



## **FAMILY AND CONSUMER SCIENCES CURRICULUM AND PROFESSIONAL DEVELOPMENT PROJECT**

September 2020

Re: Career and College Planning Guide

The resource, Career and College Planning Guide: A Counseling and Guidance Resource, was updated by the Family and Consumer Sciences Staff, in cooperation with The California Department of Education. This guide will be a valuable resource for informing students about careers related to Family and Consumer Sciences and postsecondary institutions that will enable them to achieve personal and career goals.

This package contains:

- ❖ Document cover and title identification for the spine of a binder
- ❖ Fourteen 14 dividers with colored tabs identifying the major sections and subsections of the document
- ❖ The following text from the document:
  - Introductory pages
  - Family and Consumer Sciences Career Information and Pathways
  - Postsecondary Program Majors and Educational Options Related to Family and Consumer Sciences
  - Strategies and Resources for Family and Consumer Sciences Career Path Planning
  - References

Instructions for assembling the document:

1. Obtain a three-inch view-type binder with 2 ½” rings, A view binder has a clear plastic sleeve covering the binder.
2. Place the document in the binder
3. Locate the 13 dividers and place between sections
4. Slip the document cover under the clear plastic on the front of the binder and title identification for spine under the plastic on the spine of the binder.



# Introduction

**Career and College Planning Guide: A Counseling and Guidance Resource** provides instructors and career guidance personnel with information to prepare students to develop individual plans to achieve a Family and Consumer Sciences (FCS) career goal. The information contained in this document may be used to inform students and career guidance personnel about FCS careers, related career pathways, and recommended course sequences needed to enter, and advance in an occupation related to Family and Consumer Sciences.

Career information should be an essential part of Family and Consumer Sciences education. With abundant information, students will be able to make informed decisions about FCS careers and appropriate postsecondary education options. This guide offers information about occupational characteristics and requirements; employment outlook; educational options; and course sequences that include high school, regional occupational center/programs, technical schools, community colleges, and four-year colleges and universities.

By using information in this document, students and career guidance personnel will:

- Become aware of the vast selection of occupations encompassed by the FCS field with emphasis on career levels that range from entry to professional level.
- Learn about employment information pertaining to FCS related careers including salary and occupational job outlook, and
- Become aware of relevant educational programs and course sequences for high school, certificate and vocational programs, community colleges, and four-year education options.

The document begins with a presentation of FCS career information, career pathways, career specializations, course sequences, and related career pathway resources in Section I. Section II focuses on postsecondary education options with matrices of the nine career pathways cross referenced to California and selected out-of-state postsecondary education programs. Section III addresses strategies and resources for FCS career path planning.

**Career and College Planning Guide: A Counseling and Guidance Resource** combines information about careers in Family and Consumer Sciences with employment information, career pathway programs, and postsecondary options in a single document. Family and Consumer Sciences instructors and career guidance personnel can use this information in career guidance activities and support FCS career pathway programs. With this information at their fingertips, California's students will be able to make informed decisions about FCS related careers and postsecondary options.



# Table of Contents

Introduction	i
<b>Section I</b>	
<b>Family and Consumer Sciences Career Information Pathways</b>	
Career Pathway Opportunities	1
Family and Consumer Sciences Programs	1
Family and Consumer Sciences Course Sequences	2
Child Development	9
Consumer Services	19
Education	29
Family and Human Services	39
Fashion Design, and Merchandising	49
Food Science, Dietetics, and Nutrition	59
Food Service and Hospitality	67
Hospitality, Tourism, and Recreation	77
Interior Design	87
<b>Section II</b>	
<b>Postsecondary Program Majors and Educational Options Related to Family and Consumer Sciences</b>	97
Examples of Postsecondary Program Titles	99
California Community Colleges and Technical Schools	103
California and Selected Out-of-State Colleges and Universities	111
<b>Section III</b>	
<b>Strategies and Resources for Family and Consumer Sciences Career Path Planning</b>	
The Career Development Process	119
Infusing Career Development Strategies Throughout Family and Consumer Sciences Course Sequences	120
Instructional Strategies That Reinforce Career Development	123
References – Annotated Bibliography of Career Development Resources	131



# Section I

## Family and Consumer Sciences Career Information and Pathways

Family and Consumer Sciences (FCS) offers a world of opportunities for students who enjoy integrating and applying information in personal, family, and work contexts. Completing an FCS career pathway can lead to high demand jobs in growing career fields such as Education, Fashion Merchandising, Food Science, Hotel Management, Food Service and Restaurant Management, Consumer Affairs, and Human Services. Section I identifies career opportunities, provides career information, and describes the course sequences needed to complete an FCS career pathway.

### Career Pathway Opportunities

Nine FCS career pathways provide a focus composed of articulated course sequences. Each career pathway targets two or more occupational groups of **career specializations**. The “**Career Pathway Options Chart**” Chart 1.1 on page 5 illustrates the career pathway structure of the nine FCS Pathways.

Each career pathway contains a range of career titles representing entry, technical, and professional level positions. The “**Examples of Careers Related to Family and Consumer Sciences**” Chart 1.2 on page 7 lists examples of available career opportunities after the completion of each educational level for the nine FCS career pathways.

### Family and Consumer Sciences Programs

Family and Consumer Sciences career pathways prepare students to become positive, productive members of the work force, families, and the community through two interrelated instructional programs: Consumer and Family Studies (CFS) and Family and Consumer Science Related Occupations (FCSRO). Instructional sequences contain the two complementary programs that integrate Family, Career and Community Leaders of America (FCCLA) leadership as a co-curricular teaching strategy. These programs uniquely link the application of science, technology, career technical, and life management skills to prepare students for careers as well as managing work and family roles.

**Consumer and Family Studies** programs, grades seven to twelve, equip students with life management and employability skills through leadership development and instruction in several content areas: child development and guidance; consumer education; family and human development; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. These programs focus on preparing students to balance personal, family and work responsibilities and serve as beginning and advanced courses in the career pathways.

**Family and Consumer Sciences Related Occupations** career pathway programs in grades eleven to twelve are the capstone courses designed to prepare students for careers in nine pathways that reflect the labor market needs of California's major industries in the twenty-first century: child development; consumer services; education; family and human services; fashion design and merchandising; food science, dietetics, and nutrition; food service and hospitality; hospitality, tourism, and recreation; and interior design. Each build on competencies developed in the CFS foundation and specialized content area courses. Fashion, for example, relates to fashion, textiles, and apparel content. The Hospitality, Tourism, and Recreation career pathway draws on concepts from each content area in preparing students for careers in lodging, recreation, and travel-related services.

FCCLA is the preprofessional organization for FCS students that is integral to both instructional programs. FCCLA provides co-curricular leadership and career development opportunities in both CFS and FCSRO instructional programs. Effective instructional programs employ FCCLA as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

## **Family and Consumer Sciences Course Sequence**

California's vision for Family and Consumer Sciences instruction includes a 7-12 educational sequence. Students develop an awareness of FCS in the elementary grades, while middle-level exploratory courses provide a foundation for selecting a career pathway. Consumer and Family Studies comprehensive core instruction at the high school level enables students to select courses that further develop their life management skills and pursue a FCSRO career pathway option. These career technical courses combined with academic courses form a sequence of learning that supports rigorous, standards-driven instruction focusing on one or more career pathways chosen by the student. Students apply classroom learning throughout the sequence in conjunction with work-based learning experiences in the home, community, and workplace. Interdisciplinary projects require students to join content standards from two or more disciplines in a personal, family, community, or career context.



A Family and Consumer Sciences course sequence prepares students for postsecondary education and careers. Ideally, a FCS career pathway course sequence includes a one semester or one year exploratory course in the middle grades (Teen Living), a one year CFS comprehensive core course in grades nine and ten (Life Management I), a one semester or one year specialized CFS content area course (such as Child Development and Guidance/Introduction to Teaching), and a FCSRO program (such as Child Development or Careers in Education). Chart 1.1, “**Family and Consumer Sciences Pathway Options**,” on page 5, illustrates possible course sequences. Courses are articulated between levels to ensure that a smooth, nonrepetitive transition occurs.

The middle grade exploratory program is composed of one or more CFS courses that allow students to explore FCS career options and the extent of the discipline while gaining personal life skills. High school career pathway course sequences begin with the Consumer and Family Studies Comprehensive Core, which emphasizes balancing personal, family, and work responsibilities through leadership development and instruction in the eight content areas. The core focuses on the relationship between these content areas, and the knowledge and skills directly transferable to the nine FCSRO career pathways. It serves both as an introduction and a foundation for further study in a career pathway sequence. The broad scope of the core offers flexibility for students to pursue a variety of career pathway options.

Next in the sequence is a specialized content area course that focuses on one or more of the eight content areas. This course allows students to gain depth and expand upon the content learned in the Consumer and Family Studies Comprehensive Core. Students build knowledge, skills, and opinions that provide a strong background for FCS careers and related fields.

Students continue a curricular sequence by selecting a program organized around one or more of the nine FCSRO career pathway capstone programs that articulate with postsecondary technical, community college, and four-year college and university programs. Instruction focuses on mastery of content standards defined by representatives of business, industry, and education. Students apply concepts and skills learned in the classroom through work-based learning, including service-learning, simulations, and supervised workplace experiences. A local district or Regional Occupational Center/Program (ROCP) may offer this capstone course. Students who complete an FCS career pathway course sequence will be effectively prepared with knowledge, expertise, and performance skills to enter postsecondary education and an FCS related career.

This section of **Career and College Planning Guide: A Counseling and Guidance Resource** contains the career outlook, program description, occupational information for selected positions and sample course sequences for the nine FCS career pathways. Career specific resources are included for each career pathway. Instructors and counselors may use these materials to prepare students in making career choices and developing individual career plans related to Family and Consumer Sciences.



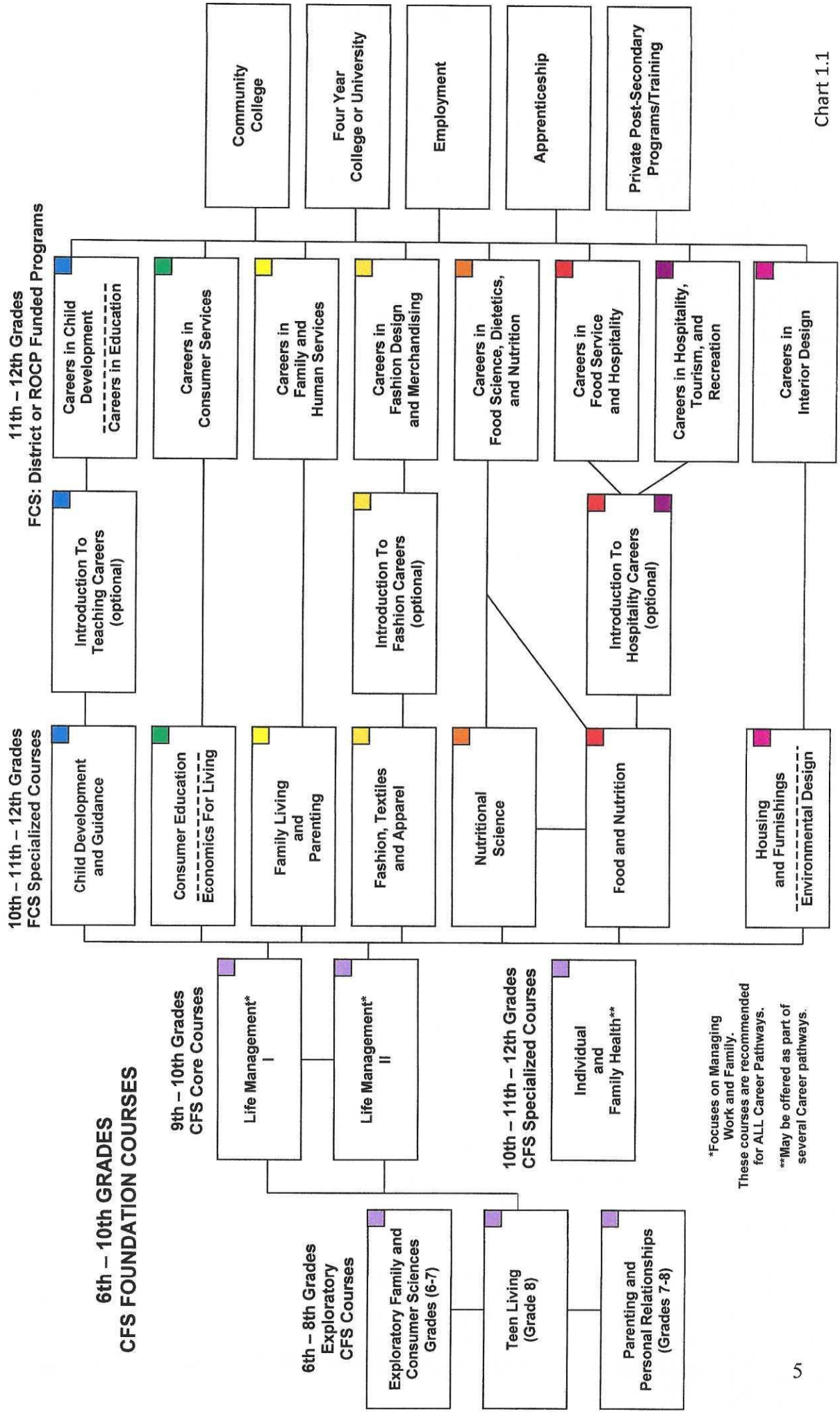


# Family and Consumer Sciences Career Pathway Options



## CONSUMER AND FAMILY STUDIES (CFS)

## FCS RELATED OCCUPATIONS (FCSRO)



\*Focuses on Managing Work and Family. These courses are recommended for ALL Career Pathways.

\*\*May be offered as part of several Career pathways.

FCCLA leadership and career development activities are integral to all instructional programs, grades 6-12.








# FAMILY AND CONSUMER SCIENCES EDUCATION



Family and Consumer Sciences includes two unique, yet interrelated, instructional programs. The Consumer and Family Studies Program provides a foundation for Family and Consumer Sciences Related Occupations Career Pathway programs while equipping students with essential skills for managing personal, family and work life through instruction in the content areas of: Child Development and Guidance; Consumer Education; Family Relations and Human Development; Fashion, Textiles and Apparel; Food and Nutrition; Housing and Furnishings; Individual and Family Health; and Leadership and Development. The Family and Consumer Sciences Related Occupations Career Pathway programs listed below prepare students for entry-level employment and advancement in nine industries. Both programs prepare students for post-secondary education and offer opportunities for leadership development. Together, these programs provide students with the skills and knowledge for daily life and earning a living.

## Examples of Careers Related to Family and Consumer Sciences

CAREER PATHWAYS	ENTRY High School Graduate	POST SECONDARY Two Year College Graduate	PROFESSIONAL College/University/Graduate
Child Development	 After-School Program Supervisor Child Care Worker Family Day Care Provider Infant Caregiver Preschool Aide	Child Day Care Provider Early Childhood Teacher Head Start Teacher Parent Educator Preschool Teacher	Autism Consultant Child Psychologist Children's Library Specialist Preschool Director Learning Consultant
Consumer Services	 Brand Ambassador Demonstration Specialist Customer Assistant Gaming Services Specialist Information/Sales/Retail Clerk	Call Center Representative Certified Credit Counselor Customer Service Representative Leasing Manager Property Manager	Certified Financial Analyst Consumer Economist Customer Advocate/Arbitrator Management Consultant Stockbroker
Education	 After School Program Aide Child Care Worker Preschool Teacher Teacher's Aide Children's Tutor	Academic Advisor Bilingual Head Start Teacher Montessori Preschool Teacher Preschool Supervisor Special Education Aide	Challenging Behaviors Consultant Elementary, Secondary, or Post-Secondary Teacher School Counselor Special Education Teacher
Family And Human Services	 Adult Day Care Worker Caregiver/Companion Home Health Care Aide Personal/Home Care Aide Occupational Therapy Assistant	Certified Activities Director Eligibility Worker Human Services Program Specialist Social Services Assistant Substance Abuse Counselor	Case Manager Child, Family, School Social Worker Elder Care Coordinator Group Home Manager Welfare Director
Fashion Design and Merchandising	 Bridal Consultant Decorator/Display Associate Fabric Draper Fashion Design Assistant Sales Associate	Fashion Illustrator Online Marketing Manager Sales Representative Store Buyer Visual Merchandiser	Fashion Designer Fashion Journalist Merchandise Manager Operational Manager Technical Designer
Food Science, Dietetics, and Nutrition	 Dietary Aide Food Demonstrator Food Service Assistant Quality Control Assistant Test Kitchen Food Assembler	Certified Fitness Nutritionist Hospital Dietetic Technician USDA Food Inspector Personal Chef Test Kitchen Chef	Diet Counseling Director Food Product Developer Food Scientist Nutritionist Registered Dietitian
Food Service and Hospitality	 Baker Helper Barista Food Expeditor Line Cook Wait Staff	Caterer Food Service Manager Pastry Chef Personal Fitness Chef Prep Cook	Director of Food & Beverage Food & Beverage Analyst Food Processing Plant Manager Restaurant General Manager Sous/Executive Chef
Hospitality, Tourism, and Recreation	 Camp Counselor Front-Desk Worker Guest Services Agent Recreation Leader Sports Complex Attendant	Certified Event/Meeting Planner Community Center Coordinator Front Desk Manager Hotel/Lodging Manager Hospitality Manager	Chief Operating Officer - Theme Park Club/Resort/Hotel Manager Convention Coordinator Museum Curator Travel Company Owner/Manager
Interior Design	 Design Associate Retail Sales Associate Set Decorator Trade Intern (various occupations) Window Trimmer	Assistant Designer Color Consultant Consultant in Ergonomics & Safety Facility & Space Planner Visual Merchandiser	Certified Kitchen & Bath Specialist Exhibitions Curator Interior Designer Lighting Specialist Preservationist

The job titles listed above illustrate some examples of available career opportunities and are not intended to include all possibilities.

Source: Occupational Outlook Handbook 2017, <http://www.online.onetcenter.org/> and <http://www.careerinfonet.org/>.





## Career Pathway:

# Child Development

## Career Outlook:

With the increase in the National population figures, it also stands to think that careers in the field of Child Development studies have never been greater. National employment figures show childcare workers holding about 1.2 million jobs.

Employment in the Early Childhood Education field is expected to grow by about 2 percent through 2028. California rises above the national employment average of percent, holding a substantial 7 percent of these jobs. Those with special expertise and training in meeting special needs children will be at an even greater employment advantage.

Those with bilingual skills in a wide range of languages will be in even greater demand as many early childhood programs are educating young children with little or no English-speaking skills. Other job opportunities include preschool director, children's center supervisor, and child psychologist.

Guiding children through their early childhood learning and development years offers unlimited challenging and personally rewarding careers.



## CHILD DEVELOPMENT

### Career Path Specialization: **Child Care Worker**



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Before/After School Program Supervisor <b>Child Care Worker</b> Child Care Specialist Day Care Aide Family Child Care Provider Nannies	Child Day Care Supervisor Child Development Teacher Child Psychology Aide <b>Early Childhood Teacher</b> Family Child Care Supervisor Infant/Toddler Teacher	Child Care Center Director Child Care Center Supervisor Child Development Master Teacher Child Development Program Director <b>Bilingual Child/School Psychologists</b> Early Childhood Services Director

### Career Information for a Selected ENTRY-Level Position

#### Child Care Worker

O Net Reference: 39-9011.00

**Employment Outlook** – Nationally, in 2018, Child Care Workers held about 1,160,000 jobs. Employment is projected to increase by about 2 percent or to approximately 1,187,700 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 177,900. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Training requirements range from a high school diploma to a college degree, although a high school diploma and a little experience are adequate for many jobs.
- Many workers leave these jobs every year thereby creating good job opportunities.

#### Average California Earnings:

Entry Level               \$ 10.88 hour  
 Median Range           \$12.67 hour  
 Experience & Training   \$18.34 hour

#### Estimated employment change in California from 2016 to 2026:

101,600 to 108,500       +7%

#### Projected Annual Job Openings:

15,770



### Career Pathway



# CHILD DEVELOPMENT

## Career Path Specialization: Early Childhood Teacher



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Child Care Assistant Child Care Worker Day Care Aide Infant/Toddler Program Aide Preschool Aide	Child Day Care Supervisor Child Psychology Aide Day Care Consultant Early Childhood Teacher Parent Educator	Child Care Center Director Child Development Program Director Child Development Master Teacher Bilingual Child/School Psychologists Early Childhood Services Director

### Career Information for a Selected TECHNICAL-Level Position

#### Early Childhood Teacher

O Net Reference: 25-2011.00

**Employment Outlook** – Nationally, in 2018, Early Childhood Teachers held about 523,600 jobs. Employment is projected to increase by about 10 percent or to approximately 560,600 jobs in the United States through the year 2028. This growth is considered **“faster than average”** for all occupations. The projected annual job openings nationally will be 58,100. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Early Childhood Teachers are often employed in childcare centers and play a vital role in the education and development of young children.
- Improving access to early infant and childhood education programs will create many new jobs for Child Development Specialists.

#### Average California Earnings:

Entry Level	\$11.96 hour
Median Range	\$16.64 hour
Experience & Training	\$25.29 hour

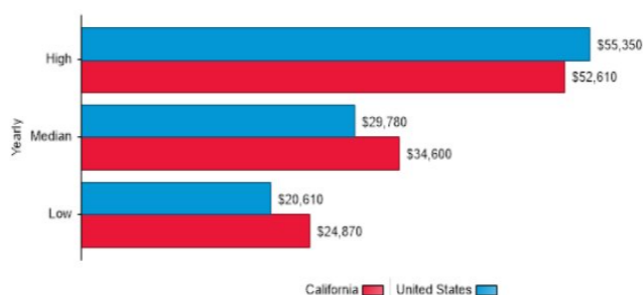
#### Estimated employment change

#### In California 2016 to 2026:

55,600 to 66,000 +10%

#### Projected Annual Job Openings:

6,160



### Career Pathway

# CHILD DEVELOPMENT

## Child Development Bilingual School and Child Psychologists



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Child Care Worker Child Care Specialist Family Child Care Supervisor Infant/Toddler Program Aide Nannies	Child Day Care Supervisor Child Development Teacher Child Psychology Aide Early Childhood Teacher Head Start Teacher Preschool Teacher	Autism Consultant <b>Bilingual School/Child Psychologists</b> Child Care Center Director Challenging Behavior School Psychol. Early Childhood Services Director Learning Consultant

### Career Information for a Selected PROFESSIONAL-Level Position

#### Bilingual School & Child Psychologists

O Net Reference: 19-3031.00

**Employment Outlook** - Nationally, in 2018, School and Child Psychologists held about 162,000 jobs. Employment is projected to increase by 15 percent or to approximately 185,800 jobs in the United States through the year 2028. This growth is considered **“faster than average”** for all occupations. The projected annual job openings nationally will be 14,600. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

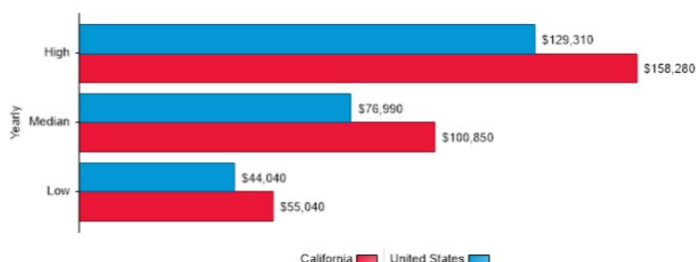
- California leads the U.S. in employment for Clinical, Counseling, and School Psychologists.
- Admission to graduate psychology programs will be competitive.
- Job prospects should be the best for those with advanced and specialty degrees.

#### Average California Earnings:

Entry Level \$26.46 hour  
 Median Range \$48.48 hour  
 Experience & Training \$76.10 hour

**Estimated employment change**  
**In California through 2016 to 2026:**  
 25,700 to 28,900 +13%

**Projected Annual Job Openings:**  
 2,060



# **COURSE SEQUENCE IN A CHILD DEVELOPMENT CAREER PATHWAY WITH SPECIALIZATION IN CHILD DEVELOPMENT**

MIDDLE SCHOOL				HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14	
Math	Math	Math	Math A or Algebra 1	Algebra 1 or Geometry			Math Elective	Statistics	
Science	Science	Science		Physical Sci	Life Sci		Biology	Phys Sci	
English	English	English	English	English	English	English	Composition	Speech	
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	History Psychology	Sociology Economics	
PE	PE	Other/ Recom Elec	PE Visual Arts	PE	Fine Arts: Music	Fine Arts: Drama	PE, Art First Aid	Bus Mgmt. Comp Applic	
Exploratory FCS	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II	Consumer & Family Studies Core II	Child Development & Guidance		Child Dev, Nutrition, Fam Dev, Life Mgt, Child/Fam & Commun	Cult Food, Fd/Bev Pur, Fdserv Cust Rel, Fdserv Law, Nut Ed, FdSrv Prof	
		FCS Related Occupations (FCSRO)				Careers in Child Development & Education	Intr ECE, ECE Practice, Child Obsrv, Child Guide, ECE Curric	ECE Pract, Except Child, Parent Ed, Infnt/Toddler, Mlticult Curr	

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate of Mastery: Child Care & Development	Child Development Associate Teacher Permit	Child Development Teacher Permit
High School Diploma		Associate Degree

# **COURSE SEQUENCE IN A CHILD DEVELOPMENT CAREER PATHWAY WITH SPECIALIZATION IN CHILD DEVELOPMENT**

MIDDLE SCHOOL				HIGH SCHOOL				FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16	
Math	Math	Math	Math A or Algebra 1	Algebra 1 or Geometry			Math Elective				
Science	Science	Science		Physical Sci	Life Sci		Life Sci	Physical Sci			
English	English	English	English	English	English	English	Composition Report Writ	Critical Read Speech	Literature		
History/ Social Science	History/ Social Science	History/ Social Science		World History	US History	Government/ Economics	Psychology Amer Hist Sociology	Polit Sci Economics	Anthropol World Hist Psychology	Psy Elective Soc Elect	
PE	PE	Other/ Recom Elec	PE Visual Arts	PE	Fine Arts: Music	Fine Arts: Drama	Arts Elect	Comp Applic		Arts Material	
Exploratory Family and Consumer Sciences	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II	Consumer & Family Studies Core II	Child Development & Guidance		Human Dev	Nutrition Family Devt Infancy	Adulthood Adolescence Early/Middle Childhood Interpers Rel Chld Music	Child Lit Parent/Child Relat Matr/Child Nutrit Senior Proj	
		FCS Related Occupation(FC SRO)				Careers in Child Development & Education	ECE Practice ECE Prog Planning	ECE Pract First Aid CPR	Found Child Devt Admin	Devt Proc Child Theatre Internship	

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate of Mastery: Child Care & Development	Child Development Associate Teacher Permit	Child Development Master Teacher Permit	Child Development Master Teacher Permit
High School Diploma	Associate Degree	Associate Degree	Bachelor Degree

## CHILD DEVELOPMENT RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org>

AAFCS mission is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their wellbeing, relationships, and resources to achieve optimal quality of life.

**Association for Early Learning Leaders,** (800) 537-1118  
formerly known as National Association of Child Care Professionals (NACCP) <http://www.naccp.org/>  
P.O. Box 90723  
Austin, TX 78709  
NACCP is committed to excellence by promoting leadership development and enhancing program quality through the National Accreditation Commission's standards.

**California Association for the Education of Young Children (CAEYC)** (916) 486-7750  
950 Glenn Drive, Suite 150 FAX (916) 486-7765  
Folsom, CA 95630 <http://www.caeyc.org>  
The state chapter of the National Association for the Education of Young Children has become a vital force in uniting educators of young children and advocating for political and professional leadership.

**Childhood Education International (CEI) (Formerly ACEI)** (800) 423-3563  
1875 Connecticut Ave NW, 10<sup>th</sup> Floor (301) 570-2111  
Washington, DC 20009 (301) 570-2212  
<http://www.acei.org>

CEI formerly the ACEI's mission is to promote and support in the global community the optimal education and development of children, Their Country Liaisons guide us in understanding day-to-day situations in education across the communities across the globe.

**Children's Council of San Francisco** (415) 276-2900  
445 Church Street (@16<sup>th</sup>) FAX (415) 392-2399  
San Francisco, CA 94114 <http://www.childrenscouncil.org>  
The Children's Council's mission is to connect families to childcare that meets their needs and works with parents, providers, and community partners to make quality childcare and early education a reality of all children in our city.

**Council for Professional Recognition** (800) 424-4310  
2460 16<sup>th</sup> St. FAX (202) 265-9090  
Washington, DC 20009-3575 <http://www.cdacouncil.org>

The Council for Professional Recognition promotes improved performance and recognition of professionals in early childhood education of children ages birth to 5 years old. The Council works to ensure that all professional childhood educators and caregivers meet the developmental, emotional, and educational needs of our nation's youngest children.

#### **Family and Consumer Sciences Web Site**

Fresno County Superintendent of Schools

1318 E. Shaw Ave., Suite 420

Fresno, CA 93710

<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA the co-curricular student leadership and career development organization.

#### **International Nanny Association (INA)**

(888) 878-1477

191 Clarksville R.

FAX (508) 638-6462

Princeton Junction, NJ 08550-3111

<http://www.nanny.org>

INA's mission is to serve as the umbrella association for the in-home childcare industry by providing information, education and guidance to the public and to industry professionals.

#### **National Association for the Education of Young Children (NAEYC)**

(800) 424-2460

1313 L Street N.W., Suite 500

(202) 232-8777

Washington, DC 20005

FAX (202) 328-1846

<http://www.naeyc.org>

The NAEYC's mission is high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. Tjeu advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

#### **National Child Care Association (NCCA)**

Phone: (877) 537-NCCA (6222)

P. O. Box 195

<http://www.nccanet.org>

Morristown, PA 19067

NCCA in conjunction with our members will work to generate information based upon their years of experience of best practice to deliver the highest quality along with what is most practical for our member. Before we decide to promote or support policy or regulation, the first question will always be; Is this good for our children?

#### **National Child Care Information & Technical Assistance Center (NCCIC)**

(800) 616-2242

Follow on Facebook, Instagram, Twitter

<http://www.icf.com>

Providing broad information on early and school age care and education through its website, toll-free line, and email service on behalf of the Office of Child Care.

**Professional Association for Childhood Education (PACE)**

1 Capitol Mall, Suite 800

Sacramento, CA 95814

(916) 669-5311

FAX (916) 444-7462

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

PACE provides resources and services for early care and education professionals to enhance business management practices through education, networking and advocacy.







## Career Pathway:

# Consumer Services

### Career Outlook:

With over 40 million residents, California boasts the largest population of consumers of goods and services than any other state in the nation. As a result, the field of Consumer Services offers unlimited career choices. The selection can range from jobs as a Brand Ambassador for product lines to Customer Service Representatives and developing product marketing plans for major industries to personal financial planners. Careers in this pathway can include, but are not limited to, Retail Sales Associates, Customer Service Representatives, Center Representatives, Casino Gaming Service Specialists, Consumer Advocates, and Financial Analysts. In California's competitive economy, the need for educated and informed consumer services specialists has increased significantly. The increased demand for energy efficiency and the acute awareness of environmental issues will affect not only the way products are developed and made, but also how they are marketed to the public. Credit counseling and consumer management education has emerged as an important career path in response to the changing economy. Exciting and creative challenges will present themselves as seniors and baby boomers mature and meet diverse life challenges. These factors combined offer unlimited career possibilities in the field of Consumer Services.

### Program Description:

The course of study includes familiarity of the field; consumer decisions and purchases; financial management and services; consumer rights and responsibilities; role of government; marketplace functions; economic concepts; and global economy. Students will develop personal, interpersonal, and communication skills, as well as learn to think and solve problems.

## CONSUMER SERVICES

### Career Path Specialization: Consumer Services



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Brand Ambassador Customer Assistant Information/Sales/Retail Clerk Product Demonstrator Call Center Representative	Customer Service Representative Community Liaison Member Service Representative Property Manager Public Relations Representative	Office Manager Consumer Advocate/Arbitrator Consumer Affairs Director Product Communications Specialist Consumer Newsletter Publisher

### Career Information for a Selected ENTRY- Level Position

#### Brand Ambassador O Net Reference: 41-9011.00

**Employment Outlook** – Nationally, in 2018, Brand Ambassadors and Customer Assistants held about 87,400 jobs. Employment is projected to increase by 5 percent or to approximately 92,000 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 15,800. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Job openings should be plentiful for brand ambassadors and customer assistants.
- Most jobs are part-time or have variable work schedules, and some jobs may require travel.
- Formal training is limited and education beyond high school is usually not required.

#### Average California Earnings:

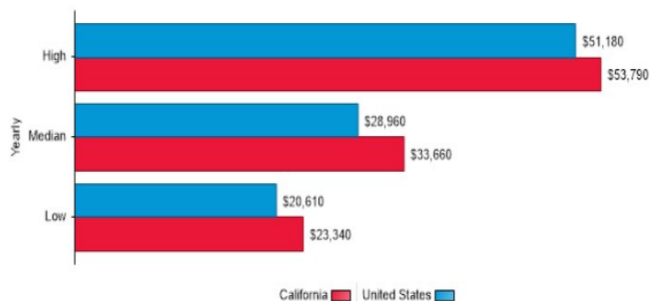
Entry Level	\$11.22 hour
Median Range	\$16.18 hour
Experience & Training	\$25.86 hour

#### Estimated employment change In California through 2016 to 2026:

21,000 to 22,900      +9%

#### Projected Annual Job Openings:

3,880



### Career Pathway

## CONSUMER SERVICES

### Career Path Specialization: Consumer Services



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Call Center Representative Claims Adjustor Financial Clerk Gaming Services Specialist Member Service Representative Records Clerk Tellers	Claims Adjustor Consumer Credit Manager Computer Support Specialist <b>Customer Service Representative</b> Member Service Representative Public Relations Representative Retail Salesperson	Account Services Manager Community Liaison Consumer Economist Director of Consumer Affairs Insurance Sales Agents Securities, Commodities, and Financial Services Sales

### Career Information for a Selected TECHNICAL-Level Position

#### Call Center Representative

O Net Reference: 43-4051.00

**Employment Outlook** – Nationally, in 2018, Call Center Representatives held about 2,972,600 jobs. Employment is projected to decrease by about 2 percent or to approximately 2,921,000 jobs through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 2,921,000. Projected Job openings refers to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

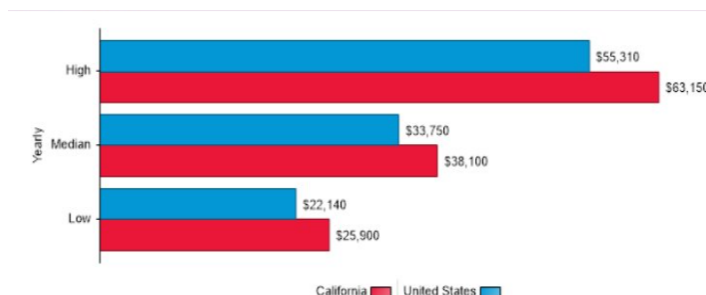
- Most jobs require only a high school diploma, but educational requirements are rising.
- Strong verbal communication and listening skills will be key to top job placement.

#### **Average California Earnings:**

Entry Level                \$12.45 hour  
 Median Range            \$18.32 hour  
 Experience & Training   \$30.36 hour

**Estimated employment change**  
**In California through 2016 to 2026:**  
 215,400 to 228,700        +6%

**Projected Annual Job Openings:**  
 29,340



### Career Pathway

## CONSUMER SERVICES

### Career Path Specialization: Financial Planning Services



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Bank Teller Bookkeeper Customer Service Representative Credit Card Processor Customer Complaint Clerk Financial Clerk	Accountants Auditors Budget Analyst Credit Counselor Insurance Sales Agent Real Estate Sales Agent	Personal Financial Advisor Public Relations Account Executive Consumer Information Specialist <b>Financial Analyst</b> Insurance Underwriter Real Estate Broker

### Career Information for a Selected PROFESSIONAL-Level Position

#### Financial Analyst O Net Reference: 13-2052.00

**Employment Outlook** –Nationally, in 2018, Financial Analysts held about 271,700 jobs. Employment is projected to increase by 7 percent or to approximately 290,800 jobs through the year 2028. This growth is considered “**much faster than average**” for all occupations. The projected annual job openings nationally will be 23,400. Projected job opening refers to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- Good interpersonal skills and an aptitude for working with numbers are among the most important qualifications for financial analysts and personal financial advisors.
- Growth will be especially strong for financial analysts, which are projected to be among the 10 fastest growing occupations nationally.

#### **Average California Earnings:**

Entry Level               \$21.05 hour  
 Median Range           \$46.39 hour  
 Experience & Training   \$100+ hour

#### **Estimated employment In California through 2016 to 2026:**

21,100 to 23,800           +13%

#### **Projected Annual Job Openings:**

610



# COURSE SEQUENCE IN A CONSUMER SERVICES CAREER PATHWAY

MIDDLE SCHOOL					HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14		
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Bus Math, End Algebra	Statistics		
Science	Science	Science		Biology	Chemistry		Chemistry or Physics	Org Chem or Biology		
English	English	English	English	English	English	English	Compositon	Wrt Pub Spk		
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	History Psychology	Sociology Economics		
PE	PE	Other/ Recom Elec	PE or Foreign Lang	PE or Foreign Lang	Foreign Lang Visual Art	Journalism or Fine Arts	Art, PE	Bus Law, Accounting		
Exploratory Family & Consumer Sciences(FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Consumer & Family Issues/ Economics for Living	Consumer & Family Studies Core II	Life Mgmt, Nutrition, Prin Foods	Fam Elect, Child Elect, Food Elect		
		FCS Related Occupations (FCSRO)				Careers in Consumer Services	Textiles, Fashion Sel, Human Dev, Child/Fam Comm	Invest Plan Gerontology Cons Srv Fld Stdy/Intern		

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate of Consumer Services	Certificate of Achievement in Consumer Services
High School Diploma	Associate Degree

# COURSE SEQUENCE IN A CONSUMER SERVICES CAREER PATHWAY

MIDDLE SCHOOL					HIGH SCHOOL				FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16		
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Math	Statistics				
Science	Science	Science		Biology	Chemistry		Chemistry	Org Chem	Hum Physiol			
English	English	English	English	English	English	English	Composiiton	Speech				
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/Economics	History/Polit Sci Psychology	Sociology Economics				
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang	Journalism or Fine Arts	Art PE	Accounting Comp Applic	Marketing	Cons Behav		
Exploratory FCS	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Consumer & Family Issues/Economics for Living	Consumer & Family Studies Core II	Applied Arts Child Devt	Nutrition House/Inter Food Prep	FCS Elect House Equip Technol Fam Res Mgt	Pers Finan Plan/Anal Fam Finan Problems Mgt Elec		
		FCS Related Occupations (FCSRO)				Careers in Consumer Services	Apparel Sel Cloth Lab	Textiles Pers/Fam Devt	Cons Prob Pers/Fam Fin Mgt Fam/Comm	Internship or Project		

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate: Consumer Services

High School Diploma

Bachelor Degree

## CONSUMER SERVICES RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N S. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org/>

AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Council on Consumer Interest (ACCI)** (727) 940-2658 ext.2002  
2840 West Bay Drive, # 141  
Belleair Bluffs, FL 33770 <http://www.consumerinterests.org/>  
The ACCI's mission is to enhance consumer and family economic well-being, as well as promote excellence in research and education programs.

**Association for Financial Counseling & Planning Education (AFCPE)** (614) 368-1055  
79 South State Street  
Westerville, OH 43081 <http://www.afcpe.org/>  
At APCPE, our mission is to ensure the highest level of knowledge, skill and integrity of the personal finance profession by certifying, connecting and supporting diverse and capable professionals who serve communities worldwide.

**Certified Financial Planner Board of Standards, Inc.** (800) 487-1497  
1425 K St., Suite 500 (202) 379-2200  
Washington, DC 20005 FAX: (202) 379-2299  
<http://www.cfp.net>  
The mission of Certified Financial Planner Board of Standards, Inc. is to benefit the public by granting the CFP® certification and upholding it as the recognized standard of excellence for personal financial planning.

**Consumer Credit Counseling Service (NFCC)** (800) 388-2227  
**The National Foundation for Credit Counseling** (301) 589-5600  
801 Roeder Road, Suite 900 <http://www.nfcc.org/>  
Silver Springs, MD 20910  
NFCC, is the nation's largest and longest serving national, nonprofit credit counseling network. They promote a national agenda for financially responsible behavior and provide exceptional recourses for its members to deliver the highest quality financial education and counseling services. To deliver on their mission of brining access of financial health to anyone who seeks it.

### **Family and Consumer Sciences Web Site**

Fresno County Superintendent of Schools

1918 E. Shaw, suite 420

Fresno, CA 93710

<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

### **Federal Trade Commission (FTC)**

(202) 320-2222

600 Pennsylvania Ave, NW

<http://www.ftc.gov/>

Washington, DC 20580

The FTC is a bipartisan federal agency with a unique dual mission to protect consumers and promote competition. The FTC develops policy and research tools through hearings, workshops, and conferences. They collaborate with law enforcement partners across the country and around the world to advance our crucial consumer protection and competition missions. Beyond our borders, they cooperate with international agencies and organizations to protect consumers in the global marketplace.

### **Financial Industry Regulatory Authority (FINRA)**

(301) 590-6500

1735 K St. NW

<http://www.finra.org>

Washington, DC 20006

FINRA's mission is to safeguard the investing public against fraud and bad practices. They pursue their mission by writing and enforcing rules and regulations for every single brokerage firm and broker in the United States, and by examining broker-dealers for compliance with their own rules, federal securities laws and rules of the Municipal Securities Rulemaking Board.

### **Financial Planning Association (FPA)**

(800) 322-4237

1290 Broadway, Suite 1625

FAX (303) 759-4900

Denver, CO 80203

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

FPA is the principal membership organization for Certified Financial Planner professional, educators, financial services providers and students who seek advancement in a growing, dynamic profession. The primary aim of FPA is to elevate the profession that transforms lives through the power of financial planning.

### **Investments & Wealth Institute (formerly IMCA)**

(303) 770-3377

5619 DTC Parkway, Suite 500

FAX (303) 770-1812

Greenwood Village, CO 80111

<http://www.imca.org>

Investments & Wealth Institute formerly IMCA is a professional association, advanced education provider, and certification board for financial advisors, investment consultants, and wealth managers who continuously strive for excellence and hold themselves to the highest ethical standards. The Institute's mission is to deliver premier investment consulting and wealth management credentials and world class education.



**National Institute for Consumer Education (NICE)**

207 Rackham Building  
Ypsilanti, MI 48197

(313) 487-2292

FAX (313) 487-7153

<http://www.emich.edu/>

The NICE's mission is to empower people through education to become informed consumers, reasoned decision-makers, and participating citizens in a global market. Since its establishment in 1973, NICE has served as an advocate for consumer education in the nation's schools, workplaces, and communities.

**National Consumers League,**

formerly National Coalition for Consumer Education (NCCE)  
1701 K Street, N.W., Suite 1200  
Washington, DC 20006

(202) 835-3323

FAX (202) 835-0747

<http://www.nclnet.org>

The mission of the NCL is to protect and promote social and economic justice for consumers and workers in the United States and abroad. NCL is a private, nonprofit advocacy group representing consumers on marketplace and workplace issues. NCL is the nation's oldest consumer organization, founded in 1899, providing government, businesses, and other organizations with the consumer's perspective on concerns including child labor, privacy, food safety, and medication information.

**SOCAP International**

625 N. Washington  
Street, Suite 304  
Alexandria, VA 22314

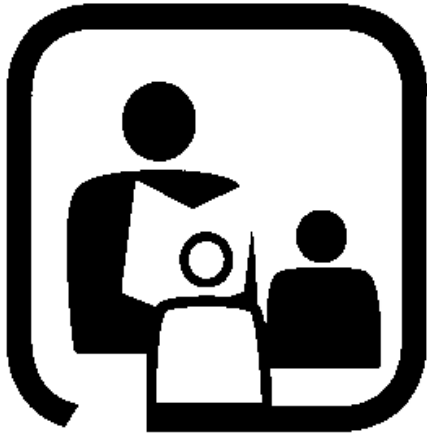
(703) 519-3700

FAX (703) 549-4866

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

SOCAP is a member-driven organization committed to providing educational tools and professional resources to help its members to drive business transformation within their companies. SOCAP's mission is to build community, curate content, and deliver industry insights so that members – at all levels and across all industries – can advance customer care and engagement.





## Career Pathway:

# Education

### Career Outlook:

Career opportunities in Education have never been greater. National employment figures show preschool, kindergarten, middle school, and secondary school teachers, except special education, holding about 2.3 million jobs. California's elementary school teachers are expected to see a 11 percent job increase which is more than 5 percent above the national expected job change through 2018. Those with special expertise and training in meeting special needs will be at a greater employment advantage. Those with bilingual skills in a wide range of languages will be in even greater demand as more early childhood programs are educating young children with little or no English-speaking skills. Other job opportunities include education administrator, childcare center director, school counselors, school & child psychologists. Teaching children and assisting in their development offers unlimited challenging and personally rewarding careers.

### Program Description:

Students pursuing a career in this pathway study all aspects of becoming a teacher. The course of study includes awareness of the profession, the multiple roles of the teacher, how to communicate efficiently, appropriate disciplinary methods, appropriate teaching methods, classroom management, as well as subject matter competency. Students gain skills in decision-making, being a team member, and personal evaluation. Education students also learn employment and management skills for careers in childcare, and child development.

## EDUCATION

### Career Path Specialization: Education



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Before/After School Program Aide Children's Tutor Recreation Assistant Special Education Assistant Preschool Teacher	After School Program Supervisor Bilingual Aide Child Care Center Teacher Playground Supervisor School Counselor	Elementary School Teacher High School Teacher Kindergarten Teacher Preschool & Center/Program Director Special Education Teacher

### Career Information for a Selected Entry-Level Position

#### Preschool Teacher O Net Reference: 25-2011.00

**Employment Outlook** – Nationally, in 2018, Preschool Teachers held about 523,600 jobs. Employment is projected to increase by 7 percent or to approximately 560,500 jobs in the United States through the year 2028. This growth is considered **“faster than average”** for all occupations. The projected annual job opening nationally will be 58,100. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- Education requirements can range from a high school diploma to some college training; a state certification or a minimum of 12 Early Childhood Education units may be required.
- Opportunities should be best for those who have at least 2 years of formal postsecondary education, experience in helping special education students, or can speak a second language.

#### **Average California Earnings:**

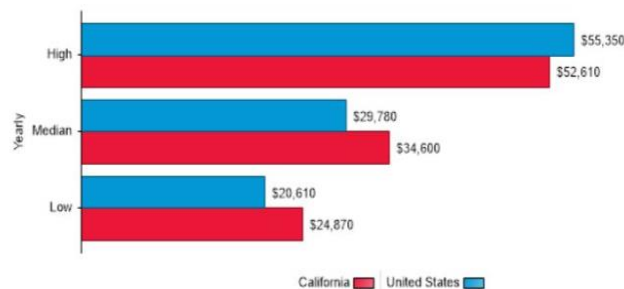
Entry Level                      \$11.96 hour  
 Median Range                \$16.64 hour  
 Experience & Training    \$25.29 hour

#### **Estimated employment change in California through 2016:**

55,600 to 61,00                +10%

#### **Projected Annual Job Openings:**

6,160



### Career Pathway

# EDUCATION

## Career Path Specialization: School Counseling



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Advising Assistant Child Care Worker Children's Tutor Counseling Aide Preschool Teacher	Academic Advisors Career Counselor College Counselor Guidance Counselor School Counselor	Career Services Director Career Center Director Counselor Educator School Administrator School Psychologist

### Career Information for a Selected TECHNICAL-Level Position

#### School Counselor O Net Reference: 21-1012.00

**Employment Outlook** – Nationally, in 2018, Education, Vocational, and School Counselors held about 324,500 jobs. Employment is projected to increase by about 8 percent or to approximately 351,700 jobs in the United States through the year 2028. This growth is considered “faster than average” for all occupations. The projected annual job openings nationally will be 37,300. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Job opportunities for counselors should be very good because job openings are expected to exceed the number of graduates from counseling programs.
- The Education field employs approximately 42 percent of all counselors.

#### Average California Earnings:

Entry Level \$14.06 hour  
 Median Range \$25.79 hour  
 Experience & Training \$44.30 hour

Estimated employment change  
In California through 2016 to 2026:  
 31,900 to 34,800 +15%

Projected Annual Job Openings:  
 3,970



### Career Pathway

# EDUCATION

## Career Path Specialization: Education



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Before/After School Assistant Children's Tutor Preschool Assistant Recreation Aide Teachers Assistant	Bilingual Aide Child Care Center Teacher Instructional Support Provider Playground Supervisor Special Education Aide	Child Care Center Director Child Development Master Teacher Preschool & Center/Program Directors <b>Elementary School Teacher</b> High School Teacher

### Career Information for a Selected PROFESSIONAL-Level Position

#### Elementary School Teacher O Net Reference: 25-2021.00

**Employment Outlook** – Nationally, in 2018, Elementary School Teachers held about 1,434,400 jobs. Employment is projected to increase by 3 percent or by approximately 1,482,400 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 112,400. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Public school teachers must be licensed or credentialed, which typically requires a bachelor's degree and completion of an approved teacher education program.
- Job outlook is expected to be favorable, with particularly good prospects for teachers in high-demand fields like math, science, and bilingual education or in disadvantaged urban or rural school districts.

#### Average California Earnings:

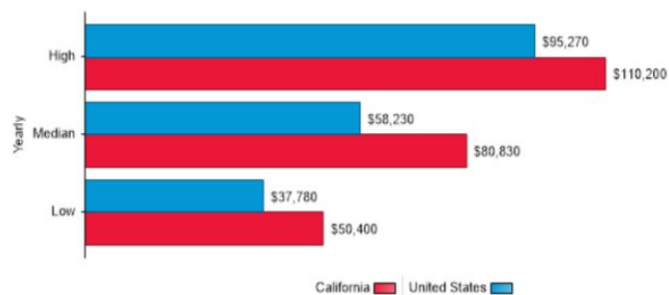
Entry Level                      \$50,400 annual  
 Median Range                \$57,200 annual  
 Experience & Training    \$83,600 annual

#### Estimated employment change In California through 2016 to 2026:

212,500 to 242,600            +14%

#### Projected Annual Job Openings:

9,320



# COURSE SEQUENCE IN A EDUCATION CAREER PATHWAY WITH SPECIALIZATION IN TEACHING

MIDDLE SCHOOL					HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14		
Math	Math	Math	Math A or Algebra 1	Algebra 1 or Geometry			Math Elective			
Science	Science	Science		Physical Sci	Life Sci		Life Sci	Physical Sci		
English	English	English	English	English	English	English	Composition Report Writ	Critical Read Speech		
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	Psychology Amer Hist Sociology	Polit Sci Economics		
PE	PE	Other/Recom Elec	PE or Visual Arts	PE	Fine Arts: Music	Fine Arts: Drama	Arts Elect	Comp Applic		
Exploratory Family and Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II	Consumer & Family Studies Core II	Child Development & Guidance		Intro to FCS Nutrition	Survey of ED Foods Child Dev		
		FCS Related Occupations (FCSRO)				Careers in Child Development & Education	Textiles for Consumer	Prof Work Exp Intro Int Des		
* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12									Certificate of Achievement: Teacher Aide/Paraeducator	
									Certificate of Mastery: Teaching	
									High School Diploma	

# **COURSE SEQUENCE IN A EDUCATION CAREER PATHWAY WITH SPECIALIZATION IN TEACHING**

MIDDLE SCHOOL						HIGH SCHOOL						FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16					
Math	Math	Math	Math A or Algebra 1	Algebra 1 or Geometry			Math Elective								
Science	Science	Science		Physical Sci	Life Sci		Life Sci	Physical Sci							
English	English	English	English	English	English	English	Composition Report Writ	Critical Read Speech	Literature						
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	Psychology Amer Hist Sociology	Polit Sci Economics	Anthro World Hist Psychology	Psy Elective Soc Elect					
PE	PE	Other/Recom Elec	PE or Visual Arts	PE	Fine Arts: Music	Fine Arts: Drama	Arts Elect	Comp Applic		Arts Material					
Exploratory Family and Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II	Consumer & Family Studies Core II	Child Development & Guidance		Intro to FCS Child Dev	Textiles Child Dev-Prac	Econ for Con Fam Rel	Housing Prof Work Exp					
		FCS Related Occupation (FCSRO)				Careers in Child Development & Education	Clo Const I Foods	Nutrition Int Des	Advan Foods Fam Finance	Multi Cult Intro to Teach					
* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12															
						Certificate of Mastery: Teaching					Bachelor Degree				
						High School Diploma									



## EDUCATION RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and concerns in the field, and resources. The Resources identified provide a sample of those available. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, explorations, and preparation.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org/>

AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Counseling Association (ACA)** (703) 823-9800  
6101 Stevenson Ave (800) 347-6647  
Alexandria, VA 22304 FAX (800) 473-2329  
<http://www.counseling.org>

The ACA's mission is to promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally inclusive practices that protect those using counseling services.

**American Federation of Teachers, Paraprofessional and School Related Personnel Division**  
555 New Jersey Ave. (202) 879-4400  
Washington, DC 20001 <http://www.aft.org>

The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

**American School Counselors Association (ASCA)** (703) 683-ASCA  
1101 King St., Suite 310 FAX (703) 683-1619  
Alexandria, VA 22314 <http://www.schoolcounselor.org>

ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe.

**Association for Career and Technical Education (ACTE)** (800) 826-9972  
1410 King St. Fax (703) 683-7424  
Alexandria, VA 22314 <http://www.acteonline.org>

To provide educational leadership in developing a competitive workforce. ACTE strives to empower educators to deliver high quality CTE programs that ensure all students are positioned for career success.

**Association for Childhood Education International (ACEI)**

1875 Connecticut Ave., NW, 10<sup>th</sup> Floor  
Washington DC 20009

(202) 372-9986  
<http://www.acei.org/>

ACEI's mission is to promote innovative solutions to education challenges and inspire action that creates positive, sustainable futures for children and youth worldwide.

**Association for Supervision & Curriculum (ASCD)**

1703 N. Beauregard Street  
Alexandria, VA 22311-1714

(800) 933-ASCD  
(703) 578-9600  
FAX (703) 575-5400  
<http://www.ascd.org/>

ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged. Our diverse, nonpartisan membership is our greatest strength, projecting a powerful, unified voice to decision makers around the world.

**California Association for the Education of Young Children (CAEYC)**

950 Glenn Drive, Suite 150  
Folsom, CA 95630

(916) 486-7750  
FAX (916) 486-7765  
<http://www.caeyc.org/>

The state chapter of the National Association for the Education of Young Children has become a vital force in uniting educators of young children and advocating for political and professional leadership.

**California School Age Consortium**

1918 University Avenue, Suite 4B  
Berkeley, CA 94704

(510) 444-4622  
FAX (510) 444-4623  
<http://www.calsac.org/>

CalSAC builds professional networks that provide training, leadership development and advocacy to ensure that all young people have access to high quality out-of-school time programs and to create a more equitable future for California.

**Commission on Teacher Credentialing**

1900 Capitol Ave, Sacramento, CA 95814-4213  
P.O. Box 944270, Sacramento  
CA 94244-2700

(888) 921-2682  
(916) 445-0184  
FAX (916) 327-3166  
<http://www.ctc.ca.gov/>

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

**Council for Accreditation of Counseling & Related Educational Programs (CACREP)**

1001 N. Fairfax St., Suite 510  
Alexandria, VA 22314

(703) 535-5990  
FAX (703) 739-6209  
<http://www.cacrep.org>

CACREP provides leadership and promote excellence in professional preparation through the accreditation of counseling and related educational programs.

**Council for the Accreditation of Educator Preparation (CAEP)**

1140 19<sup>th</sup> St NW, Suite 400  
Washington, DC 20036

(202) 223-0077  
<http://www.ncate.org>

CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

**Council for Professional Recognition**2460 16<sup>th</sup> St.

Washington DC 20009-3575

(800) 424-4310

FAX (202) 265-9090

<http://www.cdacouncil.org>

The Council for Professional Recognition promotes improved performance and recognition of professionals in the early childhood education of children ages birth to 5 years old.

**Family and Consumer Sciences Web Site**

Fresno County Superintendent of Schools

1318 E. Shaw Ave., Suite 140

Fresno, CA 93710

<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA the co-curricular student leadership and career development organization.

**National After-School Association**

2961A Hunter Mill Road, #626

Oakton, VA 22124

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

NAA is the voice of the afterschool profession. Its mission is to promote development, provide education and encourage advocacy for the out-of-school-time community to further the afterschool profession. They exist to inspire, connect and equip afterschool professionals.

**National Association for Alternative Certification (NAAC)**

(727) 940-2658 ext. 2006

<http://www.alternativecertification.org>

The NAAC is the professional organization that advocates for standards-driven nontraditional educator preparation leading to effective school staffing. NAAC reviews trends and issues to inform practices and policies relevant to recruitment, preparation, certification, support, assessment, and retention of high-performing educators.

**National Association for the Education of Young Children (NAEYC)**

(800) 424-2460

1313 L Street N.W., Suite 500

(202) 232-8777

Washington, DC 20005

FAX (202) 328-1846

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

The NAEYC's mission is high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

**National Board for Professional Teaching Standards (NBPTS)**

(800) 228-3224

1525 Wilson Blvd., Suite 700

<http://www.nbtp.org>

Arlington, VA 22209

The mission has always been to advance the quality of teaching and learning through voluntary advanced certification. That vision is inspired by the model from other professions, such as medicine, where board certification symbolizes accomplished practice, both with the profession and in the larger community.

**National Education Association (NEA)**

1201 16<sup>th</sup> St.

Washington DC 20036

NEA's mission is to advocate for education professionals and to unite its members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

(202) 833-4000

FAX (202) 822-7974

<http://www.nea.org>

**Professional Association for Childhood Education (PACE)**

1 Capitol Mall, Suite 800

Sacramento, CA 95814

PACE provides resources and services for early care and education professionals to enhance business management practices through education, networking and advocacy.

(916) 669-5311

FAX (916) 444-7462

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



## Career Pathway:

# Fashion Design and Merchandising

## Career Outlook:

In the world of fashion and design, California continues to stand at the top of the world's key fashion centers. The high concentrations of fashion designers remain employed in either California or New York. Few careers offer the creative versatility of the fashion world or its captivating history. From display associate to fashion artist, every occupation plays an essential role in California's extraordinary position in the fashion industry and marketplace.

Fashion Design and Merchandising have experienced rapid changes. Computer generated design tools now play a major role in creative expression. Career opportunities in the Fashion Design and Merchandising career pathway range from fashion designer to display decorator, as well as fashion buyer, safety/clothing developer, fashion journalist, costumer design director, fashion illustrator, and fashion merchandising manager. The career choices are indeed exciting.

## Program Description:

Students in the Fashion Design and Merchandising career pathway establish a foundation in all aspects of the fashion industry. Students pursuing this career path study the industry; laws and regulations; operational procedures and safety; history of fashion; fashion forecasting; textiles and textile products; design principles and elements; merchandising and fashion forecasting; garment manufacturing; product knowledge and apparel merchandising; retail and service; visual merchandising; inventory control and prevention; pattern making for apparel design; developing and merchandising a line; textile design; garment alteration and repair and care and cleaning of apparel. Fashion Design and Merchandising students also learn employment and management skills.

## Career Pathway

# FASHION DESIGN AND MERCHANDISING

## Career Path Specialization: Fashion Merchandising



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Assistant Store Manager Cashier Decorator/Display Associate Sales Associate	In Store Marketing Associate Retail Supervisor Sales Consultant Sales Representative	Operational Manager Store Buyer Selling Manager Store Manager

### Career Information for a Selected Entry-Level Position

#### Decorator/Display Associate

O Net Reference: 27-1026.00

**Employment Outlook** – Nationally, in 2018, Merchandise Displayers and Window Trimmers held about 168,400 jobs. Employment is projected to increase by 2 percent or to approximately 171,600 jobs in the United States through the year 2028. This growth is considered “slower than average” for all occupations. The projected annual job openings nationally will be 17,300. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Some previous work-related skill, knowledge, or experience may be helpful but is usually not needed.
- Employers look for people who have patience, creativity, an ability to communicate clearly, and pay attention to detail.

#### Average California Earnings:

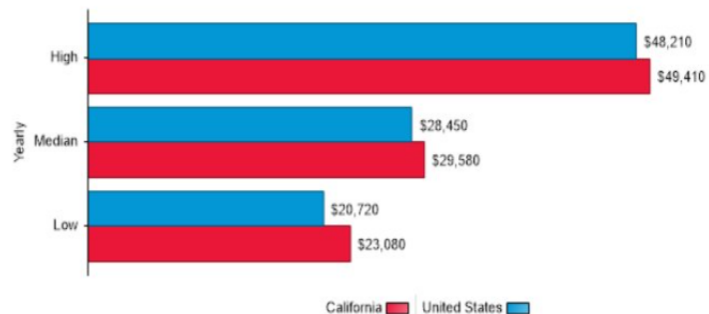
Entry Level \$ 11.10 hour  
 Median Range \$14.22 hour  
 Experience & Training \$23.75 hour

#### Estimated employment change in California through 2016 to 2026:

12,900 to 13,600 +5%

#### Projected Annual Job Openings:

1,280



### Career Pathway

# FASHION DESIGN AND MERCHANDISING

## Career Path Specialization: Merchandising



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Assistant Merchandiser Display Associate In Store Marketing Associate Showroom Assistant	Marketing Coordinator <b>Merchandising Manager</b> Retail Sales Consultant Visual Merchandiser	Business Development Manager Marketing Director Vice President of Marketing Visual Presentation Manager

### Career Information for a Selected TECHNICAL-Level Position

#### Merchandising Manager O Net Reference: 41-2031.00

**Employment Outlook** – Nationally, in 2018, Marketing Managers held about 4,510,900 jobs. Employment is projected to decrease by 2 percent or to approximately 4,409,000 jobs in the United States through the year 2028. This growth is considered **“slower than average”** for all occupations. The projected annual job openings nationally will be 641,300. Projected job openings refer to the average annual due to growth and net replacement.

#### Significant Points:

- Good employment opportunities are expected because of the need to replace the large number of workers who leave the occupation each year.
- Most salespersons work evenings and weekends, particularly during sales and other peak retail periods.

#### Average California Earnings:

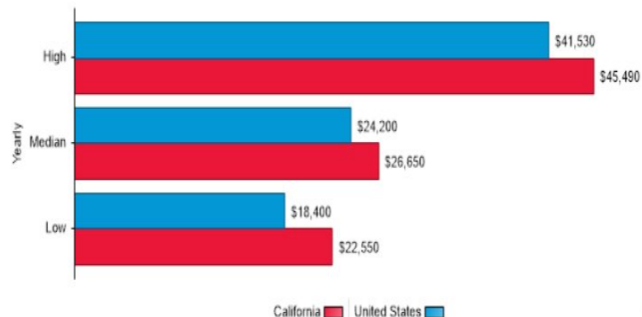
Entry Level \$10.84 hour  
 Median Range \$12.81 hour  
 Experience & Training \$21.87 hour

#### Estimated employment change in California through 2016 to 2026:

452,300 to 456,100 +1%

#### Projected Annual Job Openings:

65,170



### Career Pathway

# FASHION DESIGN AND MERCHANDISING

## Career Path Specialization: Fashion Design



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Cutter Demonstrators Fashion Design Aide/Assistant Fabric Draper Model	Costume Design Aide Fashion Design Aide Fashion Illustrator Pattern maker Product Developer	Design Director <b>Fashion Designer</b> Fashion Journalist Safety Clothing Developer Textile Designer

### Career Information for a Selected PROFESSIONAL-Level Position

#### Fashion Designer O Net Reference: 27-1022.00

**Employment Outlook** – Nationally, in 2018, Fashion Designers held about 25,800 jobs. Employment is projected to increase by 1 percent or to approximately 26,200 jobs in the United States through the year 2028. This growth is considered “slower than average” for all occupations. The projected annual job openings nationally will be 2,600. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

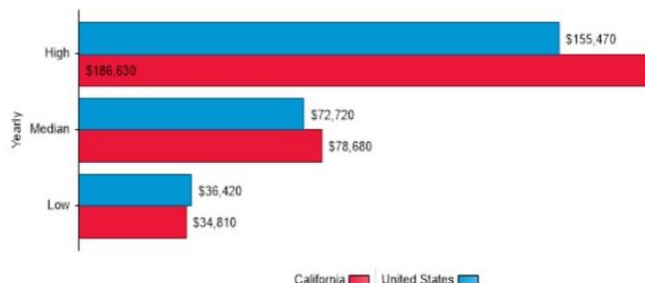
- The highest concentrations of fashion designers are employed in California and New York.
- Employers usually seek designers with a 2 or 4-year degree who are knowledgeable about textiles, fabrics, ornamentation, and fashion trends.
- Slower than average job growth is projected, and competition for jobs is expected to be fierce.

#### **Average California Earnings:**

Entry Level               \$ 16.63   hour  
Median Range         \$37.83   hour  
Experience & Training   \$89.73 hour

**Estimated employment change  
in California through 2016 to 2026:**  
8,000 to 8,400               +4%

**Projected Annual Job Openings:**  
780





**COURSE SEQUENCE IN A FASHION DESIGN AND MERCHANDISING CAREER PATHWAY  
WITH SPECIALIZATION IN FASHION MERCHANDISING**

MIDDLE SCHOOL				HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14	
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Bus Math	Statistics	
Science	Science	Science		Biology	Chemistry		Chemistry	Organ Chem	
English	English	English	English	English	English	English	Composition	Speech, Writ for Pub	
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	History, Psychology	Sociology, Economics	
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang	Visual Arts Drafting	Marketing, Acctg, Fash Illus, PE	Retail Merch, Comput Applic	
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Fashion, Textiles, & Apparel	Consumer & Family Studies Core II	Textiles, Int Design, Design Prin	Fash Prom, Coord Fash, Adv Lift Mgt	
		FCS Related Occupations (FCSRO)				Careers in Fashion Design & Merchan	Fash Select, Visual Mer, Fash Coord, Fash Hist	Fash Mer, Fash By/Mgt, Modeling, Field Study Intern	

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certification: Fashion Merchandising	Certificate of Achievement in Fashion Merchandising
High School Diploma	Associate Degree

**COURSE SEQUENCE IN A FASHION DESIGN AND MERCHANDISING CAREER PATHWAY  
WITH SPECIALIZATION IN FASHION DESIGN**

MIDDLE SCHOOL						HIGH SCHOOL						FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16					
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Math Elective								
Science	Science	Science		Biology	Chemistry		Chemistry	Gen Physics	Human Physiol	Org/Biochm					
English	English	English	English	English	English	English	Composition Rept Writ	Speech Crit Reading							
History/ Social Science	History/ Social Science	History/ Social Science		World History	US History	Government/ Economics	Sociology Psychology	Economics Philosophy Anthropol	Amer History	Polit Sci					
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang	Visual Arts Drafting		Marketing	Color Theory Advertising	Fabric Des Fabric Art					
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Fashion, Textiles, & Apparel	Consumer & Family Studies Core II	Intr FCS Design Anal Soc/Psych Cloth	Fam Devt Nutrition Textiles	Life Mgt Adv Textiles	FCS Rsrch Exptl Cloth					
		FCS Related Occupations (FCSRO)				Careers in Fashion Design, Manufactur & Merchan	Fash illust His Costum Appar Const	Pattern Drft Color Theory Fabric Des	Draping Theater Cost Appar for Spec Grps	Adv Fash Design Internship					
* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12														Bachelor Degree	
							Certificate: Fashion Design & Manufacturing								
							High School Diploma								

## FASHION DESIGN & MERCHANDISING RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

### **American Apparel and Footwear Association (AAFA)**

740 6<sup>th</sup> Street, NW, 3<sup>rd</sup> & 4<sup>th</sup> Floors  
Washington, DC 20001

(202) 853-9080

<http://www.aafaglobal.org>

AAFA stands at the forefront as a leader of positive change for the apparel and footwear industry. With integrity and purpose, AAFA delivers a unified voice on key legislative and regulatory issues, AAFA enables a collaborative forum to promote best practices and innovation. AAFA's comprehensive work ensures the continued success and growth of the apparel and footwear industry, its suppliers, and its customers.

### **American Association of Textile Chemists and Colorists (AATCC)**

One Davis Drive, P.O. Box 12215  
Research Triangle Park, NC 27709-2215

(919) 549-8141

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

AATCC's mission encompasses three areas: Education, Research, and Communication. It is the world's leading not-for-profit association serving textile professionals since 1921 as well as providing test method development, quality control materials, and professional networking for thousands of members in 60 countries throughout the world.

### **American Fiber Manufacturers Association, Inc. (AFMA)**

1530 Wilson Boulevard, Suite 690  
Arlington, VA 22209

(703) 875-0432

FAX (703) 875-0907

<http://www.nctextileconnect.com>

AFMA is the trade association for U.S. companies that manufacture synthetic and cellulosic fibers. The industry employs 30,000 people and produce over 9 billion pounds of fiber in the U.S. Annual domestic sales exceed \$10 billion. Member companies produce more than 90% of the total U.S. output of these fibers.

### **American Purchasing Society**

8 East Galena Blvd., Suite 406  
Aurora, IL 60506

(630) 859-0250

FAX (630) 859-0270

<http://www.american-purchasing.com>

The American Purchasing Society, founded in 1969, is an organization of buyers, purchasing managers, executives, and others interested in the purchasing profession. They have members in every state and 28 countries worldwide. Their objective is to provide professional procurement training and improve the business purchasing function through education and our certification program.

### **Apparel Search Company**

15 Conestoga Court  
Franklin Lakes, NJ 07417

<http://www.apparelsearch.com/>

The Apparel Search Company's present the fashion world with a guide to clothing manufacturers, wholesalers, retailers, transportation resources, customs brokers, warehousing, quality standards, education/training, trade shows, social media, modeling agencies, news publications, employment opportunities and much more.

**Association of Image Consultants International (AICI)**

1000 Westgate Drive, Suite 252

Saint Paul, Minnesota 55114

AICI is a global network of image professionals who transform, empower, and inspire all people to reach their greatest potential. They vigorously pursue their mission: to promote the value of the image consulting profession, provide professional development, and set the highest standards of excellence for the industry.

(651) 290-7468

FAX (651) 290-2266

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

**California Cleaners Association (CCA)**

1950 W Corporate Way #PMB 69559

Anaheim, CA 92801

CCA's mission is to enhance the ability of members to professionally serve the textile cleaning needs of the public.

(617) 791-0128

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

**California Fashion Association (CFA)**

444 S. Flower Street, 37<sup>th</sup> Floor

Los Angeles, CA 90071

CFA is the forum organized to address the issues of concern to its industry. Manufacturers, suppliers' educational institutions, allied associations, and all apparel-related businesses benefit.

(213) 688-6288

FAX (213) 688-6290

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

**Costume Society of America (CSA)**

P.O. Box 852

Columbus, GA 31902-0852

CSA fosters an understanding of appearance and dress practices of people across the globe through research, education, preservation, and design. Its network of members studies the past, examines the present, and anticipates the future of clothing and fashion.

(800) CSA-9447

<http://www.costumesocietyamerica.com/>

**Council of Fashion Designers of America (CFDA)**

65 Bleecker St, 11<sup>th</sup> Floor

New York, NY 10012

CFDA's primary mission is to strengthen the impact of American fashion in the global economy. CFDA is a not-for-profit trade association of over 500 of America's foremost womenswear, menswear, jewelry and accessory designers.

(212) 302-1821

<https://cfda.com>

**Dry Cleaning & Laundry Institute International (DCI)**

14700 Sweitzer Lane

Laurel, MD 20707

DCI has been the premier international trade association for garment care professionals since 1883.

Representing over 10,000 retail facilities in the United States alone, DCI is the world's leading professional garment care organization. Through legislative and regulatory policy development, education, professional training, information, garment analysis, research, and textile testing, DCI offers solutions to help member businesses remain on the competitive edge.

(800) 638-2627

(301) 622-1900

FAX (240) 295-0685

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

### **Family and Consumer Sciences Web Site**

Fresno County Superintendent of Schools

1318 E. Shaw Ave., Suite 420

Fresno, CA 93710

<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

### **Group International (FGI)**

8 West 40<sup>th</sup> Street, 7<sup>th</sup> Floor

New York, NY 10018

(212) 302-5511

FAX (212) 302-5533

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

FGI is a global, nonprofit, professional organization with 5,000 members in the fashion industry including apparel, accessories, beauty, and home. Their mission is to be the pre-eminent authority on the business of fashion and design and to help its members become more effective in their careers. To do this, FGI provides insights on major trends in person, online, and in print; access to business professionals; and a gateway to the influence fashion plays in the marketplace.

### **Garment Contractors Association of Southern California, Inc. (GCA)**

California Market Center

110 East 9<sup>th</sup> Street, Suite A790

Los Angeles, CA 90079

(213) 629-4422

FAX (213) 629-4517

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

CGA, founded in 1971, is a nonprofit association representing the finest garment-contracting businesses of Southern California. Their purpose has always been to provide education in promoting the highest quality of workmanship and business practices to contribute to the viability of our domestic garment and sew products manufacturing industry, and to enhance its reputation.

### **International Association of Clothing Designers & Executives (IACDE)**

835 Northwest 36<sup>th</sup> Terrace

Oklahoma City, OK 73118

(405) 602-8037

FAX (405) 602-8038

<http://www.iacde.net/>

IACDE's mission is to bring together experts to network and exchange ideas about new technologies, techniques and procedures that inspire greatness within the fashion industry.

### **National Council of Textile Organizations**

1701 K St. NW, Suite 625

Washington, DC 20006

(704) 824-3522

FAX (04) 671-2366

[www.ncto.org](http://www.ncto.org)

Formerly the American Textile Manufacturers Institute, Inc (ATMI) NCTO represents the entire spectrum of the textile sector, from fibers to finished products, from machinery manufacturers to power suppliers, NCTO is the voice of the U.S. textile industry. The mission is focused on creating powerful national and international alliances to advance the interests of the U.S. textile sector. It is unrivaled in its composition which allows each segment of the industry to have a vote in determining NCTO policy.

**National Retail Federation (NRF)**  
1101 New York Avenue NW Suite 1200  
Washington, DC 20005

(800) 673-4692  
(202) 783-7971

<http://www.nrf.com>

The NRF is the world's largest retail trade association. Every day, they stand up for, celebrate, educate and inspire the people who power the retail industry. They advocate for retail through strong representation, year-round education and impactful storytelling. Addressing complex policy issues like tariffs, data security and sales tax fairness, they speak out for retail with a clear and authentic voice like no one else can.

**People Wear SF**  
275 5<sup>th</sup> Street  
San Francisco, CA 94103

(415) 541-8580

<http://www.rencenter.org>

The mission of Renaissance Entrepreneurship Center is to empower and increase the entrepreneurial capacities of socially and economically diverse women and men, and thereby strengthen our communities through the creation of sustainable new businesses, new jobs, and the promotion of financial self-sufficiency.



## Career Pathway:

# Family and Human Services

## Career Outlook:

With the increased complexity of managing work, personal, and family responsibilities today, the demand for family and human services has grown. The senior population continues to grow, and as nuclear families become “multigenerational” with older families often interacting daily, as well as residing with younger ones, the demand for qualified individual and family services counselors and elderly caregivers will continue to grow. Twenty-Twenty will see a tremendous boom in the need for Family and Human Services career pathway completers. Projected highest growth areas include services for the children and the elderly. Careers for human service workers and personal/home care aides are projected to be among the ten fastest growing in California in the next decade. Additionally, even though many in social services are turning to private practice, human services workers will see a growth spurt as relevant social programs such as group counseling and day care for the elderly gain in popularity. Working to help people live more comfortably, solve problems successfully, and resolve conflicts more equitably can be a personally rewarding career. Social service aide and technician, eligibility worker, family counselor, adult day care workers, personal/home care aide, and recreations worker are only a few of the opportunities awaiting qualified individuals.

## Program Description:

The course of study includes awareness of the field; professional behavior and standards; laws and regulations affecting service providers and their clients; facility management; safety, emergency, and disaster procedures; nutrition and health; human development needs; consumer assistance; daily living activities; interaction with families and communities; behavior management and positive guidance; social involvement; problems and crises of individuals and families; and needs of the elderly. Students also study employment and management skills for careers in family and social services and elder care services. Emphasis is placed on assisting the elderly and families in home and community settings.

# FAMILY AND HUMAN SERVICES

## Career Path Specialization: Elder Care



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Adult Day Care Activities Assistant Caregiver/Companion Community Living Specialist <b>Home Health Care Aide</b> Occupational Therapy Assistant Outreach Worker	Direct Service Provider Family Advocate Habilitation Training Specialist Human Services Manager Personal Care Program Manager	Adult Day Care Director Activities Director Group Home Administrator Personal Care Program Director Programs Manager Social Worker

### Career Information for a Selected ENTRY-Level Position

#### Home Health Care Aide

O Net Reference: 39-9021.00

**Employment Outlook** – Nationally, in 2018, Home Health Care Aides and Outreach Workers held about 2,421,200 jobs. Employment is projected to increase by 36 percent or to approximately 3,302,100 jobs through the year 2028. This is **“much faster than average”** for all occupations. The projected annual job openings nationally will be 486,900. Projected job opening refers to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Job opportunities are expected to be excellent because of rapid growth in home health care and high replacement need.
- Skill requirements are initially minimal. They can consist of on-the-job training, vocational programs and community college.

#### Average California Earnings:

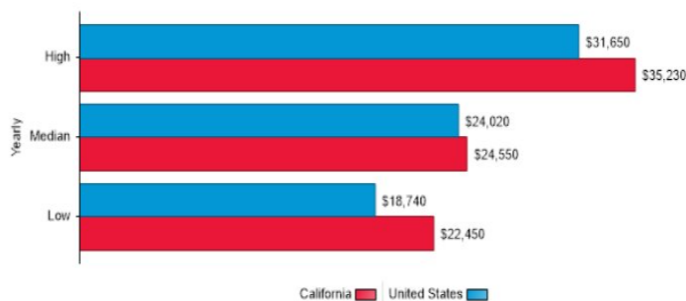
Entry Level               \$ 10.80 hour  
 Median Range           \$ 11.80 hour  
 Experience & Training   \$16.94 hour

#### Estimated employment change

In California through 2016 to 2026:  
 622,000 to 870,000       +40%

#### Projected Annual Job Openings:

129,190



### Career Pathway



## FAMILY AND HUMAN SERVICES

### Career Path Specialization: Family and Social Services



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Activity Worker – Adult Day Care Case Work Assistant Elder Care Worker Foster Parent Outreach Worker Social Services Assistant	Advocate Community Coordinator Eligibility Worker Family Support Worker Human Services Program Specialist Social Services Assistant	Case Work Manager Community Organizational Director Elder Care Director Family Advocate Group Home Administrator Welfare Director

#### Career Information for a Selected TECHNICAL-Level Position

#### Career

### Human Services Program Specialist

O Net Reference: 21-1093.00

**Employment Outlook** – Nationally, in 2018, Social and Human Services Specialists, held about 413,700 jobs. Employment is projected to increase by 13 percent or to approximately 466,000 jobs through the year 2028. This growth is considered **“much faster than average”** for all occupations. The projected annual job opening nationally will be 57,500. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- A bachelor's degree usually is not required for these jobs, but employers increasingly seek individuals with relevant work experience or education beyond high school.
- Employment in private agencies will grow as state and local governments continue to contract out services to the private sector to cut costs.

#### **Average California Earnings:**

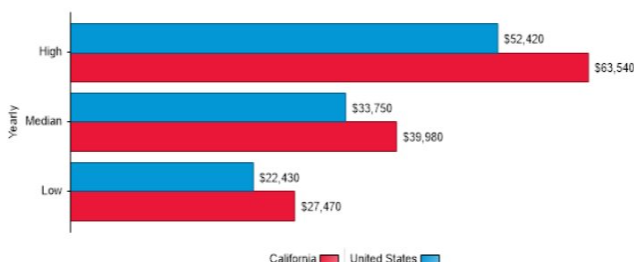
Entry Level	\$ 13.20 hour
Median Range	\$19.22 hour
Experience & Training	\$30.55 hour

#### **Estimated employment change In California through 2016 to 2026:**

41,800 to 48,500      +16%

#### **Projected Annual Job Openings:**

5,910



Pathways

## FAMILY AND HUMAN SERVICES

## Career Path Specialization: Family and Social Services



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Adult Day Care Worker Case Worker Community Care Assistant Correctional Treatment Specialist Outreach Worker	Correctional Counselor Eligibility Worker Human Services Worker Social Service Assistant Substance Abuse Counselor	Case Manager <b>Child, Family, &amp; School Social Worker</b> Community Organizational Director Group Home Administrator Social Outreach Director

### Career Information for a Selected PROFESSIONAL-Level Position

## Child, Family & School Social Worker

O Net Reference:21-1021.00

**Employment Outlook** – Nationally, Child, Family and School Social Workers hold about 339,800 jobs. Employment is projected to increase by 11 percent or to approximately 337,200 jobs through the year 2016. This growth is considered **“much faster than average”** for all occupations.

### **Significant Points:**

- About 5 out of 10 jobs were in health care and social assistance industries and 3 in 10 work for state and local government agencies.
- While a bachelor's degree is the minimum requirement, a master's degree in social work or a related field has become the standard for many positions.

### **Average California Earnings:**

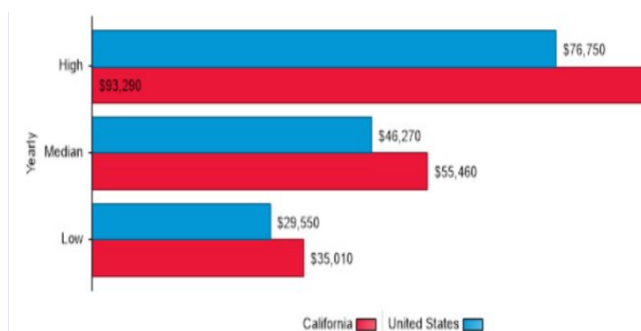
Entry Level               \$ 16.83 hour  
 Median Range           \$ 26.66 hour  
 Experience & Training   \$ 44.85 hour

### **Estimated employment change In California through 2016 to 2026:**

23,300 to 25,600           +10%

### **Projected Annual Job Openings:**

860



**COURSE SEQUENCE IN A FAMILY AND HUMAN SERVICES CAREER PATHWAY  
WITH SPECIALIZATION IN FAMILY AND SOCIAL SERVICES**

MIDDLE SCHOOL				HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14	
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Math Elect	Statistics	
Science	Science	Science		Biology	Chemistry	Anat/Physiol	Life Science	Anatomy, Physiology	
English	English	English	English	English	English	English	Composition	Wrt, Pub Spk	
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/Economics	Psych, Hum Rel	Sociology, Economics	
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang (i.e. Spanish)	Psychology	Intrnl Snsl, Adv Fst Ad/CRP, Cnsl, Chld, PE	Women Stud Philosophy	
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Consumer & Family Studies Core II	Family Living & Parenthood	Adol Dev, Life Mgmt, Family Dev, Chld/Fam/Comm	Nutrition, Death/Dying, Human Sex, Finance, Mgmt	
		FCS Related Occupations (FCSRO)				Careers in Human Services	Intr Human Services, Fam Comm, Gerontology, Chem Depnd	Interpers Rel Famil Rel	

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate: Family and Human Services	Certificate of Achievement in Human Services
High School Diploma	Associate Degree

**COURSE SEQUENCE IN A FAMILY & HUMAN SERVICES CAREER PATHWAY  
WITH SPECIALIZATION IN FAMILY AND SOCIAL SERVICES**

MIDDLE SCHOOL						HIGH SCHOOL					FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16				
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Math Elect	Statistics						
Science	Science	Science		Biology	Chemistry	Anat/Physiol	Chemistry	Physiology	Biol Aging					
English	English	English	English	English	English	English	Composition	Speech						
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/Economics	History Humanities Sociology	Economics Psychology Polit Sci	Psychology Psych Stress	Abn Psych Hum Span Devt				
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang (i.e. Spanish)	Psychology	Fin Arts Beh/Environ Systems Spanish	Women Stud Philosophy		Interpers Dynamics				
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Consumer & Family Studies Core II	Family Living & Parenthood	Fam Devt Probl Solv Survey H Ec Research	Hous/Inter Health/Nutr Soc/Psych Cloth	Child/Fam Crisis Maturity/Old Age	Cult Aspect Child Dev Parenting Behav Dis of Aged				
		FCS Related Occupations (FCSRO)				Careers in Human Services	Child Dev & Pract	Interpers Rel Famil Rel	Nutr Aging Soc Srv Age Res Mat Age Health Aging	Social Services Internship				

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate: Family and Human Services	Certificate of Achievement in Human Services
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Certificate of Gerontology	Bachelor Degree
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## FAMILY & HUMAN SERVICES RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N S. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org/>

AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Association for Marriage/Family Therapy (AAMFT)** (703) 838-9808  
112 S. Alfred Street FAX: (703) 838-9805  
Alexandria, VA 22314-3061 <http://www.aamft.org/>

AAMFT represents the professional interests of more than 50,000 marriage and family therapists throughout the United States, Canada, and abroad.

**American Association of Retired Persons (AARP)** (888) 687-2277  
601E Street NW <http://www.aarp.org>  
Washington, DC 20049

AARP's mission is to empower people to choose how they live as they age. Enhancing the quality of life for all as we age—not just serving our nearly 38 million members—is our mission. At its heart, the work that AARP and its affiliates do can be summed up in just 12 words: “We fight for and equip each individual to live their best life.” Its’ all about real possibilities.

**American Society on Aging (ASA)** (800) 537-9728  
575 Market Street, Suite 2100 (415) 974-9600  
San Francisco, CA 94105-2969 FAX: (415)974-0300  
<http://www.asaging.org/>

The American Society on Aging is an association of diverse individuals bound by a common goal: to support the commitment and enhance the knowledge and skills of those who seek to improve the quality of life of older adults and their families. The membership of ASA is a multidisciplinary array of professionals who are concerned with the physical, emotional, social, economic and spiritual aspects of aging.

**California Association of Social Workers (NASW)**  
1016 23<sup>rd</sup> Street  
Sacramento, CA 95816-4957

(800) 538-2565  
(916) 442-4565  
FAX (916) 442-2075

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

The CASW a chapter of the NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

**California Career Development Association (CCDA)**

10736 Jefferson Blvd., #220  
Culver City, CA 90230

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

The CCDA is a professional organization for career development practitioners to connect and collaborate on issues, policies and practices relating to career development.

**California Residential Services Association (CRSA)**

P.O. Box 526  
Springville, CA 93265

<http://www.crsa.us/>

Sad news CRSA is no more. They no longer have the funds or manpower to continue.

**Community Residential Care Association of California (CRCAC)**

(916) 455-0723

1924 Alhambra Blvd.  
Sacramento, CA 95816

<http://www.occareercafe.com>

The Community Residential Care Association of California (CRCAC) is a statewide nonprofit association for administrators/licensees of community residential care/assisted living homes. The association provides communications, educational and legislative advocacy services to its members.

**Family and Consumer Sciences Web Site**

Fresno County Superintendent of Schools  
1318 E. Shaw Ave., Suite 140  
Fresno, CA 93710

<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

**Generations United**

(202) 289-3979

80 F Street NW  
Washington, DC 20001

FAX (202) 289-3952

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

Their mission is to improve the lives of children, youth, and older people through intergenerational collaboration, public policies, and programs for the enduring benefit of all.

**Leading Age formerly (AAHSA)**

2519 Connecticut Avenue, N.W.

Washington, DC 20008-1520

(202) 783-2242

<http://www.leadingage.org>

Leading Age formerly The American Association of Homes and Services for the Aging (AAHSA). The trusted voice for aging. An America freed from ageism. Inspire, serve, advocate. Values: Courage, Community, Catalyst, Stewardship.

**National Association for Home Care & Hospice (NAHC)**

228 Seventh Street, SE

Washington, DC 20003

(202) 547-7424

FAX (202) 547-3540

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

NAHC is the nation's largest and most respected professional association representing the interests of chronically ill, disabled, and dying American of all ages and the caregivers who provide them with in-home health and hospice services.

**National Association of Area Agencies on Aging (n4a)**

1100 New Jersey Avenue, SE Suite 350

Washington, DC 20003

(202) 872-0888

FAX (202) 872-0057

<http://www.n4a.org/>

The National Association of Area Agencies on Aging's primary mission is to build the capacity of our members so they can help older adults and people with disabilities live with dignity and choices in their homes and communities for as long as possible.

**National Association of Social Workers (NASW)**

750 First Street NE, Suite 700

Washington, DC 20002

(800) 742-4089

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

NASW is the largest membership organization of professional social workers in the world with 145,000 members. The association works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

**National Council on Aging (NCOA)**

1901 L Street NW, 4<sup>th</sup> Floor

Washington, DC 20036

(202) 479-1200

FAX (202) 479-0725

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

NCOA's mission is to improve the lives of older Americans especially those who are struggling. Vision: A just and caring society in which each of us, as we age, lives with dignity, purpose, and security. Social Impact Goal: Improve the health and economic security of 40 million older adults by 2030.







## Career Pathway:

# Food Service and Hospitality

### Career Outlook:

Nationally this industry is expected to continue fast growth, California to experience its growth to continue at a “much faster average” pace through the year 2026. The Food Service Hospitality career pathway prepares students for careers with unlimited potential in restaurants, hotels, clubs, resorts, hospitals, and institutions. People continue to spend money on leisure activities such as dining out and traveling, and the California’s tremendous tourist lure will continue to spur faster than average job growth, including opportunities for owning and operating small food service and catering businesses. The trend in home meal replacement continues to be evident in grocery stores and delicatessens. Increased development and use of technology, appeals to international markets, “gourmet” and “regional” specialization in restaurants, and marketing and promotion make this pathway an exciting career choice.

### Program Description:

Students pursuing a career in this pathway study all aspects of the food service and hospitality industry, including food service laws and regulations; tools, utensils, appliances, and equipment; facility management; customer service and guest relations; nutrition; food and beverage production and preparation; food and beverage service; marketing and guest perceptions/interactions; prime cost analysis; profitability and analysis; and entrepreneurship. Food Service Hospitality students also learn employment and management skills.

# FOOD SERVICE AND HOSPITALITY

## Career Path Specialization: Food Service



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Assistant Chef Cake Decorator <b>Food Expeditor</b> Food Preparer Pastry Chef Assistant	Culinary Artist Food Journalist Food Presentation Specialist Food Service Manager Pastry Chef	Executive/Sous Chef Catering & Banquet Director Food Stylist Personal Chef Research Chef

### Career Information for a Selected ENTRY-Level Position

#### Food Expeditor

O Net Reference: 35-3021.00

**Employment Outlook** – Nationally, in 2018, Food Preparation Workers held about 3,704,000 jobs. Employment is projected to increase by 17 percent or to approximately 4,344,300 jobs in the United States through the year 2028. This growth is considered **“much faster than average”** for all occupations. The projected annual job openings nationally will be 780,600. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- You do not need a formal degree to become a food expeditor; however, a good culinary arts education gives a solid starting foundation.
- While this field is competitive, it can provide an occupation that is both fascinating and sophisticated with potential for an upscale salary.

#### **Average California Earnings:**

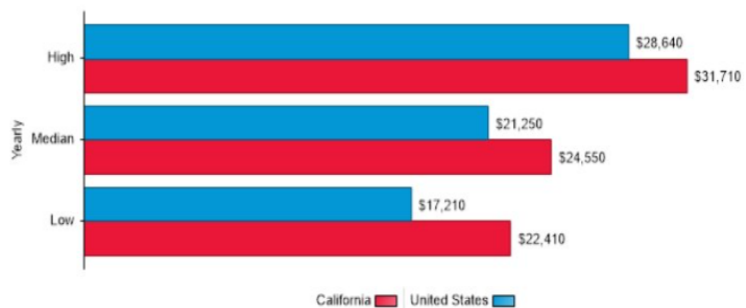
Entry Level               \$ 10.77 hour  
 Median Range           \$ 11.80 hour  
 Experience & Training   \$ 15.25 hour

#### **Estimated employment change in California through 2016 to 2026**

232,200 to 264,700       +22%

#### **Projected Annual Job Openings:**

83,870



### Career Pathway

## FOOD SERVICE AND HOSPITALITY

### Career Path Specialization: Food Service & Hospitality



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Fast Food Worker Food Preparer <b>Food Expeditor</b> Food Service Worker Wait Staff	Banquet Manager Caterer Food Service Manager Kitchen Manager <b>Restaurant Manager</b>	Banquet & Catering Director Director of Food & Beverage Food Processing Plant Manager Food Service Director Restaurant General Manager

### Career Information for a Selected TECHNICAL-Level Position

#### Restaurant Manager

O Net Reference: 11-9051.00

**Employment Outlook** – Nationally, in 2018 Food Service Managers held about 356,400 jobs. Employment is projected to increase by 11 percent or to approximately 394,900 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 46,900. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Experience in food and beverage preparation and serving jobs are necessary for most food service management positions.
- Restaurant managers coordinate a wide range of activities, but most challenges will be encountered when working with customers and employees.
- Job opportunities for restaurant managers should be good as the number of outlets of restaurant chains increases to meet customer demand for convenience and value.

#### Average California Earnings:

Entry Level               \$ 14.42 hour  
Median Range           \$ 25.40 hour  
Experience & Training   \$ 43.34 hour

#### Estimated employment change in California through 2016 to 2026:

54,000 to 61,700           +14%

#### Projected Annual Job Openings:

6,860



## Career Pathway

# FOOD SERVICE AND HOSPITALITY

## Career Path Specialization: Food Service



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Assistant Chef Fast Food Cook Food Prep Worker Pastry Chef Assistant Short Order Cook	Caterer Head Chef Line Cook Kitchen Manager Personal Fitness Chef	Executive/Sous Chef Food & Beverage Director Pastry Chef Personal Chef Research Chef

## Career Information for a Selected PROFESSIONAL-Level Position

### Executive & Sous Chef O Net Reference: 35-1011.00

**Employment Outlook** – Nationally, in 2018, Chefs hold about 139,000 jobs. Employment is projected to increase by 11 percent or to approximately 154,300 jobs in the United States through the year 2028. This growth is considered **“much faster than average”** for all occupations. The projected annual job openings nationally will be 20,700. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Job opportunities are expected to be plentiful because of the continued growth and expansion of restaurant chains, fast food franchises, and specialty grocery stores.
- Certification standards are based primarily on experience and formal training. Although certification is not required, it can help to prove accomplishment and lead to advancement.

#### Average California Earnings:

Entry Level \$ 11.67 hour  
 Median Range \$ 22.29 hour  
 Experience & Training \$ 39.71 hour

#### Estimated employment change in California through 2016 to 2026:

20,300 to 23,200 +14%

#### Projected Annual Job Openings:

2,970



**COURSE SEQUENCE IN A FOOD SERVICE AND HOSPITALITY CAREER PATHWAY  
WITH SPECIALIZATION IN FOOD PRODUCTION, PREPARATION, AND SERVICE**

MIDDLE SCHOOL					HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14		
Math	Math	Math	Algebra A or Algebra I	Algebra I or Geometry			Algebra or Bus Math	Statistics		
Science	Science	Science		Life Sci	Phys Sci		Biology	Phys Sci		
English	English	English	English	English	English	English	Composition Criti Think	Speech		
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	History Psychology	Sociology Economics		
PE	PE	Other/Recom Elec	PE Visual Arts	PE	Business Course		Art, PE Acctg	Bus Mgmt Comp Applic		
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II	Consumer & Family Studies Core II	Advanced Food & Nutrition	Nutritional Science#	Nutrition, Life Mgmt, Prin Food, Comm Baking	Cult Food Fd/Bev Pur Fdserv Cust Rel Fdserv Law Nut Ed Fdserv Prof		
		FCS Related Occupations (FCSRO)				Careers in Food Service & Hospitality	Food Prd Mgt, Fdsrv Res, San/Saftey, Menu Plan, Qul Fd Prp, Catering	Food Prod & Serv Food Purch Food Mgt Occ Work Exper		

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

# May satisfy science graduation requirement

Certificate: Food Service & Hospitality	Certificate: Rest Mgmt Culinary Arts Food Services
High School Diploma	Associate Degree

**COURSE SEQUENCE IN A FOOD SERVICE AND HOSPITALITY CAREER PATHWAY  
WITH SPECIALIZATION IN FOOD PRODUCTION, PREPARATION, AND SERVICE**

MIDDLE SCHOOL					HIGH SCHOOL				FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16		
Math	Math	Math	Algebra A or Algebra I	Algebra I or Geometry			Algebra or Bus Math	Statistics				
Science	Science	Science		Life Sci	Phys Sci		Biology	Phys Sci	Biology Chemistry	Micro Biology		
English	English	English	English	English	English	English	Composition	Speech	Crit Reading Tech Writing	Literature		
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	History/ Psychology	Sociology/ Economics	Economics	World History		
PE	PE	Other/Recom Elec	PE or Visual Arts	PE	Business Course		Art, PE Acctg	Bus Mgmt Comp Applic	Mgmt Theory	Fine Arts		
Exploratory Family and Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II	Consumer & Family Studies Core II	Advanced Food & Nutrition	Nutritional Science#	Nutrition Prin Food I	Prin Food II Sensory Eval	Food Prod Dev & Eval Cost Analysis	Food Production Food Laws, Regs & Insp		
		FCS Related Occupations (FCSRO)				Careers in Food Service & Hospitality	Serv Safe Intro Sys Mgmt	Quality Assurance Food Sys Mgmt	Prod Devl & Eval Prof Work Exp Healthy Cooking	Prof Work Exp Senior Seminar		
<p>* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12</p>					<p>Certificate: Food Service &amp; Hospitality</p>				<p>High School Diploma</p>			

## FOOD SERVICE AND HOSPITALITY RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

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400 N S. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org/>

AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Bakers Association (ABA)** (202) 789-0300  
601 Pennsylvania Ave., NW, Suite 230  
Washington, DC 20004 <http://www.americanbakers.org/>

The American Bakers Association (ABA) is the Washington D.C.-based voice of the wholesale baking industry. Since 1897, ABA has worked to increase protection from costly government overreach, build the talent pool of skilled workers with specialized training programs, and forge industry alignment by establishing a more receptive environment to grow the baking industry. ABA advocates on behalf of more than 1,000 baking facilities and baking company suppliers. ABA members produce bread, rolls, cookies, crackers, bagels, sweet goods, tortillas, and many other wholesome, nutritious, baked products feeding America's families. The baking industry generates more than \$153 billion in economic activity annually and employs more than 799,500 highly skilled people.

**American Correctional Food Service Association (ACFSA)** (818) 843-6608  
210 N. Glenoaks Blvd., Suite C FAX (818) 843-7423  
Burbank, CA 91502 <http://www.acfsa.org>

ACFSA is a national nonprofit organization dedicated to the professional growth of our nation's correctional foodservice. Their mission is to develop and promote educational programs and networking activities to improve professionalism and provide an opportunity for broadening knowledge.

**American Culinary Federation (ACF)** (800) 624-9458  
180 Center Place Way (904) 824-4468  
St. Augustine, FL 32095 FAX (904) 825-4758  
<http://www.acfchefs.org>

An authority on cooking in America since 1929, ACF is the premier professional chef's organization in North America with more than 22,000 members in over 230 chapters. In 1976, ACF forever changed the culinary industry by elevating the position of the executive chef from service status to the professional category in the U.S. Dept. of Labor's Dictionary of Official Titles. This organization offers competitions, certifications, national apprenticeship programs, regional and national events, and magazines that help foster the growth of professional chefs and the foodservice industry.

**California Restaurant Association (CRA)**  
621 Capital Mall, Suite 2000  
Sacramento, CA 95814

(800) 765-4842  
(916) 447-5793  
FAX (916) 447-6182  
<http://www.calrest.org>

CRA is the oldest restaurant association in America, with more than 100 years experience, and more than 90,000 eating and drinking establishments currently operating in California. The association believes in empowering its members and strive to provide them with tools that will make their lives simpler and their businesses more appealing to employees and customers alike.

**Council on Hotel, Restaurant & Institutional Education (CHRIE)**  
2810 North Parham Road, Suite 230  
Richmond, Virginia 23294

(804) 346-4800  
FAX (804) 346-5009  
<http://www.chrie.org>

CHRIE is a nonprofit professional association, providing programs and services to continually improve the quality of global education, research, service, and business operation in the hospitality and tourism industry.

**Dairy Deli Bakery Council of Southern California (DDBC)**  
P.O. Box 1872  
Whittier, CA 90609-1872

(562) 947-7016  
FAX (562) 947-7872  
<http://ddbcsocal.org>

DDBC is an association of retailers, brokers, suppliers, distributors and manufacturers (both regional and national) who are conducting business in the perishable food industry. This nonprofit group provides education to members, news on trends, legislation, and issue updates through their magazine *Deli News*.

**Foodservice Consultants Society International (FCSI) Director of Administration**  
1444 Parkedge Street  
Rockwood, Ontario, NOB 2KO, Canada

(519) 856-0783  
FAX (519) 856-0648  
<http://www.fcsi.org>

FCSI has served the food service industry for over 50 years. It is a world-wide association for experts in the industry that serve as consultants. Their motto: "We share, we support, we inspire."

**Family and Consumer Sciences Web Site**  
Fresno County Superintendent of Schools  
1318 E. Shaw Ave., Suite 420  
Fresno, CA 93710

FAX (559) 278-7824  
<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

**National Association of Catering Executives (NACE)**  
9891 Broken Land Parkway, Suite 301  
Columbia, MD 21046

(410) 290-5410  
FAX (410) 290-5460  
<http://www.nace.net>

The National Association of Catering Executives, the oldest and largest catering association in the world, encompasses all aspects of the catering industry. Dedicated to promoting career success for its members and the professionalism of the industry, NACE offers educational programs, professional certification, chapter initiatives, networking opportunities, recognition and awards programs, a job bank, community service projects and the industry's most prestigious annual conference. In helping its members enhance their business and careers, NACE helps the industry reach its highest potential.



**National Restaurant Association (NRA)**  
1200 17<sup>th</sup> Street NW  
Washington, DC 20036

(800) 424-5156  
(202) 331-5900  
FAX (202) 331-2429

<http://www.restaurant.org>

Founded in 1919, with over 380,000-member restaurant establishments, the NRA is the leading business association for the restaurant industry. Together with the National Restaurant Association Educational Foundation, their goal is to lead America's restaurant industry into a new era of prosperity, prominence, and participation, enhancing the quality of life for all they serve.

**North American Association of Food Equipment Manufacturers (NAFEM)**  
161 North Clark Street, Suite 2020  
Chicago, IL 60601

(312) 821-0201  
FAX (312) 821-0202

<http://www.nafem.org>

NAFEM is a trade association of more than 625 foodservice equipment and supplies manufacturers that provide products for food preparation, cooking, storage and table service.

**School Nutrition Association**  
700 S. Washington Street, Suite 300  
Alexandria, VA 22314

(703) 739-3900  
FAX (703) 739-3915

<http://www.schoolnutrition.org>

The association's mission is to advance good nutrition for all children. It is a national, nonprofit professional organization representing more than 55,000 members who provide high-quality, low-cost meals to students across the country. It focuses on providing education and training; setting standards through certification and credentialing; and gathering and transmitting regulatory, legislative, industry, nutritional; and other types of information related to school nutrition.

**Society for Foodservice Management (SFM)**  
15000 Commerce Parkway, Suite C  
Mount Laurel, NJ 08054

(856) 380-6829  
FAX (856) 439-0525

<http://www.sfm-online.org>

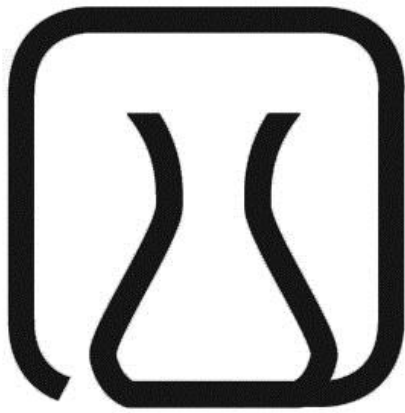
SFM serves the needs and interest of executives in the on-site foodservice industry. The principal role is to enhance the ability of their members to achieve career and business objectives in an ethical, responsible and professional climate. Its mission is to provide professional development through research and information, continuing education, and member interaction in a collaborative environment.

**The Vegetarian Resource Group**  
P.O. Box 1463  
Baltimore, MD 21203

(410) 366-8343  
<http://www.vrg.org>

A nonprofit organization dedicated to educating the public on vegetarianism and the interrelated issues of health, nutrition, ecology, ethics, and world hunger. Health professionals, activists, and educators work with businesses and individuals to bring about healthy changes in schools, workplaces, and communities. Registered dietitians and physicians aid in the development of nutrition related publication and answer member or media questions about the vegetarian diet.





## Career Pathway:

# Food Science, Dietetics, and Nutrition

## Career Outlook:

The field of Food Science, Dietetics, and Nutrition provides a significant impact on the general well-being of Californians. Society today dictates an emphasis on foods that are healthy, nutritious, delicious, and simple to prepare. The societal awareness and emphasis upon healthy and nutritional foods underscores the increased need for food science, nutrition and dietetics specialists. The demand for individuals with expertise in food composition and preparation makes this a growing career field. Because the food science field remains constantly competitive, the emerging trend shows a need for people with the knowledge of/experience in technology, marketing, and product development in “niche” markets. Increasing the state’s population will require food technologists, nutritional/dietary aides with knowledge of the special needs of seniors, as well as people who can work in institutional settings to service large groups of people. Career possibilities range from food technologist and dietary technician, food product developer, nutritionist, to food and drug inspector and dietitian.

## Program Description:

Studies in the Food Science, Dietetics, and Nutrition career pathway offers students a science-based foundation for occupations in food technology, research, health care, and supportive services for people to maintain healthy lifestyles. Students pursuing this pathway study government, state and local regulations; food safety and sanitation; nutritional and dietary needs; food preferences and marketing; food and statistics; food preparation; dietary assistance; research and development; quality analysis and sensory evaluation; and industrial public relations. Students also learn employment and management skills.

## FOOD SCIENCE, DIETETICS, AND NUTRITION

### Career Path Specialization: Food Science and Technology



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Food Demonstrator Food Event Specialist Food Merchandiser Food Product Tester	Food Laboratory Aide Food Product Ambassador Quality Control Inspector Test Kitchen Home Economist	Consumer Product Specialist Food Laboratory Technician Food Scientist Food Technologists

### Career Information for a Selected Entry-Level Position

#### Food Demonstrator

O Net Reference: 41-9011.00

**Employment Outlook** – Nationally, in 2018 Food Demonstrators and Promoters held about 87,400 jobs. Employment is projected to increase by 5 percent or to approximately 92,000 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 15,800. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- Most jobs are part-time or have variable work schedules, and many require frequent travel.
- Formal training is limited and education beyond high school is usually not required.

#### **Average California Earnings:**

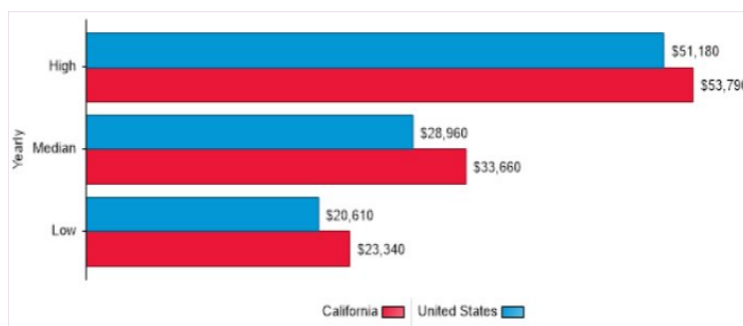
Entry Level                      \$11.22 hour  
 Median Range                 \$16.18 hour  
 Experience & Training    \$25.86 hour

#### **Estimated employment change in California through 2016 to 2026:**

21,000 to 21,900                +9%

#### **Projected Annual Job Openings:**

3,880



## Career Pathway

### FOOD SCIENCE, DIETETICS, AND NUTRITION

#### Career Path Specialization: Dietetics and Nutrition



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Food Demonstrator Food Event Specialist Food Laboratory Aide Food Product Promoter Test Kitchen Food Assembler	Certified Fitness Nutritionist Food & Drug Inspector Food Production Chemist Food Products Tester Quality Control Inspector	Consumer Product Specialist Food Processing Plant Manager Food Scientist Quality Assurance Supervisor Technical Services Analyst

#### Career Information for a Selected TECHNICAL-Level Position

### Certified Fitness Nutritionist

O Net Reference: 29-2051.00

**Employment Outlook** – Nationally, in 2018, Dietetic Technicians held about 34,800 jobs. Employment is projected to increase by 6 percent or to approximately 36,900 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 14,600. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- With the ever-important role diet and nutrition play today, careers in this field offer infinite potential especially in new and specialized areas.
- While most jobs have been in the health industry new occupations are flourishing as individuals have become increasingly concerned with fitness, weight, and aging.

#### **Average California Earnings:**

Entry Level	\$11.22 hour
Median Range	\$15.19 hour
Experience & Training	\$25.34 hour

#### **Estimated employment change in California through 2016 to 2026:**

4,200 to 4,800 +14%

#### **Projected Annual Job Openings:**

410



## FOOD SCIENCE, DIETETICS, AND NUTRITION

### Career Path Specialization: Dietetics and Nutrition Services



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Dietary Aide Dietary Clerk Nutrition Assistant Fitness Nutrition Assistant	Certified Fitness Nutritionist Clinical Dietetic Technician Diet Counselor Nutrition Technician	Dietary Manager Diet Counseling Director Nutritionist Registered Dietitian

### Career Information for a Selected PROFESSIONAL-Level Position

#### Nutritionists & Registered Dietitians

O Net Reference: 29-1031.00

**Employment Outlook** – Nationally, in 2018 Registered Dietitians and Nutritionists hold about 70,900 jobs. Employment is projected to increase by 11 percent or to approximately 78,900 jobs in the United States through the year 2028. This growth is considered “**much faster than average**” for all occupations. The projected annual job openings nationally will be 5,500. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

- Registered Dietitians and Nutritionists need at least a bachelor’s degree in dietetics, foods and nutrition, food service systems management, or a related area; licensure, certification, or registration requirements vary by state.

#### **Average California Earnings:**

Entry Level               \$ 20.62 hour  
Median Range         \$ 36.46 hour  
Experience & Training   \$ 48.36 hour

#### **Estimated employment change in California through 2016 to 2026:**

8,600 to 10,300       +20%

#### **Projected Annual Job Openings:**

730



**COURSE SEQUENCE IN A FOOD SCIENCE, DIETETICS, AND NUTRITION CAREER PATHWAY  
WITH SPECIALIZATION IN DIETETICS AND NUTRITION SERVICES\*\***

MIDDLE SCHOOL				HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14	
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Algebra or Bus Math	Statistics	
Science	Science	Science		Biology	Chemistry	Anatomy/Physiol	Chemistry	Organ Chem, Humn Phys	
English	English	English	English	English	English	English	Composition	Speech, Wr, Pb	
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/Economics	History Psychology	Sociology Economics	
PE	PE	Other/Recom Elec	PE For Lang	PE For Lang	For Lang		Acctg, PE	Comp Applic, Spanish	
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Advanced Food & Nutrition	Consumer & Family Studies Core II or Nutritional Science	Nutrition, Princ Food, Life Mgmt, Contmp Iss-FN, Meal Mgmt	Geron Nutrtn, Fdsrv Mgt, Nutrtn Care, Child Nutr, Nutrtn Ed	
		FCS Related Occupations (FCSRO)					Food Prod, San/Safety, Resrc Mgt, Work Exp	Cult Foods, Diet Educ, Nut/Wr Mgt, Nut Del Syst, Clin Intshp	

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

\*\* Must complete approved internship and registration exam to qualify as registered dietician

Certificate: Food Science, Dietetics & Nutrition	Certificate of Completion: Dietary Aide	Certificate of Achievement: Dietetic Assistant
High School Diploma		Associate Degree

**COURSE SEQUENCE IN A FOOD SCIENCE, DIETETICS, AND NUTRITION CAREER PATHWAY  
WITH SPECIALIZATION IN DIETETICS AND NUTRITION SERVICES\*\***

MIDDLE SCHOOL					HIGH SCHOOL				FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16		
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Adv Math		Algebra or Bus Math	Statistics				
Science	Science	Science		Biology	Chemistry	Anatomy/Physiol	Chemistry Gen Biol	Organ Chem Microbiol	Human Physiol Biochemistry			
English	English	English	English	English	English	English	Composition Crit Think	Rept Wrtg Speech	Crit Reading Tech Writing			
History/ Social Science	History/ Social Science	History/ Social Science		World History	US History	Government/ Economics	Anthropol Polit Sci Sociology	Amer Instit Psychology	Economics	World History		
PE	PE	Other/Recom Elec	PE For Lang	PE For Lang	For Lang			Comp Applic Accounting	Mgt Theory	Fine Arts		
Exporatory FCS (6-7)	Exporatory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Advanced Food & Nutrition	Consumer & Family Studies Core II or Nutritional Science	Great FCS Pers/Fam Devt Text/Apparel Elect	Meal Mgt Adv Nutrition	Human Res Mgt Matern/Child Nutrin Hous/Furn	FCS Tech Meth Cult Food Comm Nutr Sr Proj		
		FCS Related Occupations (FCSRO)					Int Food Sci Food Prep	Food Proc Meats Food Purch	Nutr Aging Orgnz Theor FCS Rsrch Quant Food Prodctn	Exptl Nutr Diet Ther Equipment Food Mgt Internship		
<p>* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12</p> <p>** Must complete approved internship and registration exam to qualify as registered dietician</p>							<div>Certificate: Food Science, Dietetics &amp; Nutrition</div> <div>High School Diploma</div> <div>**Bachelor Degree</div>					



## FOOD SCIENCE, DIETETICS, AND NUTRITION RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

**Academy of Nutrition and Dietetics** (800) 877-1600  
120 South Riverside Plaza, Suite 2190 (312) 899-0040  
Chicago, IL 60606-6995 <http://www.eatright.org>  
Mission: Accelerate improvements in global health and well-being through food and nutrition. Vision: A world where all people thrive through the transformative power of food and nutrition.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N S. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org/>  
AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Correctional Food Service Association (ACFSA)** (818) 843-6608  
P.O. Box 10065 FAX (818) 843-7423  
Burbank, CA 91510 <http://www.acfsa.org/>  
The ACFSA's mission is to develop and promote educational programs and networking activities to improve professionalism and provide an opportunity for broadening knowledge.

**Commission on Dietetic Registration (CDR)** (800) 877-1600 Ext. 5500  
120 South Riverside Plaza, Suite 2190 (312) 899-0040 Ext. 5500  
Chicago, IL 60606-6995 FAX (312) 899-4772  
<http://www.cdrnet.org>  
The CDR administers valid, reliable, and rigorous credentialing processes to protect the public and meet the needs of CDR credentialed practitioners, employers and consumers.

**Family and Consumer Sciences Web Site**  
Fresno County Superintendent of Schools  
1318 E. Shaw Ave., Suite 420 <http://www.ca-fcs.org>  
Fresno, CA 93710  
California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

**Nutrition Association**

2900 S. Quincy Street, Suite 700  
Arlington, VA 22206

(703) 824-3000

FAX (703) 824-3015

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

The SNA is a national, nonprofit professional organization representing more than 58,000 members who provide high-quality, low-cost meals to students across the country. Its mission is to empower and support school nutrition professionals in advancing the accessibility, quality and integrity of school nutrition programs.

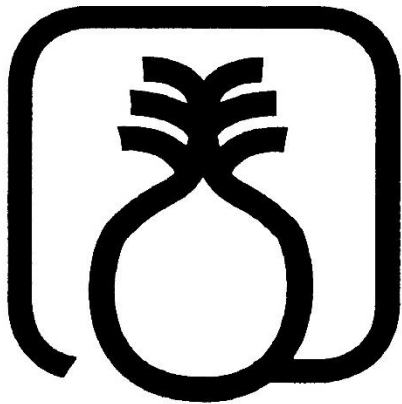
**The Vegetarian Resource Group**

P.O. Box 1463  
Baltimore, MD 21203

(410) 366-8343

<http://www.vrg.org>

VGR is a nonprofit organization dedicated to educating the public on vegetarianism and veganism and the interrelated issues of health, nutrition, ecology, ethics, and world hunger. Our health professionals, activists, and educators work with businesses and individuals to bring about healthy changes in your school, workplace, and community. Registered dietitians and physicians aid in the development of nutrition related publications and answer member or media questions about the vegetarian and vegan diet.



## Career Pathway:

# Hospitality, Tourism, and Recreation

## Career Outlook:

Wonderful opportunities are plentiful in the Hospitality, Tourism, and Recreation career pathway. The global existence of this industry makes it possible to work anywhere in the world. Expected growth is anticipated to be about 14 percent through the year 2026. California will always be one of the most popular tourist destinations in the United States. Making a career choice in this field allows for infinite possibilities in both choice of desired occupation, as well as preference of city, state, or country in which to work. Position employability will always be in high demand for this industry's major sectors: lodging, travel services, and recreation. Working in this career field, one can look forward to providing services for a specific clientele; as a supervisor, director or travel guide, scheduling and organizing events; as a certified meeting planner, working as a manager in a theme park, or managing a hotel or bed and breakfast establishment. This is just a small sampling of the unlimited employment options that can be considered for this career pathway.

## Program Description:

Students pursuing a career in hospitality, tourism, and recreation will study all aspects of the industry, including policies and procedures, laws and regulations; customer and guest information and service; information systems; sales and marketing; facility operations and management; destinations; financial transactions; reservations and ticketing; itineraries; international travel and requirements; event planning; outdoor recreation management; to include theme park attractions, and exhibitions. Hospitality, Tourism, and Recreation students also learn employment and management skills.

## HOSPITALITY, TOURSIM, & RECREATION

### Career Path Specialization: Hospitality and Tourism



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Greeter Ground Support Agent <b>Guest Services Agent</b> Host & Hostess Hotel Concierge	Conference Planner Events Manager Front Desk Manager Guest Services Supervisor Hotel/Lodging Manager/Supervisor	Conference Planning Manager Convention Coordinator Director of Conference Services Hotel General Manager Bed & Breakfast Innkeeper

### Career Information for a Selected ENTRY-Level Position

#### Guest Services Agent

O Net Reference: 39-6012.00

**Employment Outlook** – Nationally, in 2018, Guest Service Agents held about 38,200 jobs. Employment is projected to increase by 5 percent or to approximately 40,200 jobs in the United States through the year 2028. This growth is considered “average” for all occupations. The projected annual job openings nationally will be 5,800. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

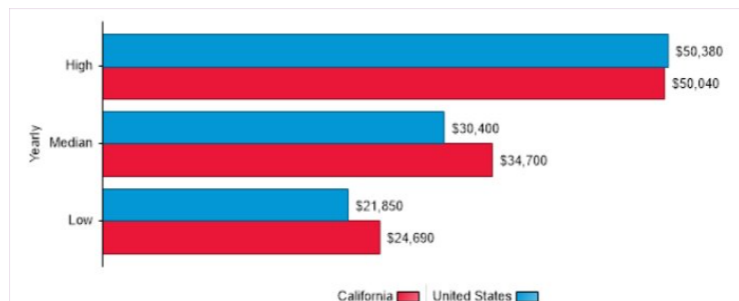
- Individuals in these positions assist customers at hotels, apartments or office buildings with personal services. Duties may also include taking messages; arranging or giving advice on transportation; providing business services or planning entertainment.
- Professional appearance and personality are more important than formal academic training in getting a job.

#### Average California Earnings:

Entry Level                      \$ 11.87 hour  
Median Range                 \$16.68 hour  
Experience & Training       \$24.06 hour

**Estimated employment change  
in California through 2016 to 2026:**  
3,600 to 4,200                      +17%

**Projected Annual Job Openings:**  
590



## Career Pathway

# HOSPITALITY, TOURSIM, & RECREATION

### Career Path Specialization: Hospitality



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Bellman Concierge Hotel Desk Clerk Reservation Clerk	Certified Meeting/Event Planner Guest Services Manager Front Desk/Guest Services Manager Hotel Manager	Convention Services Manager Club/Resort/ Hotel Manager Innkeeper/Owner Lodging Facilities Manager

### Career Information for a Selected TECHNICAL-Level Position

#### Certified Meeting/Event Planner

O Net Reference: 13-1121.00

**Employment Outlook** – Nationally, in 2018, Meeting and Convention Planners hold about 134,100 jobs. Employment is projected to increase by 7 percent or to approximately 143,800 jobs in the United States through the year 2028. This growth is considered **“faster than average”** for all occupations. The projected annual job openings nationally will be 16,800. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### **Significant Points:**

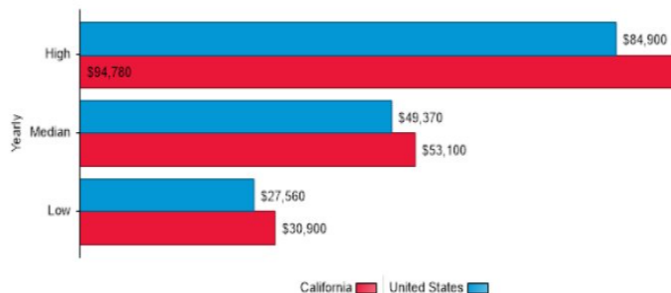
- Opportunities will be best for individuals with a bachelor’s degree and some experience as a meeting planner.
- Planners often work long hours in the period prior to and during a meeting or convention, and extensive travel may be required.

#### **Average California Earnings:**

Entry Level                      \$14.85 hour  
 Median Range                  \$25.53 hour  
 Experience & Training      \$45.57 hour

**Estimated employment change**  
**in California through 2016 to 2026:**  
 14,900 to 17,000                  +14%

**Project Annual Job Openings:**  
 2,020



## HOSPITALITY, TOURISM, & RECREATION

### Career Path Specialization: Recreation



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Amusement Rides Attendant Recreation Leader Sports Complex Attendant Tour Guide	Community Center Coordinator Hospitality Manager Recreation Director Social Director	Chief Operations Officer Executive Director Museum Curator Theme Park Director

### Career Information for a Selected PROFESSIONAL-Level Position

#### Theme Park Director

O Net Reference: 11-1021.00

**Employment Outlook** – Nationally, in 2018, General and Operations Managers held about 2,376,400 jobs. Employment is projected to increase by 7 percent or to approximately 2,541,400 jobs in the United States through the year 2028. This growth is considered “**faster than average**” for all occupations. The projected annual job openings nationally will be 230,000. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- The top executive field is expected to have strong competition because of the prestige and high paying salaries these jobs offer, as well as bonuses and benefit packages.
- The formal education and experience of top executives vary as widely as the nature of their responsibilities, but most have a bachelor's degree as well as considerable experience.

#### Average California Earnings:

Entry Level	\$25.73 hour
Median Range	\$54.86 hour
Experience & Training	\$100+ hour

#### Estimated employment change in California through 2016 TO 2026:

267,900 to 298,700      12%

#### Projected Annual Job Openings:

25,860



**COURSE SEQUENCE IN A HOSPITALITY, TOURISM, AND RECREATION CAREER PATHWAY  
WITH SPECIALIZATION IN LODGING**

MIDDLE SCHOOL				HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14	
Math	Math	Math	Math A or Algebra I	Algebra I or Geometry	Algebra II or Adv Math		Algebra		
Science	Science	Science		Biology	Chemistry		Biology	Phys Sci	
English	English	English	English	English	English	English	Oral Comm, Eng. Comp.	Analytical Thinking	
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/Economics	Political Science	Philosophy US History	
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang		Health Ed, PE		
Exploratory Family and Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Intro to Hospitality Careers	Consumer & Family Studies Core II	Menu Plan/Food Cost, Food Prod, Princ, Intr Food & Bev. Serv, Sanitation	Adv Rest. Operatns, Adv Culin Mgt., Restaurant Mgt Semnr.	
		Family Consumer Sciences Related Occupations (FCSRO)				Careers in Hospitality, Tourism & Recreation	Intro Hospit Industry, Intro to Catering	Hotel Sales & Catering, Food/Bev Control, Catering	

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate: Hospitality, Tourism & Recreation	Certification: Hotel, Restaurant & Culinology
High School Diploma	Associate Degree

**COURSE SEQUENCE IN A HOSPITALITY, TOURISM, AND RECREATION CAREER PATHWAY  
WITH SPECIALIZATION IN LODGING**

MIDDLE SCHOOL						HIGH SCHOOL				FOUR-YEAR COLLEGE AND UNIVERSITY							
7	8	Subject	9	10	11	12	13	14	15	16							
Math	Math	Math	Math A or Algebra I	Algebra I or Geometry	Algebra II or Adv Math		Finite Math	Bus Statistics									
Science	Science	Science		Biology	Chemistry			Natural Sci									
English	English	English	English	English	English	English	Speech Comp			Literature							
History/ Social Science	History/ Social Science	History/ Social Science		World History	US History	Government/ Economics	Western Civ Microecon Macroecon	Philosophy US History	Psychology Philosophy	Orgn Behav Sociology							
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	For Lang		Amer Bus For Lang Fine Arts	Acctn I-II Mgt Sci For Lang	Legal Bus Marketing Compt App	Intl Bus Mgt Fundmnt							
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Intro to Hospitality Careers	Consumer & Family Studies Core II			Princ Fd Mgt Hotel Mgt Corp Finan Tourism Info Systems	Oper Mgt Admn Policy Catering Fine Dining							
		FCS Related Occupations (FCSRO)				Careers in Hospitality, Tourism & Recreation			Food Serv Operatns Property Mgt	Hospitality Internship Profit Anal							
* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12																	
																Certificate: Hospitality, Tourism & Recreation	
																High School Diploma	
												Bachelor Degree					



## HOSPITALITY, TOURISM, AND RECREATION RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N S. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663

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

AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Hotel & Lodging Association (AH&LA)** (202) 289-3100  
1250 Eye Street, N.W., Suite 1100 FAX (202) 289-3199  
Washington, DC 20005 <http://www.ahla.com>

AH&LA vision is for a vibrant and united hospitality industry powering America's economy. Its mission is to be the indispensable resource serving, supporting and advocating on behalf of the American hospitality industry.

**American Hotel & Lodging Educational Institute (AHLEI)** (800) 349-0299  
6751 Forum Drive, Suite 220 (407) 999-8100  
Orlando, FL 32821 <http://www.ahlei.org>

The global hospitality industry turns to AHLEI for the best in training and education for all segments of hospitality. For more than 65 years they have worked to provide hospitality organizations and schools with quality resources to train, educate, and certify hospitality professionals.

**American Society of Travel Agents (ASTA)** (703) 739-2782  
675 N Washington St FAX 703684-8319  
Alexandria, VA 22314 <http://www.asta.org>

ASTA is the world's largest association of travel professionals. Its mission is to inspire families to travel – and to travel more – while advocating for travel as an essential part of every child's education. To accomplish our mission, we are focusing on three primary areas: Educate consumers on the positive and lasting impact that travel has on children. Promote all the child-friendly experiences, services and destinations families can share together. Simplify the real and perceived challenges of planning family getaways.

**Association of Independent Hospitality Professionals** (717) 433-6813  
P.O. Box 126639 <http://www.independent-innkeeping.org>  
Harrisburg, PA 17112

AIHP is a cohesive community of passionate and forward-thinking people who are the recognized thought leaders and voice within the industry serving as the standard-bearer of excellence among the small business lodging industry. AIHP's mission is committed to creating community, exchanging knowledge: including creating, curating, sharing and harvesting actionable understanding (research) and promoting, protection and advocacy for the industry.

**California Association of Boutique & Breakfast Inns (CABBI)** (800) 373-9251  
414 29<sup>th</sup> Street FAX (916) 444-2738  
Sacramento, CA 95816-3211 <http://www.cabbi.com/>  
CABBI works to promote the bed and breakfast experience to the traveling public as well as to educate, support, and encourage its members to provide a quality stay for inn travelers.

**California Department of Tourism** (916) 444-4429  
555 Capitol Mall Suite 1100 <http://www.visitcalifornia.com/>  
Sacramento, CA 95814  
California's official source for travel and tourism information.

**California Hotel & Lodging Association (CH&LA)** (800) 678-2462  
414 29<sup>th</sup> Street, P.O. Box 160405 (916) 444-5780  
Sacramento, CA 95816-0405 <http://www.calodging.com/>  
CH&LA is the resource for communication and protecting the rights and interest of the California lodging industry. It established the basic framework for adequately representing the interests and goals of California's multifaceted lodging industry.

**California Park & Recreation Society (CPRS)** (916) 665-2777  
7971 Freeport Blvd. FAX (916) 665-9149  
Sacramento, CA 95832-9701 <http://www.cprs.org/>  
The California Park & Recreation Society's mission is to advance the park and recreation profession through education, networking, resources and advocacy.

**Cruise Lines International Association (CLIA)**  
1201 F Street NW, Suite 250  
Washington, DC 20004 <http://www.crusing.org>  
CLIA is the world's largest cruise industry trade association providing a unified voice and leading authority of the global cruise community. Its mission is to foster members success by, educating and promoting the common interests of the cruise community.

**Family and Consumer Sciences Web Site**  
Fresno County Superintendent of Schools  
1318 E. Shaw Ave., Suite 420 <http://www.ca-fcs.org>  
Fresno, CA 93710  
California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

**International Association of Amusement Parks & Attractions (IAAPA)** (703) 836-4800  
1448 Duke Street FAX (703) 836-9678  
Alexandria, VA 22314 <http://www.iaapa.org>  
IAAPA seeks to serve members by promoting safe operations, global development, professional growth, and commercial success of the amusement parks and attractions industry.

**International Council on Hotel, Restaurant & Institutional Education (CHRIE)** (804) 346-4800  
2810 North Parham Road, Suite 230 FAX (804) 346-5009  
Richmond, Virginia 23294 <http://www.chrie.org/>  
CHRIE is a nonprofit professional association whose mission is to advance knowledge in hospitality and tourism. They provide programs and services to continually improve the quality of global education, research, service, and business operation in the hospitality and tourism industry.

**International Festival & Events Association (IFEA)** (208) 433-0950  
2603 West Eastover Terrace <http://www.ifea.com/>  
Boise, ID 83706  
Behind the scenes of the IFEA is a dedicated, creative and event-experienced staff, ready to help provide the answers, guidance, information, resources, contacts, programming, benefits, and support that you need to be successful. The IFEA is a 501(c) 6 not-for-profit organization that is overseen by an independent, international Board of Directors. Globally, we are represented by affiliate regional organizations, each with their own boards and staff representative. Global regions are then often further broken down by affiliated partner and/or ambassadors in individual regions, countries, states, provinces and territories.

**International Society of Meeting Planners (ISMP)** (877) 743-6802  
810 N. Farrell Dr. (760) 327-5284 Ext. 252  
Palm Springs, CA 92262 (Physical Address) FAX (760) 327-5631  
P. O. Box 879 <http://www.ismp-assoc.org/>  
Palm Springs, CA 92263 (Mailing Address)  
The ISMP's primary objectives are the professional recognition and ongoing education of its membership. Through news bulletins, meeting guidelines, seminars and international industry updates, the association is committed to providing the most current information available.

**Meeting Professionals International (MPI)** (866) 3182743  
2711 Lyndon B. Johnson Freeway, Suite 600 (972) 702-3053  
Dallas, Texas 75234-7349 USA <http://www.mpiweb.org>  
MPI is the largest meeting and event industry association worldwide. They provide innovative and relevant education, networking opportunities and business exchanges, and acts as a prominent voice for the promotion and growth of the industry. Its mission is to connect the global meeting and event community to learn, innovate, collaborate and advocate. Their vision: To lead and empower the meeting and event community to change the world.





## Career Pathway:

# Interior Design

## Career Outlook:

From corporate America to individual homeowners, a need exists for professionals to help create or enhance living and working environments. Home and business owners are choosing professionals to turn their visions into reality; marketing professionals are deferring to interior and environmentally sensitive designers to tell their stories. Residential and office design will continue to gain importance as it is revolutionized by the increased use of technology, bold colors, and historic classicism balanced by trends and fashion.

Hottest new trends include universal design and aging in place, as well as the concept of cohousing communities and living a more minimalistic life in a tiny house. Careers range from showrooms to assistant, display designer, photo stylist, and energy auditor. Other roles include furniture designer, interior designer, set designer, furnishings manager, equipment specialist, and restorations specialists.

## Program Description:

Students pursuing the Interior Design career pathway study various aspects of the field including the principles and elements of interior design; space planning and interior systems; window, wall, and door fabrication and installation; furniture construction; sales and merchandising; history of furniture and design; laws and regulations; operational procedures and professionalism. Interior Design students also learn employment and management skills.

Career Pathway

**INTERIOR DESIGN**

Career Path Specialization:  
**Interior Design**



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Display Associate Display Specialist Retail Sales Associate Set Decorator	Display Decorator Display Coordinator Facility & Space Specialist In Store Marketing Associate	Display & Visual Designer Display Director Visual Director Visual Presentation Manager

## Career Information for a Selected ENTRY-Level Position

### Display Associate O Net Reference: 27-1026.00

**Employment Outlook** – Nationally, in 2018, Merchandise Display Persons and Window Trimmers held about 168,400 jobs. Employment is projected to increase by 2 percent or to approximately 171,600 jobs in the United States through the year 2028. This growth is considered “slower than average” for all occupations. The projected annual job openings nationally will be 17,300. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Display associates plan and erect commercial displays, such as those in windows and interiors of retail stores and at trade exhibitions.
- While growth is expected to be moderate, this field offers numerous career choices depending on skills, desire, and creativity.

#### Average California Earnings:

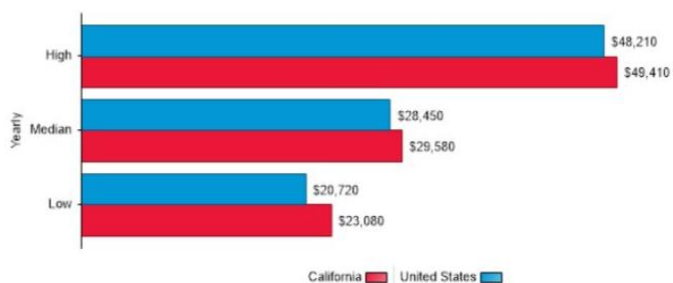
Entry Level \$ 11.10 hour  
 Median Range \$14.22 hour  
 Experience & Training \$23.75 hour

#### Estimated employment change in California through 2016 to 2026:

12,900 to 13,600 +5%

#### Projected Annual Job Openings:

1,280



## Career Pathway

### INTERIOR DESIGN

#### Career Path Specialization: Interior Design



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Display Associate Display Coordinator Display Specialist Set Decorator Window Trimmer	Certified Ergonomic Consultant <b>Certified Kitchen &amp; Bath Specialist</b> Color Consultant Display Coordinator Show Design Supervisor	Design Chief Exhibitions Curator Display and Visual Director Set & Exhibition manager Interior Designer

### Career Information for a Selected TECHNICAL-Level Position

## Certified Kitchen & Bath Specialist

O Net Reference: 27-1025.00

**Employment Outlook** – Nationally, in 2018, Interior Designers held about 75,400 jobs. Employment is projected to increase by 4 percent or by approximately 78,600 jobs in the United States through the year 2028. This growth is considered **“about average”** for all occupations. The projected annual job openings nationally will be 8,000. Projected job openings refer to the average annual job openings due to growth and net replacement.

### Significant Points:

- Most significant source of postsecondary education or training: moderate-term on-the-job training.
- Computer training in CAD and graphics will be an essential skill for an individual to be a step ahead in the industry.

### Average California Earnings:

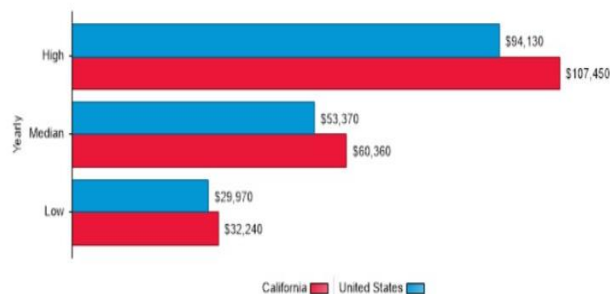
Entry Level \$15.50 hour  
 Median Range \$29.02 hour  
 Experience & Training \$51.66 hour

### Estimated employment change in California through 2016 to 2026:

9,200 to 9,700 +5%

### Projected Annual Job Openings:

920



### Career Pathway

## INTERIOR DESIGN

Career Path Specialization:  
**Interior Design**



Entry Level Positions:	Technical Level Positions:	Professional Positions:
Display Coordinator Furniture Rental Consultant Exhibition Set Up Worker Merchandise Displayer Retail Sales Associate	Color Expert Design Consultant Historical Society Window Dresser Interior Sales Manager Show Design Supervisor	Design Chief Exhibitions Curator Interior Designer Scenic Designer Set & Exhibition Designer

### Career Information for a Selected PROFESSIONAL-Level Position

#### Set & Exhibit Designers

O Net Reference: 27-1027.00

**Employment Outlook** – Nationally, in 2018, Set and Exhibit Designers held about 13,700 jobs. Employment is projected to increase by 5 percent or to approximately 14,400 jobs in the United States through the year 2028. This growth is considered “**about average**” for all occupations. The projected annual job openings nationally will be 1,500. Projected job openings refer to the average annual job openings due to growth and net replacement.

#### Significant Points:

- Keen competition is expected for jobs because many talented individuals are attracted to this occupation.
- Postsecondary education, especially a bachelor's degree, is recommended for entry-level positions; some states license interior designers.

#### Average California Earnings:

Entry Level \$ 15.97 hour  
 Median Range \$ 28.32 hour  
 Experience & Training \$ 53.00 hour

#### Estimated employment change in California through 2016 to 2026:

4,200 to 4,400 +5%

#### Projected Annual Job Openings:

410





**COURSE SEQUENCE IN A INTERIOR DESIGN CAREER PATHWAY  
WITH SPECIALIZATION IN INTERIOR DESIGN**

MIDDLE SCHOOL					HIGH SCHOOL				COMMUNITY COLLEGE	
7	8	Subject	9	10	11	12	13	14		
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II				Math Elect		
Science	Science	Science		Biology	Chemistry		Chemistry	Phsy Sci		
English	English	English	English	English	English	English	Composition Report Writ	Speech Crit Writing		
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	Sociology Anthropology	Psychology Am History		
PE	PE	Other/ Recom Elec	PE For Lang	PE For Lang	Visual Arts or For Lang	Arch Drafting	Fine Arts	Comp Applic		
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Interiors, Housing & Design	Consumer & Family Studies Core II or Environmental Design	Intr FCS Int Design Dsgn Anal Intr Foods	Fam Devt Textiles Textile Prod Nutrition		
		FCS Related Occupations (FCSRO)				Careers in Interior Design	Drafting Des Fund	Int Des Mat Color Theory		

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Certificate:  
Interior Design

High School  
Diploma

Associate  
Degree

MIDDLE SCHOOL					HIGH SCHOOL				FOUR-YEAR COLLEGE AND UNIVERSITY			
7	8	Subject	9	10	11	12	13	14	15	16		
Math	Math	Math	Algebra I or Geometry	Geometry or Algebra II				Math Elect	Statistics			
Science	Science	Science		Biology	Chemistry		Chemistry	Phsy Sci	Life Sci			
English	English	English	English	English	English	English	Composition Report Writ	Speech Crit Writing	Crit Writing			
History/Social Science	History/Social Science	History/Social Science		World History	US History	Government/ Economics	Sociology Anthropology	Psychology Amer History	Political Sci	World Hist/ Humanities		
PE	PE	Other/Recom Elec	PE or Foreign Lang	PE or Foreign Lang	Visual Arts or Foreign Lang	Arch Drafting	Fine Arts	Comp Applic				
Exploratory Family & Consumer Sciences (FCS)	Exploratory FCS 8 or *Consumer & Family Studies Core I	Consumer & Family Studies	Consumer & Family Studies Core I or II		Interiors, Housing & Design	Consumer & Family Studies Core II or Environmental Design	Intro FCS Int Design Dsgn Anal Intr Foods	Fam Devt Textiles Textile Prod Nutrition	Family Mgmt Present Meth Res Equip Technol	FCS Rsch Senior Project		
		FCS Related Occupations (FCSRO)				Careers in Interior Design	Drafting Des Fund	Int Des Mat Color Theory	Des Theory Art/Furn Hist	Adv Int Des Electives		

Certificate:  
Interior Design

High School  
Diploma

\* May be offered in grade 8 if one year in length and a formal, board-approved articulation agreement exists with grades 9-12

Bachelor  
Degree

## INTERIOR DESIGN RESOURCES

Professional and trade associations, other organizations, and government agencies offer career information, connections with individuals engaged in a career field, a sense of the issues and trends in the field, and resources. Many national and international associations have local and student chapters that could serve as a resource for Family and Consumer Sciences career awareness, exploration, and preparation. The resources listed below provide a sample of those available.

**American Association of Family & Consumer Sciences (AAFCS)** (800) 424-8080  
400 N S. Columbus Street, Suite 202 (703) 706-4600  
Alexandria, VA 22314 FAX (703) 706-4663  
<http://www.aafcs.org/>

AAFCS goal is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

**American Society of Interior Designers (ASID)** (202) 546-3480  
1152 15<sup>th</sup> St. NW, Suite 910 FAX (202) 546-3240  
Washington DC 20005 <http://www.asid.org/>

Through education, knowledge sharing, advocacy, community building and outreach, they strive to advance the interior design profession and, in the process, to demonstrate and celebrate the power of design to positively change people's lives. ASID leads interior designers in shared conversations around topics that matter from evidence-based and human-centric design to social responsibility, well-being, and sustainability. Their goal is to showcase the impact of design on the human experience and the value interior designers provide.

**Carpet and FabriCare Institute** (800) 227-7389  
20539 Marshall Street FAX (866) 254-7557  
Castro Valley, CA 94546 <http://www.cficonnects.org>  
The Carpet and FabriCare Institute's Mission is to improve and advance Textile and Flooring Care Professionals in the Cleaning, Restoration, Remediation and Inspection Industries, by motivating members to achieve the highest standards of Professionalism, Customer Service and Ethical Behavior.

**Counsel for Interior Design Accreditation (formerly FIDER)** (616) 458-0400  
206 Grandville Ave., Suite 350 FAX (616) 458-0460  
Grand Rapids, MI 49503 <http://www.accredit-id.org/>  
Mission: The CIDA advances the interior design profession as the definitive source for quality standards and accreditation in higher education. Vision: Interior designers are sought after professionals because of their education and expertise in elevating the human experience in the built environment.

### **Family and Consumer Sciences Web Site**

Fresno County Superintendent of Schools

1318 E. Shaw Ave., Suite 420

Fresno, CA 93710

<http://www.ca-fcs.org>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine Family and Consumer Sciences Related Occupations Career Pathways as well as resources and links for teachers. This site includes information about FCCLA, the co-curricular student leadership and career development organization.

### **Interior Design Educators Council (IDEC)**

9100 Purdue Road, Suite 200

Indianapolis, IN 46268

(317) 328-4437

FAX (317) 280-8527

<http://www.idec.org>

The council is dedicated to the advancement of education and research in interior design. Concentration is on establishing and strengthening lines of communication among educators, practitioners, educational institutions, and other organizations concerned with interior design education. Education services include bibliography, career guidance brochures, slide sets, student competition review, and scholarships. Members benefit from the Journal of Interior Design Education and Research, networks, and meetings.

### **International Association of Lighting Designers (IALD)**

The Merchandise Mart, Ste. 9-104

Chicago, IL 60654

(312) 527-3677

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

IALD serves professional interests of the lighting designer and communicates the benefits of designed lighting. It supports the principle that successful lighting design combines aesthetic sensitivity and technical knowledge. This is a volunteer association that relies on active participation of its over 700-member lighting designers around the world.

### **International Facility Management Association (IFMA)**

800 Gessner Road, Suite 900

Houston, TX 77024-4257

(713) 623-4362

FAX (713) 623-6124

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

IFMA is the world's largest and most widely recognized international association for professional facility managers, supporting more than 24,000 members in 100 countries. IFMA has a mission plan in place each year to "advance the professional discipline of facility management worldwide".

### **International Furnishings & Design Association (IFDA)**

610 Freedom Business Center, Suite 110

King of Prussia, PA 19406

(610) 992-0011

FAX (610) 992-0021

<http://www.ifda.com>

As the "voice" of the total furnishings and design industry, IFDA provides its members with the tools and resources to enhance their businesses. IFDA welcomes members from every facet of the furnishings and design industry. Members are executives and companies professionally engaged in the design, production, distribution, promotion, communication or education in the furnishings and design and/or related industries.

**International Interior Design Association (IIDA)**

111 E. Wacker Drive, Suite 222

Chicago, IL 60601

(888) 799-4432

Int'l: +01 (312) 467-1950

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

IIDA is the Commercial Interior Design association with global reach. Supporting design professionals, industry affiliates, educators, students, firms, and their clients through our network of 15,000+ members across 58 countries. Their mission is to provide meaningful resources to commercial interior designers and their clients to advance the profession and enhance business value,

**National Council for Interior Design Qualification (NCIDQ)**

225 Reinekers Lane, Suite 200

Alexandria, VA 22314

(202) 721-0220

IFAX (202) 721-0221

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

NCIDQ Certification is the industry's recognized indicator of proficiency interior design principles and a designer's commitment to the profession.

**National Kitchen and Bath Association (NKBA)**

687 Willow Grove Street

Hackettstown, NJ 07840

(800) 843-6522

FAX (908) 852-1695

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

Mission: Through creation of marketplaces, networks and certifications, NKBA will inspire, lead and empower the Kitchen and bath industry.

**Retail Design Institute**

126A West 14<sup>th</sup> Street, 2<sup>nd</sup> Floor

Cincinnati, Ohio 45202

(800) 379-9912

(513) 751-5815

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

The institute promotes the advancement and collaborative practice of creating selling environments.

**Society of Architectural Historians (SAH)**

1365 North Astor Street

Chicago, IL 60610-2144

(312) 573-1365

FAX (312) 573-1141

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

SAH was founded at Harvard University in 1940, the SAH is a nonprofit membership organization that serves a network of local, national, and international institutions and individuals who, by profession or interest, focus on the history of the built environment and its role in shaping contemporary life. SAH's mission promotes the study, interpretation, and conservation of architecture, design, landscapes, and urbanism worldwide for the benefit of all.



# Section II

## Post Secondary Program Majors and Educational Options Related to Family and Consumer Sciences

Students planning to continue their education in Family and Consumer Sciences (FCS) after high school need help in identifying schools and programs that relate to their career interests and goals. Postsecondary education programs related to FCS are taught in technical schools, community colleges, and colleges and universities. However, program and degree titles vary from educational institution to educational institution. The departments that teach these programs also vary. These variations can be confusing to students as well as instructors, counselors, and career center technicians.

A search of the internet and college catalogs was conducted to identify programs related to the nine secondary FCS career pathways and the educational institutions where they are taught. This section correlates the nine secondary Family and Consumer Sciences Education career pathways with common program and degree titles taught in California and at selected out-of-state institutions. These matrices will help FCS students find program majors that connect with career interests and goals.

Additional matrices identify California public and private postsecondary technical schools, community colleges, colleges, and universities offering FCS related programs in the nine pathways. The segment also includes a matrix cross referencing out-of-state postsecondary schools with secondary FCS career pathway programs. These matrices will help students identify the postsecondary schools that offer programs that relate to their career interests and goals. Students can follow up by investigating and comparing the advantages and disadvantages of schools offering the desired programs.

With these resources, instructors and career guidance personnel can help students explore options and make informed choices about postsecondary education. Informed choices will lead to greater satisfaction with postsecondary education and higher rates of program completion and career choices.





Examples of Postsecondary Program Titles  
Related to Secondary  
Family and Consumer Sciences Career Pathways

Family and Consumer Sciences Career Pathway	Program Titles
Child Development	Child Development Child & Family Studies Human Development Child Development & Guidance Child Psychology Child Services Family and Consumer Sciences Lifespan
Consumer Services	Consumer Affairs Consumer Services Consumer Science Family Economics Consumer Economics Life Management Consumer Studies & Family Economics Child, Family, & Consumer Studies Family Resource Management
Education ( <u>NOTE: Entry into California teaching credential programs requires a bachelor's degree.</u> )	Youth Services Administration Teacher Aide Early Childhood Development or Studies Early Childhood Education Elementary Education Family and Consumer Sciences Education Secondary Education Single Subject Credential
Family and Human Services	Human Development & Family Studies Lifespan Child Development, Family, & Human Services Consumer & Family Studies Family Life or Relations Family & Community Services Human Development & Aging Gerontology/Gerontological Services Marriage, Family, & Child Counseling ( <u>graduate degree program</u> ) Social Work/Services ( <u>usually a master's degree program</u> )

Family and Consumer Sciences Career Pathway	Program Titles
Fashion Design and Merchandising	Fashion Fashion & Textiles Clothing & Textiles Apparel or Fashion Design Costume Design Fashion Illustration Apparel Design & Production Apparel Production or Manufacturing Management Apparel Manufacturing Commercial Garment & Apparel Construction Design & Merchandising Apparel or Fashion Merchandising/Marketing Textiles Textile Arts Textile Science Clothing, Textiles, & Design
Food Science, Dietetics, and Nutrition	Nutrition & Dietetics Dietetics Food & Nutrition Human Nutrition Clinical Nutrition Nutritional Science Food Science Nutrition & Food Science Food Science & Technology
Food Service and Hospitality	Restaurant Management Commercial Food Service Food Service Management School Food Service Supervisor Food Systems Administration Hospitality Management Culinary Arts Culinary Arts Management Baking & Pastry Arts Management

Family and Consumer Sciences Career Pathway	Program Titles
Hospitality, Tourism, and Recreation	Hotel Administration or Management Hotel/Motel Management Hospitality Management Resort Management Travel & Tourism Travel Management Travel Services Leisure Studies Sports & Leisure Recreation Recreational Leadership Recreation Studies/Administration Parks & Recreation Management
Interior Design	Interior Design Environmental Design Design & Merchandising Human Ecology Home Furnishings Housing Management Housekeeping Maintenance/Management
Family and Consumer Sciences Education <u>(NOTE: Entry into a California credential program requires a bachelor's degree in a general FCS program such as those listed on the right.)</u>	Family Life Family Studies Family & Consumer Sciences Family Environmental Sciences Human Development & Family Sciences Child, Consumer, & Family Studies Consumer & Family Studies



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# California Community Colleges & Technical Schools

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# California Community Colleges

- Certificate or Degree program available

California Community College	Child Development	Consumer Services	Culinology	Education	Family & Human Service	Fashion Design/Merch	Food Science/Diet/Nutrition	Food Service/Hospitality	Hospitality/Tourism & Recreation	Interior Design	Family & Consumer Sciences
Allan Hancock College	●		●	●	●	●		●	●	●	
Antelope Valley College	●			●		●					
Barstow Community College	●										
Butte Community College	●			●		●	●		●		
Cabrillo College	●		●	●	●	●		●			
Canyons, College of the	●		●	●			●	●	●	●	
Cerritos Community College	●		●								
Chabot-Las Positas Community College District											
Chabot College	●			●	●		●			●	
Las Positas College	●						●			●	
Chaffey College	●		●	●		●	●	●		●	
Citrus Community College	●						●				
Coastline Community College	●		●		●						
Contra Costa Community College District											
Contra Costa College	●		●		●			●			
Diablo Valley College	●		●				●	●			
Los Medanos College	●								●		
Cuesta College	●		●	●	●		●	●	●		
Cypress College		●	●		●			●	●		
Desert, College of the	●	●	●		●		●	●			
El Camino Community College District											
Compton Community Ed Center	●		●	●			●		●		
El Camino College	●			●		●	●				
Feather River College	●		●	●				●	●		
Foothill-De Anza Community College District											
De Anza College	●										
Foothill College	●			●			●				
Fullerton College	●			●			●				
Gavilan College	●										
Glendale Community College	●		●	●	●			●			
Golden West College		●		●							
Grossmont-Cuyamaca Community College District											
Cuyamaca College	●		●	●							
Grossmont College	●		●			●					
Hartnell College	●										
Imperial Valley College	●			●							
Irvine Valley College	●						●				

# California Community Colleges

- Certificate or Degree program available

California Community College	Child Development	Consumer Services	Culinology	Education	Family & Human Service	Fashion Design/Merch	Food Science/Diet/Nutrition	Food Service/Hospitality	Hospitality/Tourism & Recreation	Interior Design	Family & Consumer Sciences
<b>Kern Community College District</b>											
Bakersfield College	●		●	●	●		●				
Cerro Coso Community College	●				●						
Porterville College	●										
Lake Tahoe Community College	●		●	●							
Lassen Community College	●				●		●				
Long Beach City College	●	●	●	●	●	●	●				
<b>Los Angeles Community College District</b>											
East Los Angeles College	●										
Los Angeles City College	●				●						
Los Angeles Harbor College	●	●	●		●						
Los Angeles Mission College	●	●	●	●	●		●	●			
Los Angeles Southwest College											
L. A. Trade-Technical College	●		●			●		●			
Los Angeles Valley College	●										
Pierce College	●										
West Los Angeles College	●			●					●		
<b>Los Rios Community College District</b>											
American River College	●			●		●	●		●	●	
Consumnes River College	●		●	●	●		●				
Folsom Lake College	●				●		●				●
Sacramento City College	●			●	●	●	●		●		●
Marin, College of	●			●					●		
Mendocino College	●			●	●						
Merced College	●			●	●		●				
Mira Costa College	●			●	●	●		●			
Monterey Peninsula College	●		●	●	●	●	●			●	●
Mt. San Antonio College	●	●	●	●	●	●	●	●		●	
Mt. San Jacinto College	●			●							
Napa Valley College	●		●	●	●	●			●		
Ohlone College	●		●				●			●	
Orange Coast College	●		●			●		●	●	●	●
Palo Verde College	●										
Palomar College	●					●	●			●	
Pasadena City College	●		●			●	●	●	●		
Alameda, College of						●					
Laney College			●					●			



# California Community Colleges

- Certificate or Degree program available

California Community College	Child Development	Consumer Services	Culinology	Education	Family & Human Service	Fashion Design/Merch	Food Science/Diet/Nutrition	Food Service/Hospitality	Hospitality/Tourism & Recreation	Interior Design	Family & Consumer Sciences
Merritt College	●		●		●						
<b>Rancho Santiago Community College District</b>											
Santa Ana College	●					●	●				
Santiago Canyon College	●			●			●				
Redwoods, College of the	●							●			
Rio Hondo Community College	●										
Riverside City College	●		●								
Saddleback College	●	●	●	●	●	●	●	●	●	●	
<b>San Bernardino Community College District</b>											
Crafton Hills College	●										
San Bernardino Valley College	●		●		●						
<b>San Diego Community College District</b>											
San Diego City College	●				●						
San Diego Continuing Education	●		●			●		●			
San Diego Mesa College	●		●	●		●	●	●		●	
San Diego Miramar College	●		●				●				
San Diego Ed Cultural Complex	Courses at San Diego City and San Diego Continuing Education										
San Francisco, City College of	●		●	●	●	●	●		●	●	
San Joaquin Delta College	●		●	●		●		●		●	
<b>San Jose-Evergreen Community College District</b>											
Evergreen Valley College				●							
San Jose City College	●			●			●				
<b>San Mateo County Community College District</b>											
Canada College	●			●	●	●	●			●	
San Mateo, College of							●				
Skyline College	●			●					●		
Santa Barbara City College	●		●				●	●		●	
Santa Monica College	●					●				●	
Santa Rosa Junior College	●		●		●	●	●	●		●	
Sequoias, College of	●		●	●	●	●	●	●			
Shasta College	●							●	●		
Sierra College	●			●	●	●	●		●		
Siskiyous, College of the	●										
Solano Community College	●				●		●				
Southwestern College	●		●	●				●	●		
<b>State Center Community College District</b>											
Clovis Community College	●			●							
Fresno City College	●		●	●	●		●	●	●		

# California Community Colleges

- Certificate or Degree program available

California Community College	Child Development	Consumer Services	Culinology	Education	Family & Human Service	Fashion Design/Merch	Food Science/Diet/Nutrition	Food Service/Hospitality	Hospitality/Tourism & Recreation	Interior Design	Family & Consumer Sciences
Madera Community College	●										
Oakhurst Community College	●						●				
Reedley College	●			●			●				
Taft College	●										
<b>Ventura County Community College District</b>											
Moorpark College	●			●							
Oxnard College	●		●	●		●	●				
Ventura College	●										
Victor Valley College	●										
Vista College	No courses available in these programs										
West Hills College (Coalinga Campus)	●		●	●				●			
<b>West Valley-Mission Community College District</b>											
Mission College	●		●	●				●			
West Valley College	●			●		●	●		●	●	
<b>Yosemite Community College District</b>											
Columbia College	●		●					●	●		
Modesto Junior College	●			●	●						
Yuba College	●		●								

## California Private Technical School Associate Degree & Certificate Programs Related to Secondary Family and Consumer Sciences Education

TECHNICAL SCHOOL	LOCATION	CD	CS	E	FHS	FD M	FS DN	FSH	HTR	ID
California Culinary Academy	San Francisco							•		
Culinary Institute of America at Greystone	St. Helena							•		
California School of Culinary Arts	Pasadena							•		
Epicurean School of Culinary Arts	Los Angeles							•		
Fashion Institute of Design & Merchandising	Los Angeles San Francisco					•				•
Institute of Culinary Education	Los Angeles New York							•		
La Sierra University	Riverside			•						
Mount St. Mary's College	Doheny	•		•	•					
Napa Valley Cooking School	St. Helena							•	•	
Otis College of Art & Design	Los Angeles					•				•
Tante Marie's Cooking School	San Francisco							•		

CD = Child Development  
 CS = Consumer Services  
 E = Education  
 FHS = Family and Human Services  
 FDM = Fashion Design Merchandising  
 FSDN = Food Science, Dietetics, and Nutrition  
 FSH = Food Service and Hospitality (including Culinary Arts)  
 HTR = Hospitality, Tourism, and Recreation  
 ID = Interior Design



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# California & Selected Out-of-State Colleges & Universities

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## California Public College and University Programs Related to Family and Consumer Sciences Education

COLLEGE/UNIVERSITY	LOCATION	CD	CS	E	FHS	FD M	FS DN	FSH	HTR	ID	FCS
CA State University, Bakersfield	Bakersfield	•									
CA State University, Chico	Chico	•		•	•		•	•	•	•	
CA State University, Dominguez Hills	Dominguez Hills	•		•	•						
CA State University, East Bay	Hayward	•							•		
CA State University, Fresno Child, Family & Consumer Studies; Food Science & Nutrition	Fresno	•	•	•		•	•	•			
CA State University, Fullerton	Fullerton	•		•	•						
CA State University, Long Beach Family & Consumer Science	Long Beach	•		•	•	•	•	•	•		•
CA State University, Los Angeles	Los Angeles	•		•			•				
CA State University, Monterey Bay	Monterey Bay			•	•						
CA State University, Northridge Family Environmental Sciences	Northridge	•		•					•		•
CA State University, Sacramento Family & Consumer Sciences	Sacramento			•					•	•	•
CA State University, San Bernardino	San Bernardino	•		•					•		
CA State University, San Marcos	San Marcos	•									
CA State University, Stanislaus	Stanislaus	•									
Cal Polytechnic University, Pomona	Pomona			•		•	•	•	•		
Cal Polytechnic University, San Luis Obispo	San Luis Obispo	•		•			•		•		
Humboldt State University	Arcata	•		•					•		
San Diego State University	San Diego	•		•			•		•		
San Francisco State University Consumer & Family Studies/Dietetics; Health & Human Services	San Francisco	•		•		•	•		•		•

## California Public College and University Programs Related to Family and Consumer Sciences Education

COLLEGE/UNIVERSITY	LOCATION	CD	CS	E	FHS	FD M	FS DN	FSH	HTR	ID	FCS
San Jose State University	San Jose	●		●			●		●	●	
Sonoma State University	Rohnert Park	●		●							
University of California, Berkeley	Berkeley			●			●				
University of California, Davis	Davis			●		●	●			●	
University of California, Irvine	Irvine			●							
University of California, Los Angeles	Los Angeles			●							
University of California, San Diego	San Francisco			●							
University of California, Santa Barbara	Santa Barbara										
University of California, Santa Cruz	Santa Cruz			●							
University of California, Riverside	Riverside			●							

● FCS-Related Program Available

CD = Child Development  
 CS = Consumer Services  
 E = Education  
 FHS = Family and Human Services  
 FDM = Fashion Design and Merchandising

FSDN = Food Science, Dietetics & Nutrition  
 FSH = Food Service & Hospitality (Inc. Culinary)  
 HTR = Hospitality, Tourism & Recreation  
 ID = Interior Design  
 FCS = Family and Consumer Sciences



## California Private College and University Programs Related to Family and Consumer Sciences Education

COLLEGE/UNIVERSITY	LOCATION	CD	CS	E	FHS	FD M	FS DN	FSH	HTR	ID	FCS
Alliant International University	San Diego			●							
Art Center College of Design	Pasadena					●				●	
Azusa Pacific	Azusa	●		●	●						
Bethany University	Scotts Valley	●		●							
Biola University	La Mirada	●		●							
Brigham Young University											
California Baptist University	Riverside	●		●	●						
California College of Arts & Crafts	Oakland				●					●	
California Lutheran University	Thousand Oaks	●									
Chapman University	Orange			●	●		●				
College of Notre Dame	Belmont			●	●						
Dominican University of California	San Rafael	●		●							
Fashion Institute of Design and Merchandising	Los Angeles					●				●	
Fresno Pacific University	Fresno	●		●	●						
Holy Names College	Oakland			●	●						
John F. Kennedy University	Orinda			●							
La Sierra University	Riverside			●	●						
Loma Linda University	Loma Linda						●				
Loyola Marymount University	Los Angeles	●		●							
Mills College	Oakland	●		●							
Mount St. Mary's College	Chalon/ Doheny	●		●							
National University	San Diego	●		●							
New College of California	San Francisco			●							
Occidental College	Los Angeles	●		●							
Otis College of Art & Design	Los Angeles					●					
Pacific Christian College	Fullerton	●		●	●						
Pacific Oaks College	Pasadena	●		●	●						
Pacific Union College	Angwin	●		●	●		●				
Patten University	Oakland	●		●							
Pepperdine University	Malibu			●			●				

## California Private College and University Programs Related to Family and Consumer Sciences Education

COLLEGE/UNIVERSITY	LOCATION	CD	CS	E	FHS	FD M	FS DN	FSH	HTR	ID	FCS
Point Loma Nazarene University Family & Consumer Sciences	San Diego	●	●	●	●	●	●	●		●	
Santa Clara University	Santa Clara	●	●								
Stanford University	Palo Alto		●								
University of the Pacific	Stockton		●								
University of San Diego	San Diego		●								
University of Southern California	Los Angeles		●								
University of San Francisco	San Francisco		●								
Whittier College	Whittier	●									
Woodbury University	Burbank					●				●	

● FCS-Related Program Available

CD = Child Development  
 CS = Consumer Services  
 E = Education  
 FHS = Family and Human Services  
 FDM = Fashion Design & Merchandising

FSDN = Food Science, Dietetics & Nutrition  
 FSH = Food Service & Hospitality (Inc. Culinary)  
 HTR = Hospitality, Tourism & Recreation  
 ID = Interior Design  
 FCS = Family & Consumer Sciences

## Selected Out-of-State Programs Related to Secondary Family and Consumer Sciences Education

COLLEGE/UNIVERSITY	LOCATION	CD	CS	E	FHS	FD	FS DN	FSH	HTR	ID	FCS
Arizona State University	Tempe, AZ	●	●		●						
Auguste Escoffier School of Culinary	Austin, TX Boulder, CO							●	●		
Brigham Young University	Provo, UT	●		●	●	●	●			●	●
Cornell University	Ithaca, NY						●		●		
Culinary Institute of America	Hyde Park, NY							●			
Fashion Institute of Technology	New York, NY					●				●	
Johnson & Wales	Providence, RI							●	●		
Kendall College	Chicago, IL							●	●		
Montana State University Family & Consumer Sciences	Bozeman, MT	●	●	●	●			●	●	●	●
Oregon State University Health & Human Services	Corvallis, OR	●	●	●	●	●	●		●	●	
Parsons School of Design	New York City, NY					●				●	
Sullivan University	Louisville, KY							●	●		
University of Idaho	Moscow, ID	●	●	●	●	●	●		●	●	
University of Nevada, Reno	Reno, NV	●		●	●		●				
University of Nevada, Las Vegas	Las Vegas, NV	●		●	●		●	●	●	●	
Utah State University Family, Consumer & Human Development	Logan, UT	●	●	●	●		●			●	●
Washington State University	Pullman, WA			●	●	●	●			●	

● FCS-Related Program Available

CD = Child Development

CS = Consumer Services

E = Education

FHS = Family and Human Services

FDM = Fashion Design & Merchandising

FSDN

FSH

HTR

ID

FCS

= Food Science, Dietetics & Nutrition

= Food Service & Hospitality (Inc. Culinary)

= Hospitality, Tourism & Recreation

= Interior Design

= Family and Consumer Sciences



# Section III

## Strategies and Resources for Family and Consumer Sciences Career Pathway Planning

### The Career Development Process

Learning experiences that support students' career development, serve as the backbone for strategies integrating career pathway planning into Family and Consumer Sciences (FCS) instruction at all levels. According to the National Career Development Guidelines<sup>1</sup>, career development consists of a sequence of competencies all students should learn in order to make informed career plans. Key steps in this sequential process that continually recycles include self-knowledge, educational and occupational exploration, and career planning. Table 3.1 offers a comparison of the content of these competencies for four age groups: elementary, middle/junior high school, high school, and adults. A dynamic process, career development relies on continual evaluation and adjustment based on new information.

Career development strategies are most effective when begun in the early grades. Sequencing of activities allows students to experience continuous exposure to career options, understand skill and educational requirements, and consider potential opportunities in a variety of career paths. At the elementary level, effective strategies emphasize career awareness with activities focusing on self-awareness, attitude development, decision-making, and the general characteristics and expectations of work. Use of media, community members, and parents allow for integrating activities into the curriculum. Self-knowledge activities that support development of a positive self-concept build a foundation for further career development.

In the middle grade, students begin exploring options of the future. Middle school students should have the opportunity to learn about the career pathways, their skill requirements, and employment opportunities. Business and industry individuals can be excellent resources to provide information.

Career and educational exploration at the high school level emphasizes interpreting career information, making career choices, and developing career plans. Awareness of the interrelationship among life roles, understanding the influence of work on lifestyles and its relationship to the economy, and interactions with others are also key concepts. Work based learning experiences, ranging from service learning and mentoring, to paid work experience; reinforce the acquisition of these competencies. Business and industry participation connect school subjects and the world of work.

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<sup>1</sup> National Occupational Information Coordinating Committee. National Career Development Guidelines. [online] Available at <https://secure.cazbah.net/store.asp?pid=6205> 1996.

Table 3.1

## NATIONAL CAREER DEVELOPMENT GUIDELINES

## CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL

Elementary	Middle/Junior High School	High School	Adult
<b>Self-Knowledge</b>			
Awareness of the importance of growth and change	Knowledge of the influence of self-concept	Understanding the influence of self-concept	Skills to maintain a positive self-concept
Knowledge of the importance of self-concept	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Skills to interact with others	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
<b>Educational and Occupational Exploration</b>			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand, and use career information	Skills to locate, evaluate, and interpret career information	Skills to locate, evaluate, and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of the skills necessary to obtain jobs	Skills to prepare to seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
<b>Career Planning</b>			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/females' roles	Knowledge of different occupations, and changing male/female roles	Understanding the continuous changes in male/females' roles	Understanding the continuing changes in male/females' roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

National Occupational Information Coordinating Committee, 2100 M Street, Suite 156, Washington, DC 20037 (202) 653-7680

**“Making Connections: Career Guidance”**<sup>2</sup> summarizes the career development process in terms of self-knowledge; exploring and understanding the world of work; decision-making and career planning based on the first-two; and progress evaluation. The article lists several strategies that address specific competencies in the career development process. Table 3.2 summarizes these strategies.

While these strategies may be conducted by career guidance counselors and technicians, FCS instructors contribute to the in-depth knowledge of careers related to Family and Consumer Sciences. Counselors and career guidance personnel cannot be expected to know everything about the thousands of career opportunities. Nor can they be expected to know the links between FCS-related careers and career pathway course sequences or even the connections between secondary FCS and post-secondary programs. Family and Consumer Sciences instructors can collaborate with career guidance personnel to increase awareness of FCS related careers and career pathway course sequences to support the career development process. Their role is vital in informing counselors, career guidance personnel, students, and the public of these connections.

### **Infusing Career Development Strategies throughout FCS Course Sequences**

Family and Consumer Sciences instructors enhance students’ career development by incorporating age-appropriate activities into instruction with a focus on FCS-related careers. Career pathway awareness, exploration, and preparation should be an ongoing part of instruction rather than an add-on activity or separate unit. When integrated into daily and weekly instructional activities, career strategies provide a context and purpose for learning the content standards. Thinking about careers becomes an underlying context in lesson planning and instruction.

Career development competency is an underlying theme of the content standards identified in the **California Career Technical Education Model Curriculum Standards**<sup>3</sup>, the: **Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve**.<sup>4</sup>, and the: **Family and Consumer Sciences , Consumer and Family Studies Standards, Grades Seven Through Twelve**.<sup>5</sup> Instruction based on the content standards contained in these documents addresses many of the career development competencies outlined in the National Career Development Guidelines. Three sets of Consumer and Family Studies (CFS) content standards directly related to the three areas of career development delineated by the Guidelines: transferable; family and human development; and individual/family health.

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<sup>2</sup> From “Making Connections: Career Guidance,” Julie Preston-Smith and Terry Kershaw, Ed.D., April 1998, Updated January 2011.

<sup>3</sup> *California Career Technical Education Model Curriculum Standards*, California Department of Education. Sacramento, 2007.

<sup>4</sup> *Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve*. Adopted by the California State Board of Education, Published by the California State Board of Education, Sacramento, 2007.

<sup>5</sup> *Family and Consumer Sciences, Consumer and Family Studies, Grades Nine Through Twelve*. Prepared by the Family and Consumer Sciences Program, California Department of Education, Sacramento: California Department of Education, 2007.

Table 3.2

**Strategies that Support Career Development<sup>6</sup>**

Career Development Steps	Strategy
Self-Knowledge	<ul style="list-style-type: none"> <li>• Interest focus activities</li> <li>• Learning style awareness</li> <li>• Aptitude measures/skill identification</li> <li>• Values clarification exercises</li> <li>• Personality traits measures</li> <li>• Family and individual attitude exploration</li> <li>• Personal responsibilities and economic needs identification</li> <li>• Work ethic and style evaluations</li> <li>• Interpersonal skills examination and enhancement</li> </ul>
Exploring the World of Work	<ul style="list-style-type: none"> <li>• Labor market information reviewed</li> <li>• Career pathway and program majors established</li> <li>• Worksite experiences – job shadowing, mentoring, paid and non-paid jobs, tours, field trips, interning, apprenticeships, service learning, etc.</li> <li>• Career center resources/print and media materials</li> <li>• Employer speakers</li> <li>• Informational interviewing</li> <li>• Career days and job fairs</li> <li>• Community resource visits for special services and special populations</li> <li>• Career exploratory courses in school</li> </ul>
Decision-Making and Career Planning	<ul style="list-style-type: none"> <li>• Goal-setting activities for short and long-term goals</li> <li>• Decision-making techniques</li> <li>• Course articulation/sequencing for pathways</li> <li>• Career maps/individualized career plans (ICP)</li> <li>• Job search strategies – interviewing, resumes, letters, etc.</li> <li>• Portfolios (functional and job search types)</li> <li>• College tours</li> <li>• Financial aid and scholarship information</li> <li>• Achievement test and entrance exams</li> </ul>
Progress Evaluation	<ul style="list-style-type: none"> <li>• School progress reports</li> <li>• Grades</li> <li>• Employee evaluations</li> <li>• Feedback from family and friends</li> <li>• Peer reviews</li> <li>• Review of economy and societal changes</li> <li>• Review after life change or crisis</li> </ul>

<sup>6</sup> From “Making Connections: Career Guidance,” Julie Preston-Smith and Terry Kershaw, Ed.D., April 1998, Updated January 2011.



Career development competencies continue to build as students progress through a high school FCS career pathway course sequence that emphasizes career planning. Consumer and Family Studies students apply academic skills, refine their self-knowledge, explore educational and career options, and sharpen their career planning and decision-making skills through acquisition of the FCS transferrable and content standards. By the eleventh or twelfth grade, students should be able to identify one of the FCS career pathways to pursue. Through the FCSRO career pathway program, students learn about and/or experience career opportunities and finalize post high school plans, including post-secondary education. As a result, the relationship between educational achievement and career planning is reinforced.

### Instructional Strategies That Reinforce Career Development

Career awareness, exploration, and preparation occur throughout the FCS career pathway sequence through learning experiences that require students to apply knowledge and skills in career contexts. Experiences should continually guide students in analyzing and assessing their interests, skills, educational plans, desired lifestyle, and goals related to career information. With this information, students can establish realistic, yet flexible, career goals and plans.

Many different instructional strategies and resources may provide learning experiences that support career development competency. The following strategies and resources furnish some examples. The appendix includes specific resource titles with sources.

#### **Connecting Coursework with Careers**

Plan learning experiences that reinforce the connections between coursework and careers. For example, when studying nutrition, have students analyze a menu from a school lunch, hospital, or nursing home to connect what they are learning with the work of a nutritionist or dietician. When studying aging in family and human services, have students conduct a service-learning project with a senior or adult day care center to experience what workers in those centers do. When studying fashion or interior design, have students create and present fashion or interior design projects as proposals to clients.

When debriefing learning activities, help students identify careers where the skills, knowledge, and attitudes learned might be used. Help students learn career titles beyond those that are commonly known; for example, identify concierge or sales, and catering manager rather than only front desk clerk and housekeeper in hotels. Another example would be sous chef and executive chef instead of only “chef”.

Have students use professional and trade association publications and websites as references when carrying out projects or investigating specific topics. The Family and Consumer Sciences Staff, California Department of Education, have prepared and published several curriculum guides that contain instructional strategies integrating self-knowledge, education and career exploration, and career planning.

<b>Assessing Interests and Skills</b>	Assessing interests and skills can be as simple as asking students to respond orally or in writing to career exploration activities or experiences that can be related to careers. Students may take one of the paper-pencil interest or aptitude inventories as part of the comprehensive guidance and counseling program or in your class. Many of the computerized career information systems such as <u>Eureka<sup>7</sup></u> , <u>Campbell™ Interest and Skill Survey (CISS®)<sup>8</sup></u> , and <u>The Career Key™<sup>9</sup></u> also offer interest and skill inventory assessment that correlates to job titles. Due to the broad nature of these inventories, FCS instructors should scrutinize these inventories to decide how to guide students in correlating the results with FCS related careers.
<b>Articulating Career Competency</b>	Help students gain an understanding of their interests, skills, and abilities through quick write or journal entries after completing career related activities. Have students maintain a career journal to record career information, and analyze careers related to their goals, interests, skills, and aptitudes. By relating to these activities and FCS related careers, students learn about themselves, and begin to clearly communicate the characteristics of a career that would be satisfying.
<b>Using Posters and Promotional Materials</b>	<p>Posters and promotional materials can serve as silent teachers, resources, or a springboard for brainstorming, discussion, and research about FCS careers.</p> <p>The promotional poster for Family and Consumer Sciences depicts the nine FCS career pathways. The <u>Chart Examples of Careers Related to Family and Consumer Sciences</u> (Section I, page 5), identifies examples of entry, technical, and professional level careers for each FCS career pathway. Have students expand the information contained on these posters by creating, presenting, and displaying collages or posters containing information about one or more FCS careers.</p> <p>The FCS public relations packet includes one brochure for each career pathway that describes the careers, career outlook, and career program for each. Use as a classroom resource to promote the FCS program or to create local program promotional materials.</p>
<b>Infusing FCCLA Competitive Recognition Events</b>	Infuse FCCLA Competitive Recognition Events (CRE) as classroom projects that offer students opportunities to develop their career skills. Collectively, the events allow students to experience the full range of career development including self-knowledge; educational and occupational exploration; and career planning. Chapter and team events develop skills in interacting positively with others as well as refine their skills and interests. Because of the required portfolio, the Job Application and Interview event particularly helps students to

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<sup>7</sup> Eureka, the California Career Information System, Available at [www.eureka.org](http://www.eureka.org)

<sup>8</sup> Campbell™ Interest and Skill Survey (CISS®), Available at <http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAgl15>

<sup>9</sup> The Career Key, Available at [www.careerkey.org](http://www.careerkey.org)

develop skills in career planning and researching job opportunities as well as applying and interviewing for employment.

### **Incorporating Portfolios**

As a living document that is improved and updated over time, the portfolio enhances self-understanding, helps students articulate personal and career skills, and serves as a tool for college application and seeking employment. A portfolio typically includes a letter of introduction, job or college application, resume, and letters of recommendation. Other elements of a well-developed portfolio include work sample whereby students show and analyze samples of their work that demonstrate achievement of the content and performance standards, and a writing sample that shows research and communication skills applied to an issue in the selected career pathway. For students who participate in a work-based learning experience, a supervised practical experience evaluation provides feedback from worksite supervisors regarding both employability and career pathway knowledge and skills. Students may also use their portfolios when seeking internships and employment associated with FCS career pathway programs. The portfolio plays a key role in documenting educational experiences as well as personal and career skills in seeking, obtaining, maintaining, or changing jobs.

### **Coaching with FCS Career Path Planners**

Since counselors may not be familiar with appropriate FCS course sequences that lead to related careers after high school or postsecondary education, the FCS instructor's role also includes coaching students as they explore career options and make tentative career plans. **Student Family and Consumer Sciences Career Path Planners** are tools for assisting students in grade 8 and in grades 9-12 to explore, plan, select, and assess their progress toward educational and career goals. The Planners guide students in identifying interests, skills, and experiences related to FCS related careers and educational opportunities. Designed for use at the beginning and end of each semester/year, the planners should be kept in the FCS department for access by students, teachers, and counselors. Career Path Planners move with the students as they progress through an FCS career pathway sequence, reflecting changes in student interests, skills, and goals.

Students may wish to include the career path planner in their portfolio as evidence of competency in career planning.

### **Documenting CFS and FCSRO Competencies Attained**

The CFS and FCSRO **Competency Profiles** provide instructors with a tool for the evaluation of a student's attainment of the CFS and specific FCSRO competencies and standards covered in the course. The comprehensive core, specialized, and capstone classes are based on content area standards and identified in the FCS Consumer and Family Studies Standards, 2007 and the California Career Technical Education Model Curriculum Standards, 2005. These standards are delineated in the individual Profiles and provide a detailed rating of each student's attainment of competencies.

<b>Conducting Service-Learning Projects</b>	Service-learning projects actively involve students in what they are learning in FCS programs through service in the community. Through organized service that is conducted in and meets the needs of the community, students work with professionals, adult mentors, or advisors. Exposure to work environments and application of curriculum concepts expand student career awareness. The reflection component of service learning offers students opportunities to clarify work preferences, interests, and skills. In addition, students may also apply career knowledge and skills through FCCLA community service projects.
<b>Inviting Guest Speakers Who Are Professionals in FCS Related Careers</b>	Expose students to the wide variety of FCS careers by arranging for FCS related professionals to teach a lesson or series of lessons that show what they do in their career. Prepare students for these presentations by helping students identify questions to ask during the presentation. Follow-up presentations by requiring each student to speak about the content and career information they learned either orally or in writing. Have students complete a search in the community for people in FCS careers and share their findings.
<b>Assigning Informational Interviews</b>	<p>Require students to conduct personal interviews of individuals employed in FCS careers several times during the year. In a CFS exploratory or core course, students might conduct interviews for each of the content areas. FCSRO program students could explore many different careers within and related to the career pathway being studied.</p> <p>With student input, develop a set of questions to be asked in the interviews. Follow-up interview assignments with participation in class discussion. Have students assess their interests, skills, desired lifestyle, and career and educational goals in relationship to the careers they have explored.</p>
<b>Analyzing Careers in Biographies or Literature</b>	<p>Collaborate with an English teacher to create an interdisciplinary project that requires reading a biography or literature that describes a person who has chosen an FCS related career. Have students identify personal attributes for success in the career field as well as the contribution of the individual.</p> <p>Some commercial company's short career biographies can be purchased individually, in quantity, or in a collection. <u><a href="http://www.biographyonline.net/index.html">Biography Online</a></u><sup>10</sup>, a web site, advertises over 15,000 biographies, many of which contain video clips. These career biographies may be utilized as resources for research and analysis.</p>
<b>Arranging Field Trips</b>	Field Trips facilitate exposure to FCS related careers and post secondary educational opportunities. For optimum learning, students should be prepared prior to the experience and debriefed following them. Ensure that students know what they are expected to learn from these activities and how they will be expected to apply this information. Follow-up field trips with assignments that require students to relate the trip to themselves and FCS related careers.

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<sup>10</sup> Biographies Online, Available at <http://www.biographyonline.net/index.html>

If group field trips are not possible, videotape field trips to provide “virtual field trips” for use in the classroom. Invite a career representative from sites that have been videotaped to answer questions and share their role at the site.

### Exploring Educational Opportunities

Class, small group, or individual visits to community colleges, technical schools, or colleges/universities expose students to educational opportunities that prepare for FCS related careers. Consumer and Family Studies students might also visit FCSRO programs to gain information about how courses will prepare them for related entry-level employment, community college or technical school, and college and university programs.

Another strategy is for a younger student to shadow a student enrolled in a FCSRO program to participate in a mini internship of one to two days. Students from FCSRO programs also could demonstrate career skills while sharing information with students enrolled in CFS courses.

Students need to know that personal and career goals should guide their selection of postsecondary educational options. In addition, they should learn to identify majors that support FCS career paths. Experiences with the use of college catalogs or college information on the Internet helps gain development of this skill. Section I of this document includes examples of FCS related majors and post secondary educational opportunities for the nine FCS career pathways.

### Showing Videos

Videos allow students to visualize the working conditions and the nature of work in one of more career settings. Learning is maximized when student attention is focused on key points before and after viewing the video.

Many commercial companies, and professional and trade associations offer career videos. Since the content and quality may vary widely, preview videos carefully before purchasing or showing them.

### Researching Careers Via the Internet, Computer Programs and Printed Resources

Many web sites, computer programs, and printed resources offer career information. The O\*NET program<sup>11</sup> which replaced the Dictionary of Occupational Titles (DOT), is the nation’s primary source of occupational information. Offering more than merely updated data, O\*NET provides a new conceptual framework that reflects the advanced technologies, adaptable workplace structures, and wide-ranging skills required by today’s changing workplace. Central to the project is the O\*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database is available to the public at no cost. Information from this database forms the heart of O\*NET Online, an interactive application for exploring and searching occupations.

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<sup>11</sup> O-NET. Available <http://www.onetcenter.org>

An additional valuable link is Career One Stop<sup>12</sup>. This Competency Model Clearinghouse specifically assists businesses, educators, and the workforce with achieving their talent development goals. Additionally, you can gain state specific wage, and employment trends. An annotated list of career development resources, including web sites and printed materials, appears at the end of this section. Contact information and web site addresses for agencies; and trade and professional associations are incorporated in Section II with information about each FCS career pathway.

Newspapers can provide information in the business, career, and classified sections. The newspaper can be used as a tool to provide job hunting tips, and employment opportunities. Local newspapers often feature people and businesses that can provide mentoring resources.

Identify professionals in FCS related careers to mentor students. Mentors provide role models, awareness of the business and career opportunities, knowledge of the relationship between school and work, and a relationship with a successful, working adult. Mentoring relationships reinforce competency development in self-awareness, career and educational exploration, and career planning. The role of mentors varies widely. Roles range from providing information one-on-one to bringing students to the workplace in small groups.

### **Facilitating Work-Based Learning**

Work-based learning allows students to experience a work environment, be exposed to careers within that environment, establish contact with professionals, and test their career interests and skills. Appropriate experiences for Consumer and Family Studies students include job shadowing, service learning, and students enrolled in short term entrepreneurial activities. Family and Consumer Sciences Related Occupations program students should also experience work-based learning in school-based enterprises, community classroom, cooperative vocational education, and/or internships.

Job shadowing allows students to observe at various work sites. Effective job shadowing experiences are closely linked to classroom instruction. To maximize learning, the experience should be structured so that both students and work site supervisors know what participants are expected to learn and do at the site. Design follow up assignments or activities that help students identify what they have learned.

Short term entrepreneurial experiences offer students an opportunity to undergo the process of planning, pricing, producing, and promoting, a product or providing a service. In addition, they gain a basic understanding of business operations and economics. Examples include operating a student run snack bar or food service court, or a gift-wrapping station during the holiday season.

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<sup>12</sup> Career One Stop. Available <http://careeronestop.org>

School based enterprises are student run businesses that provide services or produce goods for sale to or used by people other than participating students. Student operated restaurants, food courts, and childcare centers are common examples. Such enterprises allow students to apply skills and concepts learned in the classroom in a business like setting on the school campus.

Community classroom and cooperative career education are instructional methodologies that are directly tied to related classroom instruction as specified in California Education Code. Both require the classroom instructor to develop training agreements and individual learning plans as well as to make site visits to supervise. Community classroom placements are unpaid, while cooperative career technical education placements are paid. Before incorporating these strategies into the instructional program, investigate the legal requirements outline in the California Education Code and labor Code.

Internship is a generic term for the workplace learning positions. Frequently one-time placements, internships typically relate to a student's career goals and are usually project-oriented and/or observatory in nature.

The FCS content standards serve as a basis for instruction and infusing a career. By applying a combination of the strategies outlined in this section, career development can be integrated into ongoing instruction rather than considered a separate unit. The annotated list of career development resources that follow identify and describe several reference and instructional resources, including web sites, which may be used to support career development in FCS career pathways. Section I includes resources that are specific to each of the FCS career pathways.





# Annotated Bibliography of

## Career Development Resources

The career development materials listed include a sampling of the many general career resources available. The list offers a starting point for creating a bank of resources that are appropriate for the focus of the local Family and Consumer Sciences career pathway program. Career pathway specific resources are listed in Section I.

### Career Assessment, Exploration, and Planning

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

Career one stop – pathways to career success. America's Career InfoNet. Explore Careers, Salary & Benefits, Education & Training, Job Search, and Resumes & Interviews, browse occupations, People and places to help.

<http://www.biographyonline.net/index.html>

Biography Online includes hundreds of biographies, some of which contain video clips.

California Career Zone. [www.cacareerzone.org](http://www.cacareerzone.org)

Learn about yourself, the employment options available to you and the training that will prepare you for them.

**Campbell™ Interest and Skill Survey (CISS®)**, <http://www.pearsonassessments.com/>

Vocational interest and skills inventory.

**ERIC**, <http://www.eric.ed.gov>

The Education Resources Information Center - is an online digital library of education research and information. ERIC is sponsored by the **Institute of Education Sciences** (IES) of the **U.S. Department of Education**. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.

**Eureka**, <http://www.eureka.org/>

The California Career Information System.

**Career Connection. FCCLA Inc., 2011, Reston, VA**, <http://www.fcclainc.org>

Career Connection is an FCCLA national program that guides youth to link their options and skills for success in families, careers, and communities. Through individual, cooperative, and competitive activities, members— discover their strengths, target career goals, and initiate a plan for achieving the lifestyle they desire.

[www.career-guides.net](http://www.career-guides.net)

This site includes over 30 published career guides from colleges and universities across the country. Each publication contains valuable career planning.

**Career Key, The.** [www.careerkey.org](http://www.careerkey.org)

Interest source for help choosing a career. High quality career test matches individual personality with careers.

<http://www.chronicleguidance.com/store.asp?pid=10348&catid=19626>

A list of career publications.

### **Consumer and Family Studies Content Area Competency Profiles.**

Prepared under the direction of the Family and Consumer Sciences Office, California Department of Education, 2013. All FCS content areas are included in the package. Tool for instructors to show attainment of 2013 Challenge Standards. Order from the Family and Consumer Sciences Curriculum and Professional Development Project, Fresno County Superintendent of Schools, 1318 E. Shaw Ave, Suite 420, Fresno, CA 93710.

<http://www.doleta.gov/>

The U.S. Department of Labor Employment & Training Administration web site. Career exploration that includes topics focused on youth programs.

### **Family and Consumer Sciences Promotional Poster.**

Prepared under the direction of the Family and Consumer Sciences Office, California Department of Education. Depicts the nine (9) FCS career pathways. Order from the Family and Consumer Sciences Curriculum and Professional Development Project, Fresno County Superintendent of Schools, 1318 E. Shaw Ave, Suite 420, Fresno, CA 93710.

### **Family and Consumer Sciences Relate Occupations Career Pathway Competency Profiles.**

Prepared under the direction of the Family and Consumer Sciences Office, California Department of Education, 2013. A tool for instructors to use for verifying student attainment of competencies in career pathway capstone courses. Available on the FCS website at: <http://ca-fcs.org/fcsro/assessment>

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

Mapping Your Future is your free resource for career, college, financial aid, and money management information.

<http://www.mycareerguide.com/>

Provides career options, salaries and benefits, how to find the job and tips, business basics and articles. Features career guides and job search resources to guide you through your career.

## **Labor Market Information**

<http://www.labormarketinfo.edd.ca.gov>

Provides links to California labor market information including employment, hours, and earnings by industry; occupational and career information (wages, projections, guides); data by geography, and occupational outlook reports.

<http://www.bls.gov/>

Comprehensive site providing national, regional, and state information regarding careers.

## Postsecondary Education

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

American College Test (ACT) information.

<http://www.collegeboard.com>

Offers guides for preparing college and university system, links to the campuses, California career and financial aid information.

## Job Search

<http://www.job.com>

Individual can register for information about job opening. Provides library of articles indexed by category relating to job searching tips and up-to-date employment news.

<http://www.caljobs.ca.gov>

California Employment Development Department site lists jobs available throughout the state. Includes detailed information regarding job requirement and employers.

<http://www.careerbuilder.com>

Offers job search advice, resume pointers, online job fairs, and a career resource center.

**Job Search Guides for Specific Careers.** <http://jobstar.org/tools/career/spec-car.php>

Public library guide to career information for workers and job seekers at all levels of experience from entry-level to senior executive: selecting the right career, education.

## Resources for Instructors

**California Career Technical Education Framework for California Public Schools, Grades Seven through Twelve.** Adopted by the California Board of Education, 2007.

Serves as a how-to manual for teachers, school and district administrators, curriculum specialists, and school boards in developing standards-based career technical education (CTE) pathways, courses, curricula, and assessments.

**California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve.**

California Department of Education, 2013

Includes Foundation Standards as well as Pathway Standards for 15 industry sectors including Family and Consumer Sciences career pathways: Education, Child Development, and Family Services; Fashion and Interior Design; and Hospitality, Tourism and Recreation.

<http://www.ca-fcs.org/>

California's Family and Consumer Sciences Education web site includes descriptions of Consumer and Family Studies and the nine (9) Family and Consumer Sciences Related occupations career path clusters as well.

**Family and Consumer Sciences Education, Consumer and Family Studies Standards, Grades 7-12.**

Prepared by Family and Consumer Sciences Education Staff, California Department of Education, January 2013.

Describes secondary Family and Consumer Sciences Education programs in California, outlines career pathways, defines content standards for grades 9-12 and gives strategies for implementation.