <p>Each Consumer and Family Studies instructor annually prepares a professional development plan including at least one Home Economics Education Careers and Technology Unit sponsored professional development activity.</p> <p style="text-align: center;">AND/OR</p> <p>Each Home Economics Related Occupations instructor annually prepares a professional development plan including at least one professional development activity that is subject specific to HERO Program taught.</p> <p>Sources of funds for professional development activities include: (Check those which are applicable.)</p> <p><input type="checkbox"/> No Child Left Behind (NCLB)</p> <p><input type="checkbox"/> Carl D. Perkins (VEA) Funds</p> <p><input type="checkbox"/> District Funds</p> <p><input type="checkbox"/> ROC/P Funds</p> <p><input type="checkbox"/> Other(s) _____</p>	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>E. Administrators, guidance/counseling staff and instructional support staff are involved in professional development designed to enhance the quality of HECT programs.</p> <p>F. Each HECT instructor is actively involved in professional subject-matter and vocational education associations.</p> <p>G. The department chairperson or lead teacher participates in the annual HECT Leadership/Management Conference sponsored by the California Department of Education. Information and materials disseminated at the conference are shared with department staff members.</p> <p>H. Where appropriate, a HECT subject matter instructor has been designated chairperson/manager of the program area.</p>	<p>Administrators and other school site staff who provide services for Home Economics Careers and Technology students participate in professional development activities that enhance the quality of career-technical programs.</p> <p>The Home Economics Careers and Technology Program instructors are members of one or more of the following professional organizations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home Economics Teachers Association of California (HETAC) <input type="checkbox"/> California Asso. Regional Occupational Centers Programs (CAROCP) <input type="checkbox"/> American Association of Family & Consumer Science (AAFCS) <input type="checkbox"/> Association for Career Technical Education (ACTE) <input type="checkbox"/> Other(s) _____ <p>Home Economics Careers and Technology Department chairperson or lead teacher attends HECT Leadership and Management Conference at least once every two years. Information and materials are shared with other staff members.</p> <p>A Home Economics Careers and Technology Department member is designated department chair or lead teacher to represent Home Economics Careers and Technology.</p>				

5. FACILITIES, EQUIPMENT, AND MATERIALS

Quality Criteria

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and application, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3 Exceeds conditions stated	2 Meets conditions stated	1 Exists on a limited basis	0 Does not exist
<p>A. Facilities, equipment, and materials are comparable to and/or simulate those currently used by business and industry and are of a quantity and quality needed to accomplish stated instructional objectives and content standards. This is verified by a program advisory committee.</p> <p>B. Where appropriate, provisions have been made for community or school-based laboratory facilities to enhance practical instruction.</p> <p>C. Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated to meet the local, state, and federal health and safety rules and regulations.</p>	<p>An inventory of equipment is established and updated annually.</p> <p>CFS Program only: Advisory committee minutes verify that the Consumer Family Studies Program facilities, equipment, and materials reflect current technology and are comparable with those used in homes and the community.</p> <p style="text-align: center;">OR</p> <p>HERO Program only: Advisory committee minutes verify that the Home Economics Related Occupation Program facilities, equipment, and materials reflect current technology and are comparable with those used in business and industry.</p> <p>Laboratory facilities are available for practical instruction and projects to implement theoretical instruction.</p> <p>Facilities and equipment are regularly:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cleaned <input type="checkbox"/> Maintained <input type="checkbox"/> Repaired <input type="checkbox"/> Replaced or updated <p>Facilities and equipment comply with health and safety regularly of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> California Occupational Safety and Health Agency <input type="checkbox"/> Fire Department regulations <input type="checkbox"/> Department of Social Services (e.g. child care facilities) <input type="checkbox"/> Earthquake preparedness <input type="checkbox"/> Environmental health hazards <input type="checkbox"/> Other(s) _____ 				

<p>Notes:</p>		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>D. Adequate and secure storage space is provided for materials, supplies, records, and equipment.</p>	<p>Observation of the facilities indicates adequate, contamination-free, secure storage is provided.</p>				

6. COMMUNITY, BUSINESS, AND INDUSTRY INVOLVEMENT

Quality Criteria

Individuals, who represent the community, business, industry, students, parents, staff, post-secondary agencies, and labor, serve on a subject-area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>A. The advisory committee membership includes, but is not limited to representatives from the community, special populations, business, industry students, parents, community agencies, staff, post-secondary agencies, labor, and other individuals having skills in and knowledge of the occupation within the program area.</p> <p>B. HECT staff actively participates in the advisory committee meetings.</p> <p>C. The advisory committee assists in developing and implementing a long-range and short-range plan to ensure that the program remains current and relevant.</p>	<p>Home Economics Careers and Technology Program Advisory Committee includes representative from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special populations <input type="checkbox"/> Business, industry, labor <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Community agencies <p>CFS instructors (Check applicable box.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> High School level <input type="checkbox"/> Middle School level <p>HERO instructors (Check applicable box.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> District funded <input type="checkbox"/> Middle School Level <input type="checkbox"/> ROCP funded <input type="checkbox"/> Post-secondary local educational agencies <input type="checkbox"/> School site administrators/counselors <input type="checkbox"/> Other(s) _____ <input type="checkbox"/> <p>The advisory committee minutes list the name, title, and organization of each member.</p> <p>Home Economics Careers and Technology program staff are represented on the advisory committee.</p> <p>Long-range and short-range plans are reviewed by advisory committee.</p>	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>D. The advisory committee provides advice, support, counsel, written recommendations, and verification pertaining, but not limited to the following: instructional content budget, program promotion, student recruitment, facilities, safety standards, equipment and materials, articulation, program planning, job placement, class size, supervised practical experience, career-technical student organizations, (FCCLA) proficiency standards, new technology, and current industry practices.</p> <p>E. The advisory committee meets a minimum of twice a year.</p>	<p>The HECT Program Advisory Committee provides advice, support, counsel, written recommendations, and verification pertaining, but not limited to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program/course content <input type="checkbox"/> Equipment and materials <input type="checkbox"/> Articulation <input type="checkbox"/> Program planning <input type="checkbox"/> Content standards <input type="checkbox"/> Job market projections (HERO) <input type="checkbox"/> Instructional strategies <input type="checkbox"/> Budget <input type="checkbox"/> Program promotion <input type="checkbox"/> Student recruitment <input type="checkbox"/> Facilities <input type="checkbox"/> Safety standards <input type="checkbox"/> Class size <input type="checkbox"/> Supervised practical experience <input type="checkbox"/> FCCLA leadership development <input type="checkbox"/> Job Placement (HERO) <p>Two advisory committee meetings are held annually or members, after one formal meeting, continue to confer through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone <input type="checkbox"/> Letter/newsletter <input type="checkbox"/> Subcommittee meetings <input type="checkbox"/> E-Mail <input type="checkbox"/> FAX 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>F. The advisory committee provides input on program decisions affecting special populations</p> <p>G. A record of recommendations and/or actions taken during advisory meetings is maintained and is provided to school/district administrators.</p> <p>H. If the HECT program is to be recertified, the advisory committee reviews the program using the nine quality criteria for a Program of Excellence. Their recommendations regarding recertification are reflected in the minutes.</p>	<p>Concerns of special populations are included in advisory committee agenda.</p> <p>Advisory committee minutes are available for review and include agenda and list of advisory committee members and organization represented and recommendations/action by committee.</p> <p>Advisory committee minutes indicate the program has been reviewed using the nine quality criteria for a Program of Excellence. Their recommendations in the minutes reflect recertification as a Program of Excellence.</p>				

7. CAREER GUIDANCE

Quality Criteria

Home Economics Careers and Technology staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in HECT courses/programs that are consistent with their aptitudes, interest, abilities, and career path goals.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>A. Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9th grade for all students, including special populations. <i>(ROCP's provide supportive services as appropriate)</i></p> <p>B. HECT staff assists guidance counselors and other resource personnel to provide career guidance activities which include:</p> <ul style="list-style-type: none"> • Recruitment, program information, and promotional activities for students, parents, and counselors; • Implementation of the national goal of eliminating discrimination on the basis of gender, race, disability, or disadvantage; • A systematic process to ensure student enrollment in programs consistent with their aptitudes, abilities, and career path goals. <p>C. HECT instruction includes career planning, employability skills, articulation options and provides students with information relevant to their career path goals.</p>	<p>HECT staff cooperates with school counseling staff to encourage student enrollment based on early:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification of their aptitudes, abilities, and career pathway goals <input type="checkbox"/> Individual assessment of interest/abilities <input type="checkbox"/> Career awareness and exploration <p>HECT students complete career pathway planner.</p> <p>A calendar of HECT Career guidance activities is planned and implemented annually.</p> <p>Home Economics staff provide resources to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruit students to enter HECT career pathways. <input type="checkbox"/> Eliminate discrimination toward special needs populations. <input type="checkbox"/> Enroll students consistent with their aptitudes, abilities and career pathway goals <p>Home Economics Careers and Technology Education Program utilizes and adapts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>HECT Career and College Planning Guide</i> <input type="checkbox"/> "Student Home Economics Career Pathway Planner, Grades 6-8 or 9-12" <input type="checkbox"/> Career speakers <input type="checkbox"/> Career pathway related field trips <input type="checkbox"/> Others(s) _____ 	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>D. Students are made aware of options for post-secondary education, advanced training, job specific requirements such as licensure, and certificates for, and employment opportunities consistent with their career pathway goals.</p> <p>E. With the assistance of their HECT instructor, students annually review their career development plan, refine their career choice and modify their plan as necessary.</p>	<p>Home Economics Program instructors participate in providing the following to students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An awareness of advanced training and/or education, including tech-prep and/or articulation options <input type="checkbox"/> An awareness of course sequence and employment opportunities for each career path cluster. <p>Home Economics student career path plans are reviewed annually as a component of career awareness instruction for: (Check <i>those which are applicable.</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changes or refinement of occupational choices <input type="checkbox"/> Graduation or UC/CSU a-g requirement alternatives <input type="checkbox"/> Modification of career pathway plan to reflect new information 				

8. PROGRAM PROMOTION

Quality Criteria

There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives, of options, advantages, quality, accountability, and availability of career-vocational education programs.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3 Exceeds conditions stated	2 Meets conditions stated	1 Exists on a limited basis	0 Does not exist
<p>A. There is a plan for program promotion and recruitment throughout the school year.</p>	<p>HECT Program has established a program promotion calendar of activities which target: (Check two or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feeder schools <input type="checkbox"/> Community <input type="checkbox"/> Business/Industry <input type="checkbox"/> Counseling staff and site administration <input type="checkbox"/> Parents <input type="checkbox"/> Prospective students <input type="checkbox"/> Student populations underrepresented in program enrollments <input type="checkbox"/> Other(s) _____ 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>B. Program promotion activities are planned and conducted during the year to inform students, parents, counselors, other subject matter teachers, site/district administrators, board members, advisory committee members, business and industry representatives, and community members about the achievements of HECT students and merits of HECT programs.</p>	<p>Activities used to disseminate information about HECT Education include the following: <i>(Check all that apply.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Request visits by school board members <input type="checkbox"/> Inform school site staff, including counselors, about HECT program(s) <input type="checkbox"/> Provide presentations at student orientation or other assemblies. <input type="checkbox"/> Invite students to visit HECT classrooms <input type="checkbox"/> Prepare and present information to school board members, administrators and/or program advisory committee(s) <input type="checkbox"/> Meet with parents and parent group(s) <input type="checkbox"/> Contact community or business leaders or members of local, state or federal government <input type="checkbox"/> Participate in business and industry partnerships <input type="checkbox"/> Prepare special events: open house, science fair, local and state vocational fairs, county and district fairs <input type="checkbox"/> Plan FCCLA promotion and recruitment activities <input type="checkbox"/> Host region or state FCCLA activities including Competitive Recognition Events <input type="checkbox"/> Sponsor community involvement and service projects <input type="checkbox"/> Present HECT Program awards, trophies, certificates <input type="checkbox"/> Invite guest speakers in to classroom <input type="checkbox"/> Visit other high school and middle school classes to describe Home Economics Programs(s) <input type="checkbox"/> Other(s) _____ 				

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>C. Promotional materials including, but not limited to, a descriptive program brochure have been developed to publicize the HECT programs' organization, sequence, and benefits.</p> <p>D. Equal access to HECT programs and services is available to all students, including those with special needs.</p> <p>E. Promotional activities are conducted annually to improve articulation with feeder schools and advanced training/education agencies.</p>	<p>Program promotional media or printed materials include: (Check two or more activities.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> News articles prepared and printed for the school or local newspaper <input type="checkbox"/> News articles prepared for principal or district newsletter <input type="checkbox"/> Announcements arranged for local radio and/or television <input type="checkbox"/> Brochures, posters, and/or displays prepared for promotional activities <input type="checkbox"/> Department newsletter written and distributed <input type="checkbox"/> Prepare video or slide presentation <input type="checkbox"/> Other(s) _____ <p>Ratio of special needs students enrolled in Home Economic Careers and Technology Programs compares favorably with ratio of special needs students enrolled at school.</p> <p>Activities to increase articulation are conducted regularly and include: (Check one or more.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feeder schools <input type="checkbox"/> ROC/P classes <input type="checkbox"/> Post-secondary training and educational agencies <p>Both printed materials and oral presentations are used to support articulation.</p>				

9. PROGRAM ACCOUNTABILITY AND PLANNING

Quality Criteria

There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a Program Improvement Plan for the short and long-range administration and operation of career-vocational education programs.

QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>A. A standards-based assessment system is used to measure student’s performance in the application of career-technical and academic skills and knowledge of occupational tasks.</p> <p>B. There is an annual program assessment based upon the nine quality criteria for a Program of Excellence, using input from instructors, administrators, students, other staff, and advisory committee members.</p> <p>C. Records and reports are maintained and submitted as required to comply with federal, state, and local regulations and policies.</p>	<p>Program effectiveness is assessed through student achievement of the following: (Check <i>one or more</i>.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content standards <input type="checkbox"/> Career Pathway Competency Profiles (CFS and/or HERO) <input type="checkbox"/> Follow-up Studies <input type="checkbox"/> Other _____ <p>Authentic Assessment is used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Portfolios <input type="checkbox"/> Projects <input type="checkbox"/> Other(s) _____ <p>HECT Program staff conduct annual program assessment utilizing HECT Program Certification Review,</p> <p>Home Economics Program staff participates in completing records and reports.</p>	Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist

Notes:		Exceeds conditions stated	Meets conditions stated	Exists on a limited basis	Does not exist
QUALITY INDICATORS (QI)	EVIDENCE OF ACHIEVEMENT	3	2	1	0
<p>D. The program Improvement Plan is based on the analysis of data collected for program accountability and is utilized in the application for the Carl D. Perkins vocational and Applied Technology Act Funds. Sources of data are collected, analyzed and interpreted, and utilized as required by local, state, and federal mandates, including, but not limited to: California Basic Education Data Systems (CBEDS), Coordinated Compliance Review, WASC Accreditation Program Quality Review, special populations enrollment, and job market analysis for each occupational cluster.</p> <p>E. Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development and for monitoring expenditures.</p> <p>F. A follow-up system is being used which gathers the following information from HECT program completers:</p> <ul style="list-style-type: none"> ● Status of employment or school enrolled. ● Opinion of value and relevance of HECT program. ● Suggestions for improvement. <p>G. Follow-up information gathered from program completers is shared with the advisory committee, principal and other school district administration and used in the development of program improvement plans.</p>	<p>Program Improvement Plan is based on data from two or more of the following: (Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> California Basic Education Data System (CBEDS) <input type="checkbox"/> Student follow-up <input type="checkbox"/> Coordinated Compliance Review (CCR) <input type="checkbox"/> Focus on Learning: WASC Accreditation <input type="checkbox"/> Program Quality Review (PQR) <input type="checkbox"/> Special population enrollments <input type="checkbox"/> Labor market data for HERO career pathway program(s) <input type="checkbox"/> Community Needs Assessment for CFS program <input type="checkbox"/> SAT 9/STAR <input type="checkbox"/> California High School Exit Exam (CAHSEE) <input type="checkbox"/> Other(s) _____ <p>Copies of budget with funding source(s). Home Economics Careers and Technology Program records identify the resources and the guidelines for budgeting funds and monitoring expenditures.</p> <p>Copies of follow-up forms or survey are available. Results are compiled</p> <p>Use of follow-up information is evident in program changes.</p>				