Section II

Wisconsin's Approach to Career and Technical Education and Family and Consumer Sciences

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What is Contemporary Career and Technical Education?

There are multiple components to consider when developing contemporary Career and Technical Education (CTE) programs. The standards outlined in this document provide an important foundation to prepare individuals for a wide range of careers. Effective CTE programs are dynamic and require utilization of varied resources and involvement from multiple stakeholders. The discussion that follows highlights the multi-faceted nature of CTE and outlines the critical components that drive the development of effective CTE programs.

A National Vision for CTE

The National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) has identified five guiding principles that should drive the development of quality CTE programs. Wisconsin supports these principles as spelled out in the NASDCTEc's *Reflect, Transform, Lead: A New Vision for Career and Technical Education*. These principles provide that Career and Technical Education is:

- critical to ensuring that the United States leads in global competitiveness;
- actively partnering with employers to design and provide high-quality, dynamic programs;
- preparing students to succeed in further education and careers;
- delivered through comprehensive programs of study aligned to The National Career Clusters framework; and
- a results-driven system that demonstrates a positive return on investment.

CTE in Wisconsin

Career and Technical Education is both a collection of educational programs or content areas as well as a system of preparing students to be career and college ready. Contemporary CTE programs are delivered primarily through six specific content areas; these include:

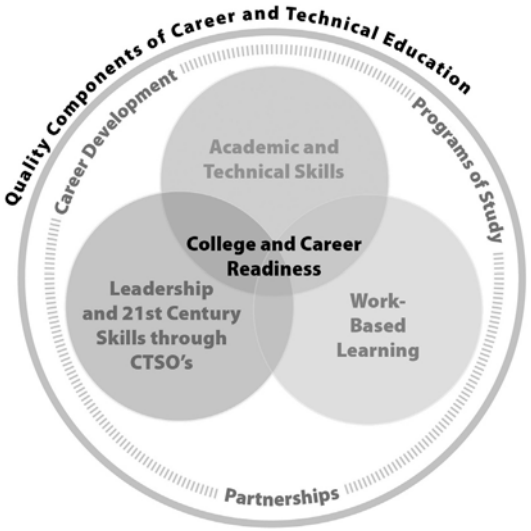
- Agriculture, Food and Natural Resources
- Business and Information Technology
- Family and Consumer Sciences
- Health Science
- Marketing, Management and Entrepreneurship
- Technology and Engineering

Not all Wisconsin school districts offer programs in all of these content areas, but all should be offering CTE through a systemic approach that prepares students to be college and career ready.

At the elementary level, CTE content and concepts should be integrated throughout the curriculum. Teachers can effectively use CTE concepts in instruction and activities to develop foundational skills and also create a connection to the world of work. At the middle and high school levels, all students should have access to CTE courses and programs while also participating in activities prescribed by the Wisconsin Comprehensive School Counseling Model. High quality CTE programs incorporate rigorous academic and technical standards, as well as critical workplace skills – such as problem solving, communication and teamwork – to ensure career and college success for its students. The Programs of Study components provide a framework for building and maintaining a high quality, contemporary CTE program, but one can also recognize such quality programs by the presence of three distinct and crucial elements – rigorous academics and technical skill attainment, work-based learning and Career and Technical Student Organizations (CTSOs). The diagram and description that follows on the next page illustrates the quality components of Career and Technical Education programs.

Rigorous Academics and Technical Skill Attainment

CTE programs prepare students for high-skill, family-sustaining jobs that typically require high levels of core academic skills as well as various technical skills. Consequently, CTE students must be held to high academic standards; often this includes course and performance expectations exceeding typical graduation requirements. CTE students benefit from a source of relevance for their academic instruction. They see the connection between their academic knowledge and skill instruction and their future occupational and career goals.



Of course, at the heart of CTE is the attainment of technical skills that are required for potential high-skill, high-wage jobs. Where circumstances and resources allow, CTE programs provide opportunities for high school students to attain the highest level of skills possible within their desired career pathway. This is done through courses taught by high school CTE teachers and/or through partnerships with neighboring districts, employers, technical colleges and postsecondary institutions or other organizations.

Some of the specific means of achieving rigorous academics and technical skill attainment include:

- *Partnerships/Advisory Committees* – These typically include representatives of area businesses within the given program's career area as well as representatives from related postsecondary training and education programs. They may also include parents, students and program alumni. They can provide recommendations on program changes and improvements, as well as serve as advocates for the program.
- *Transcripted or Dual Enrollment Options* – Opportunities such as these allow students to earn both high school and college credit concurrently. Various options are available for CTE students include advanced standing and transcripted coursework taught at the student's high school, as well as Youth Options and Advanced Placement (AP) courses.
- *Equivalency Credit Options* – These provide opportunities for students to earn credits required for high school graduation through CTE courses proven to have sufficient academic content.
- *Work-Based Learning* – See separate section below
- *Career and Technical Student Organizations* – See separate section below

Work-Based Learning

A vital part of comprehensive career and technical education programs is a structured work-based learning experience. One goal of education is preparing students to successfully enter the workforce. The best way to achieve this goal is for students to spend time in a work setting. Many factors will influence the work-based learning options that can be offered.

Work Place Visits, Employer/Employee Dialogues and Job Shadowing – At the very least, students should participate in work place visits and tours as well as hear presentations and have a dialogue with employers and employees to see how their school-based learning is relevant to the work place. Job shadowing – during which students spend several hours observing one or more employees at a work place – is an even better way to expose students to the work place.

Paid Work Experience – Ideally, students will have opportunities for paid work experience in a job related to their program of study and connected with one or more courses in which the student is currently enrolled. Such experiences should include a training agreement that spells out the expectations for everyone involved including the student, employer, teacher and parents. One of the critical elements of the training agreement is a list of the skills and knowledge the student is expected to develop through their paid work experience. Examples of structured, existing work experience programs in Wisconsin are the Employability Skills Certificate, State Certified Skills Coop programs and Youth Apprenticeship.

Leadership Certificate – An option for many students includes the Wisconsin Youth Leadership Certificate. This certificate is comprised of leadership skills and attitudes that are honed through community and school volunteer or service experiences, leadership positions and volunteer or unpaid workplace encounters.

The more time students spend in the workplace and the broader the experiences, the better prepared they will be. These students will also be better prepared to plan and make decisions about their futures. Work-based learning allows students to put into action the knowledge and skills learned at school.

Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are the third critical element found in the best contemporary CTE programs. Through CTSOs, students match their skill level against those of other students and established industry standards. In addition, CTSOs allow students to develop civic responsibility, leadership and 21st century skills.

Wisconsin has six state and nationally recognized CTSOs that are intra-curricular in that they are connected directly to the classroom through curriculum, activities and community resources. All CTSOs include leadership development elements and competitive events where students demonstrate technical and leadership skills. CTSOs prepare young people to become productive citizens and leaders in their communities and their careers. This is done through school activities as well as regional, state and national leadership conferences and competitions. Students grow and develop through these events and receive recognition for the work they have done and the skills they have developed. CTSOs provide an exceptional extension of CTE instruction. Wisconsin's recognized CTSOs include:

An Association of Marketing Students	An Association of Technology and Engineering Students	An Association of Business and Information Technology Students	An Association of Health Science Students	An Association of Family and Consumer Sciences Students	An Association of Agricultural Education Students

The Powerful Outcomes of Quality CTE

Beyond the technical knowledge and skills developed by CTE students, the overall outcomes of students who have enrolled in a CTE course – and in particular students who have taken a sequence of courses in a CTE program of study (called CTE concentrators) – are exceptionally positive. Approximately two-thirds of Wisconsin students have taken at least one CTE course. These students have a higher graduation rate (84.2%) than students who have not taken a CTE course (81.8%). CTE concentrators have an even higher graduation rate (95.7%). In addition, within a year after graduation, CTE concentrators report overwhelming positive outcomes with approximately 95% either working, attending postsecondary education or engaged in training programs.*

CTE and Programs of Study – Expanding Student Opportunities

Such positive outcomes as those noted show how CTE programs expand student opportunities. To support quality CTE programs, it is critical to foster partnerships, implement Programs of Study and promote career development through academic and career planning. CTE students develop a strong base of academic knowledge and skills that better prepare them to enter nearly any postsecondary program and pursue any career pathway compared to students who have not taken CTE courses. The relevance created by CTE and programs of study opens up additional opportunities and prepares students to pursue those opportunities when they graduate from high school. Students who select and pursue a program of study through CTE, based on identified career goals, will be in the best position for all job and career opportunities that arise in their future, including those they have never considered or those not yet in existence. ***Quality CTE programs are at the forefront of preparing college and career ready graduates.***

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*Statistics from 2011 Wisconsin Career and Technical Education Enrollment Report (CTEERS) data.

Delivering Career and Technical Education through Career Clusters and Pathways

Career Clusters Framework

One of the keys to improving student achievement is providing students with relevant contexts for studying and learning. Career Clusters do exactly this by linking school-based learning with the knowledge and skills required for success in the workplace. The National Career Clusters Framework was developed by the National Association of State Directors for Career and Technical Education Consortium (NASDCTEc). This framework is comprised of 16 Career Clusters and related 79 Career Pathways to help students of all ages explore different career options and better prepare for further education and career. Each Career Cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require. They provide an important organizing tool for schools to develop more effective programs of study (POS) and curriculum.

> **CTE is delivered through comprehensive programs of study aligned to the National Career Clusters framework**
> *"Programs of Study aligned to the National Career Clusters framework…should be the method of delivery of all CTE. A rigorous and comprehensive program of study delivered by qualified instructors is a structured sequence of academic and CTE courses that leads to a postsecondary credential. We must be willing to take bold steps necessary to jumpstart dramatic change in our nation's education and workforce preparation systems. The dichotomous silos of academics versus CTE must be eliminated and their supporting infrastructures must be re-imagined to meet the needs of the economy. As the lines of economies blur, so too must the lines that currently separate CTE and academic education."*
> ***~Reflect, Transform, Lead: A New Vision for Career and Technical Education, NASDCTEc***

In Wisconsin, the Career Clusters and Pathways have been embraced by CTE programs to provide a context for learning the skills specific to a career. Furthermore, the nationally recognized 10 components framework (see the Wisconsin Program of Study Implementation Guide for details) delineates promising practices necessary to fully implement programs of study. Programs of Study are designed to produce higher levels of achievement in a number of measurable arenas, including academic and technical attainment, high school completion, postsecondary transitions to career and education and attainment of a formal postsecondary credential. They also contribute to increased student proficiency in vital areas such as creativity and innovation, critical thinking and problem solving.

Delivering CTE through Career Clusters

Delivering CTE through Career Clusters and Pathways means acknowledging three sets of standards (nationally-developed **Common Career Technical Core, Wisconsin Common Career Technical Standards and the Wisconsin Standards for Career and Technical Education**), their relationship to each other and how they can be used collectively to deliver quality instruction. It means shifting the way we approach curriculum and instruction to allow for a strategic approach for implementing these standards in a school or district. This section will outline the relationship that exists between these standards.

In our ever-changing society, many CTE programs are transitioning from helping students prepare for an entry-level job to helping students prepare for a career. As part of that transition, national organizations, such as the NASDCTEc, individual states and even industry-based organizations, have created different sets of standards for student learning in CTE programs. The result is an assortment of standards that vary in quality and specificity from one state to the next. In response, Wisconsin has made a concerted effort to outline these standards and their use for educators as they develop curriculum and programs of study.

Educating students is about the preparation for postsecondary options along with transferable skills that balance current business and industry needs and future career trends. CTE brings students, educators and employers together to develop and strengthen the relationship between what is being taught in the classroom and its application in the workplace. Having a skilled workforce and a vibrant economy depends on CTE programs that can deliver high quality

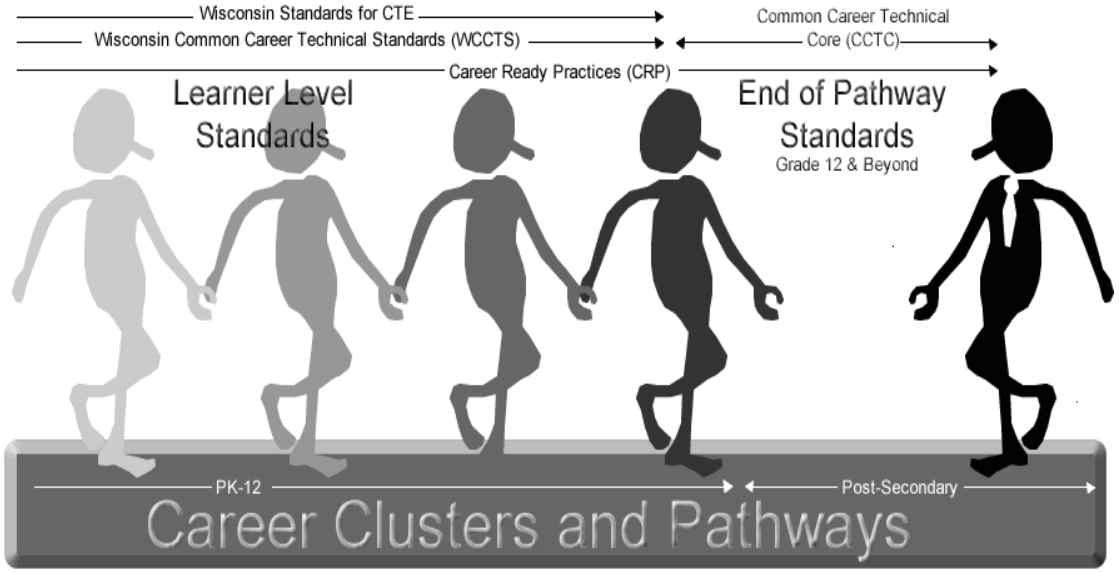
education and training. Because of this, understanding each of the following sets of standards and how they can impact classroom instruction is imperative and will need to be a priority for Wisconsin's CTE educators.

Common Career Technical Core

Recognizing the need for more consistency in today's global marketplace, in the spring of 2010, NASDCTEc united around a vision to develop a shared set of standards that meet a quality benchmark for students in CTE programs, regardless of where they live or which delivery system they use. The **Common Career Technical Core (CCTC)** has been developed to align with other college and career ready standards efforts, such as the Common Core State Standards in English Language Arts and Mathematics, while also articulating industry expectations for each of the 16 Career Clusters. The CCTC begins with a set of overarching **Career Ready Practices (CRP)** that apply to all programs of study. The **Career Ready Practices** include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.

While the Common Core State Standards for English Language Arts and Mathematics define the academic knowledge and skills students need to succeed, there are additional standards that individuals must achieve if they are to be truly career ready. For example, employability skills such as team work and time management, as well as the career specific skills, have not been referenced in the Common Core State Standards. These are skills that individuals must possess in order to be successful in the workplace. These skills make up the **Career Ready Practices** outlined in the CCTC.

The nationally-developed **Common Career Technical Core** contains standards developed for each cluster and pathway. These standards are meant to showcase the knowledge and skills students should have at the **end of the pathway.** These standards provide a mechanism for districts and states to collaborate to provide seamless educational opportunities for students across a **program of study** beginning at the secondary level. Most programs of study will require postsecondary or industry-developed skills beyond what is provided at the secondary level.



*As depicted in this graphic, there is a continuum or progression that students travel in their PK-12 career. The path begins with learner-level standards such as the **Wisconsin Common Career Technical Standards** and the **Wisconsin Standards for CTE**. As students graduate from high school and move seamlessly into postsecondary options, the focus moves to the end-of-pathway standards such as the Common Career Technical Core (CCTC-national). The Career Ready Practices (CRP-national) act as overarching concepts that students need to know and be able to do throughout their educational experiences.*

Wisconsin Common Career Technical Standards

The development of the **Wisconsin Common Career Technical Standards (WCCTS)** occurred at the state level at the same time as the national **Common Career Technical Core (CCTC)**. The Wisconsin standards writing teams identified six areas that have been further developed into standards that should be addressed across all six CTE content areas. These standard areas are Career Development; Creativity, Critical Thinking, Communication and Collaboration; Environment, Health and Safety; Global and Cultural Awareness; Information, Media and Technology; and Leadership. The intended outcome of the WCCTS revolves around creating a set of standards that transcend CTE across the state and across all CTE content areas. To read more about the WCCTS, see Wisconsin's Approach to Common Career Technical Standards in Section III of this document. The WCCTS, along with the **Wisconsin Standards for CTE** form a strong foundation by which students move toward the completion of a program of study. The WCCTS and the Career Ready Practices in the CCTC correlate as shown below:

6 Wisconsin Common Career Technical Standards*					
Career Development Has a focus on personal and social, academic, career content and employability skills	**Creativity, Critical Thinking, Communication and Collaboration** Has a focus on creativity and innovative problem solving, critical thinking used to formulate and defend judgments, to communicate and collaborate to accomplish tasks and develop solutions	**Environment, Health & Safety** Has a focus on interrelationships of health, safety and environmental systems and the impacts of these systems on organizational performance for continuous improvement	**Global & Cultural Awareness** Has a focus on solutions and initiatives related to global issues and the benefits of working in diverse settings on diverse teams	**Information, Media and Technology** Has a focus on information and media literacy to improve productivity, solve problems and create opportunities	**Leadership** Has a focus on applying leadership skills in real-world, family, community and business and industry applications
12 Career Ready Practices**					
Attend to personal health and financial well-being	Apply appropriate academic and technical skills	Consider environmental, social and economic impacts of decisions	Work productively in teams while using cultural global competence	Employ valid and reliable research strategies	Act as a responsible and contributing citizen and employee
Plan education and career paths aligned to personal goals	Communicate clearly and effectively with reason			Use technology to enhance productivity	Model integrity, ethical leadership and effective management
	Demonstrate creativity and innovation				
	Utilize critical thinking to make sense of problems and preserve in solving them				

***See Section III**

****See** http://www.careertech.org/career technical-education/cctc/

Wisconsin Standards for Career and Technical Education (CTE)

The **Wisconsin Standards for Career and Technical Education** are sets of standards in each of the six content areas of Agriculture, Food and Natural Resources; Business and Information Technology; Family and Consumer Sciences; Health Science; Marketing, Management and Entrepreneurship; and Technology and Engineering. The **Wisconsin Standards for CTE** are written at the **learner level** and provide instruction and assessment at the PK-12 level, that, when coupled with postsecondary education and training leads to the mastery of end-of-pathway standards. Therefore, the **Wisconsin Standards for CTE** align to **Career Clusters and Pathways** and provide an excellent foundation for students **toward meeting the end-of-pathway** expectations.

In Summary

Career Clusters and Pathways provide an organizational structure for developing Programs of Study while building connections to current labor market information and future workforce demands. As noted previously, Programs of Study used within CTE help to create relevance for students in all subject areas. This relevance translates into improved student engagement in the learning process and more in-depth comprehension and skill development. Further, the **Wisconsin Common Career Technical Standards (WCCTS**) and the **Career Ready Practices** serve as the foundation for career readiness that ensures students have flexibility to change career paths as their interests, passions and circumstances change while considering changes in the current and projected job market. In our dynamic and unpredictable world, Career Clusters and Pathways, along with **Wisconsin Standards for CTE** to include the WCCTS, provide a measure of stability and certainty on which to build a successful future.

The Importance of Career and Technical Education

By meeting the current needs and anticipating the future demands of the economy, CTE is critical to our nation's economic success.† Quality CTE programs have planned course sequences of high-quality academic core content and technical skills that provide students with skills necessary for successful transition to postsecondary education or work in addition to a desire for life-long learning in global society.

CTE has grown and evolved to become a focus in schools, workforce and government. The importance and need for career and technical education in our society should be at the forefront of career decision making for the following reasons:

- CTE organizes both academics and career education into a practical program for workforce preparation, elevating the level of rigorous, challenging and applicable coursework leading to more informed preparation.
- CTE in schools promotes the wide variety of postsecondary options to help individuals choose and recognize pathways that will provide the most successful level and type of training for their future goals in postsecondary education, military or work, while understanding the need for lifelong learning and career development.
- CTE provides opportunities to develop 21st century and employability skills, exposure to work and mentoring from employers and connections with postsecondary education.
- CTE creates a positive, thoughtful learning environment for self-discovery, innovation and leadership to more lifelong career satisfaction and success.
- CTE recognizes the diverse needs, behaviors, backgrounds, environments and preferences of students by creating an approach for individual guidance and preparation for goals, plans and dreams.
- CTE is dynamic, flexible and responsive to the changes and advances of technology, education, the workforce and the economy by incorporating methods, ideas and resources to keep CTE relevant and contemporary.

CTE has a positive impact on student achievement and transitions. Programs help students find their passion, boost their confidence and empower them to succeed. Because CTE demonstrates a positive return on investment, CTE is a trusted, long-standing partner with the employer community.†

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† "Reflect, Transform, Lead: A New Vision for Career Technical Education." National Association of State Directors of Career Technical Education Consortium (NASDCTEc), 2010.

The Importance of Family and Consumer Sciences in Wisconsin and our communities

Family and Consumer Sciences is a field of knowledge concerned with preparing people for independence, family, employment and life by applying knowledge from a variety of educational disciplines. Courses are designed to develop the total well-being of the students, empowering them to become healthy, well adjusted, self-confident, productive individuals, family members and employees.

Family and Consumer Sciences is relevant and engaging
In order to enhance individuals and their families, Family and Consumer Sciences programs are supplemented and revised to meet societal changes. All students should be equipped with the life skills necessary to improve the quality of the physical, psychological and social aspects of life for themselves and others. Knowledge and skills from Family and Consumer Sciences are needed for today and in the future in order to lead a balanced life.

Family and Consumer Sciences is important to the economy
Family and Consumer Sciences courses can prepare students for careers including, but not limited to, Child Care and Development, Early Childhood Education, Housing and Home Furnishings, Food Service and Hospitality, Nutrition, Health Related Occupations, Social Work, Fashion Construction and Merchandising and Personal and Family Finance. Thinking creatively, making decisions, relating to and communicating with others and utilizing scientific research and technology are necessary for individuals and workers in an ever-changing global society. £

The ACTE Family and Consumer Sciences Education Division is aligned with the following career clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Education and Training
- Finance
- Health Science
- Hospitality and Tourism
- Human Services
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics

Family and Consumer Sciences prepares for college and careers
Research proves that when one's personal life is in order, work life is affected in a positive manner, which has a direct correlation and impact on all career cluster occupations. Family and Consumer Sciences (FCS) programs approach the 21st century skills (communication, collaboration, critical thinking and creativity) in the balance of work and family in the application of the knowledge, skills and dispositions through the family systems of action.

The early child care industry needs to fill 400,000 to 500,000 positions by 2018. Half of the growing CTE programs are related to Early Childhood and Culinary Arts, which are associated with higher than average employment growth. FCS is the only CTE department with a focus upon the Human Services pathways that address essential needs of children and families.π

Family and Consumer Sciences goes beyond the classroom
Family and Consumer Sciences provides secondary and postsecondary students the opportunity to explore and prepare for careers in culinary, nutrition, dietetics, education, early childhood, fashion design, interior design, textiles, tourism and hospitality, food science, social services and many human services related careers.

Students in FCS programs are provided with skills, attitudes and behaviors necessary for promoting nutrition and wellness; strengthening the well-being of individuals and families; becoming responsible citizens and wage earners; managing resources and finances; balancing work and family life; preparing for successful life management, employment and career management; and critical and creative thinking skills to address problems.

FCS addresses STEM through the living sciences including: 1) food science and innovation, 2) nutrition and wellness; 3) interior/textiles technologies; 4) environmental practices and 5) early childhood education and parenting, which promotes early STEM skills in children.

Family and Consumer Sciences is interdisciplinary and collaborative
The FCS field draws from broad and diverse disciplines to develop and provide the content and programs that help individuals become more effective critical thinkers and problem solvers. Through discovery and delivery of research base knowledge, FCS programs assist individuals and families in the development of essential skills to successfully live and work in a complex world.

Family and Consumer Sciences creates students who care
Family and Consumer Sciences makes the connection between the issues of society and the prevention education that FCS programs offers to students. Students see the connection of Family and Consumer Sciences to the career clusters, understand the complexity of addressing the essential needs of children, individuals and families and realize the FCS has the background training to impact behaviors in students today and workforce of tomorrow.

In summary
Family and Consumer Sciences education provides the essential life skills to develop healthy individuals who are prepared to meet the needs of their children and/or families or those with whom they work.

£ "Family and Consumer Sciences Education". Gayle Randel, Education Consultant, Family and Consumer Sciences, Kansas Department of Education, 2012. Refer to: http://www.aafcs.org

π "The Impact of Family and Consumer Sciences Education". Gayle Randel, Education Consultant, Family and Consumer Sciences, Kansas Department of Education, 2012. Refer to: http://www.aafcs.org

Work-Based Learning in Family and Consumer Sciences Programs

One of the goals of family and consumer sciences programs is to prepare all students to be college and career ready. Providing work-based learning opportunities is an important step to becoming career ready. Engaging work-based learning experiences allow students to apply knowledge and technical skills to real-world projects and problems alongside professionals. Family and Consumer Sciences students who participate in programs such as the State Certified Skills programs and Youth Apprenticeship programs makes a significant contribution to student's success in life.

Family and consumer sciences students seek a clear connection between their future career(s) and class work. The opportunity to explore and experience the world of work is beneficial to career decision-making. These experiences provide students with a firsthand look at what skills and knowledge are needed to be successful in any chosen industry. Work-based learning is a key to a successful economy.

Some work-based education programs provide an opportunity for students to earn postsecondary credits concurrently while earning high school credit. This may occur through local agreements between a high school and college (such as a technical college or university) or through a more comprehensive agreement at the state or national level.

Today, most career pathways require some form of postsecondary education, whether it is an entry-level job, a management position for a mid-career professional or perhaps even a shift from practicing a profession to teaching others. A particular job might require a certificate, a two-year degree, a four-year degree, a doctorate or even a handful of courses to hone in on a particular piece of knowledge or a skill. †

Wisconsin FCCLA and Work-Based Learning

FCCLA is an integral part of any Family and Consumer Sciences program. Through a proven system of developing leadership skills, positive attitudes and a sense of community pride, FCCLA serves as a vehicle to transition students into careers. The role of FCCLA for students is to expand and/or demonstrate their 21st century and technical skills with the classroom and community. FCCLA is embedded into the Family and Consumer Science (FCS) curriculum and provides opportunities for leadership at the local, state and national level are available. Scholarship opportunities, competitive events STAR events and community involvement give students an opportunity for personal and professional growth in Family and Consumer Sciences and related occupations.

Work-Based Learning Options and Implementation in Family and Consumer Sciences

Job Shadowing

Job shadowing is a career exploration strategy. As such, it is most appropriate at the middle school level. Middle school is the time for students to explore the broad range of occupations so that later on they will be able to narrow their career interests. High school students who have not narrowed their career interests by tenth grade may also find job shadowing to be a useful activity.

Service Learning

Service-learning is a teaching method that engages students in solving problems within their schools and communities as part of a student's academic studies. In Wisconsin, service-learning is defined as "a teaching and learning method which fosters civic responsibility and links classroom learning and applied learning in communities." The strongest service-learning experiences occur when the service is intentionally immersed in ongoing learning and is a natural part of the curriculum that extends into the community.

Local Cooperative Education Program
Local Co-op involves paid work for a local credential that adds value for programs. Students can earn a high school credit for co-op experience and possible postsecondary credit. The number of required work hours is determined by the local school district and the program is administered by the local school district. Typically a local co-op is one year in length and can include any Career and Technical Education content areas.

School Based Enterprise
School-based enterprises (SBE) are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills. SBE activities help students increase their skills in management, problem solving, business operations, time management and working in teams.

Youth Leadership Skill Standards Program
The Youth Leadership Certificate is a set of competencies to recognize a student's mastery and exhibition of leadership skills valued by employers, communities and organizations. The certificate earned by the student will be issued by the State of Wisconsin and becomes a part of the student's portfolio and resume.

Employability Skills Certificate Program
The Employability Skills Certificate Program is a set of competencies developed for all students in order to recognize a student's mastery of employability skills valued by employers, to help students explore career interests and to provide a state credential of student mastery.

State Certified Cooperative Education Skill Standards Program
Wisconsin's Cooperative Education Skill Standards Certificate Program is designed in partnership with business, industry and labor representatives and educators around the integration of school-based and work-based learning and appropriate career development experiences. The program is designed to provide paid work experience for junior and senior high school students which contribute substantially to their educational and occupational development. Students learn technical tasks and employability skills validated by business and industry representatives in cooperation with high school, technical college and university instructors.

Through Family and Consumer Sciences, Cooperative Education programs offered are Food Services, Child Services and Family and Community Services.

Assistant Child Care Teacher Skills Certificate Program
To work as an assistant in a child care center, students can choose the ACCT program. To receive certification as an Assistant Child Care Teacher, student enrollees must be 11th or 12th graders or at least 17 years of age in the semester of enrollment. Students must also be enrolled in a DPI approved ACCT course taught by a vocationally certified teacher in child services. The student may enroll in a co-operative education skill standards certificate program leading to a DPI certificate as a Child Care Teacher (CCT). Students with an ACCT certificate may work in a child care facility beginning at age 17. Without this certificate individuals are prohibited from working as an ACCT prior to age 18.

Infant Toddler Skills Certificate Program
In addition to the ACCT Certification, a student may enroll in the Infant Toddler Certificate (ITC) program. This skills certificate enables students to work in a child care setting with children ages birth to three in a regulated child care setting.

Wisconsin Youth Apprenticeship

Wisconsin's Youth Apprenticeship program is a part of a statewide School-to-Work initiative supported by the Wisconsin Department of Workforce Development (DWD). It is designed for high school students who want hands on learning in an occupational area at a worksite along with classroom instruction. The program is for high school juniors and seniors requiring a minimum of 900 hours (450 each year) of paid experience. In mentored on-the-job training, the mentor serves as a guide and sponsor of the Youth Apprentice and encourages the student's progress in the workplace. The DWD issues a Certificate of Occupational Proficiency to students who successfully complete the program.

The Youth Apprenticeship area has several choices for Family and Consumer Sciences students to choose from including; Hospitality, Lodging and Tourism and Nursing and Medical Assistant.

In Closing

Career and Technical Education programs use contemporary concepts and strategies to prepare students who are college and career ready. Today's 21st century workplace requires people with the leadership, teamwork and communication skills to perform effectively. Work-based learning programs have proven successful in developing these skills in students of all ages and backgrounds.

† http://careerreadynow.org/docs/CRPC_4pagerB.pdf

Career and Technical Student Organizations in Family and Consumer Sciences Programs

Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family and FCCLA is the only national career and technical student organization with the family as its central focus. Since 1945, FCCLA members have been making a difference and expanding their leadership skills in their families, careers and communities by addressing personal, family, work and societal issues through Family and Consumer Sciences education or as determined by the Wisconsin Department of Public Instruction (DPI).

FCCLA has more than 219,000 members and nearly 6,500 chapters from 50 state associations, Puerto Rico and the Virgin Islands. The organization has involved more than ten million youth since its founding in 1945. Chapter projects focus on a variety of youth concerns by utilizing the planning process for life planning, goal setting, problem solving, decision making and interpersonal communication in the home and workplace.

Wisconsin FCCLA Mission

FCCLA promotes personal growth and leadership development through Family and Consumer Sciences education, focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation.

The purposes of FCCLA provide opportunities for self-development and preparation for family and community living and for employment. These purposes include:

- To provide opportunities for personal development and preparation for adult life
- To strengthen the family as the basic unit of society
- To encourage democracy through cooperative action in the home and community
- To encourage individual and group involvement in helping achieve global cooperation and harmony
- To promote greater understanding between youth and adults
- To provide opportunities for decision making and for assuming responsibility
- To become aware of the multiple roles of men and women in today's society
- To promote Family and Consumer Sciences education and related occupations

College and Career Ready

Family and Consumer Sciences provides secondary and postsecondary students the opportunity to explore and prepare for careers in culinary, nutrition, dietetics, education, early childhood, fashion design, interior design, textiles, tourism and hospitality, food science, social services and many human services related careers. These pathways gives enrolled students opportunities to earn college credit and certifications in Early Childhood, Food Science, Dietetics and Nutrition, Food Service, Child Development Associate-(CDA Credentialing); Adult, Youth and Infant CPR and First Aid, ServSafe and National Restaurant Association proficiency certifications achieved in high school Family and Consumer Sciences (FCS) coursework.

FCS courses give student's real life experiences through community service, supervised work experiences through job placements in internships and cooperative education courses. These experiences allow students to explore careers and make informed career choices based experiences while completing high school.

Wisconsin FCCLA Competitive Events

FCCLA competitive events provide several opportunities for students to gain recognition for their individual, team and chapter activities. Students are encouraged to expand their knowledge and experiences in an area of their interests and build on foundational and specialized skills and abilities through FCCLA competitive STAR events and the Family and Consumer Sciences Knowledge Bowl. Members strive for success as they learn the importance of education, the value of helping others and the power of self-accomplishment.

Leadership Opportunities

In addition to STAR events, nine national programs further expand leadership skills and knowledge of student members.

- **Career Connections-Program** explores career pathways and skills for success in families, careers and communities.
- **Dynamic Leadership-Program** enhances job skills and gain valuable on-site work experience.
- **FACTS-Families Acting Through Traffic Safety-Peer education program** which assists members in learning about safety through texting and driving campaign to arrive alive and lower the number one cause of death for youth in America.
- **Financial Fitness-Program** helps members develop skills to make, save and spend their money wisely to become financially fit.
- **Power of One-Program** gives members the power to make a positive change in their families, careers and communities, one goal at a time through a planning process.
- **STOP the Violence-(Students Taking on Prevention)-Program** empowers youth with attitudes, skills and resources to recognize, report and reduce youth violence.
- **Student Body-Program** promotes eating right, being fit and making healthy choices**.**
- **Families First-Program** strengthens family relationships through FCCLA's national peer education program, Families First.
- The **Japanese Exchange** allows students to apply for a scholarship to Japan to experience another culture while living with a host family.
- **Community Service Program** allows members to make a difference in a community by taking action.

Community Service Opportunities

The FCCLA Community Service program guides students to develop, plan, carry out and evaluate projects that improve the quality of life in their communities. Community Service helps young people build skills for family, career and community roles; provides youth-centered learning experiences related to Family and Consumer Sciences education; and encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring and citizenship.

The Role of FCCLA

Students can expand and/or demonstrate their 21st century and technical skills within FCCLA. FCCLA is embedded into the Family and Consumer Sciences curriculum and offers opportunities for leadership at the regional, state and national level. Scholarship opportunities, competitive STAR Events and community involvement give students an opportunity for personal growth, practical knowledge and career development.