Career and Community Connections:

Competency to Teaching Resource ConnectionTable

Introduction

Approximately 25 Family and Consumer Sciences teachers met in Overland Park, KS as part of a Summer Wrap-Around Session to create a "directions document". This document would serve as a resource to Family and Consumer Sciences teachers in Kansas for reference in developing the application level course for the career cluster pathways linked to FCS content.

The table below lists the competencies of the course, linking each to suggested topics, activities, resources, etc that a teacher might use in the addressing of each. This is a sample of what can be included however the teacher may add their own to the list.

(NOTE: This is only the technical competencies. The local instructor will need to ensure the academic foundations, communication, problem solving, information tech, safety and career development competencies are embedded within the course in addition to those listed below.)

Wrap Around Participant List:

Pam Walker-Bern
Nancy McRoberts-Olathe Schools
Theresa Dalby-Pitts State Student
Monica Leihy-Hillsboro
Judy Mann-Wichita SE
Nancy Becker-Dodge City
Dana DeMarco-Wichita East
C Harding-Wichita
P Lynch-Wichita

Cathy Mong – Wichita South
Bev Swisher- Wichita West
Robyn Pillers- Central Heights
Becky Jones-Logan High
Donna DeHart-Blue Valley Stillwell
Megan Clark-Herington High
Merritta Combs-West Franklin
Lynette Yevak-Emporia

Mary Susan Cole-Northeast
Verner Cartledge-Wichita West
Carolyn Richener-Hesston
Dawn Lindsley-Manhattan
Sharon Frankenberry-Fredonia
Cris Elliott-Presenter, Pitts State University
Gayla Randel-Presenter, KSDE

Competency	Ideas for application	How to document experiences in portfolio	Courses where taught
Review Character Development (trust, respect, responsibility, fairness, caring, citizenship)	FCCLA Character Counts Initiative Teachers' model appropriate behavior. Student of month recognition Team building Community Service Public Speaking Self respect **RESOURCE: Chamber of Commerce 'Best Practices" workshop.**	• Certificate • Journal • Records	All Human Services pathway courses.
Development of service (volunteer) attitude and skills Human service careers require	Integrate professional development pts with volunteer activities and community service, Blood Drive; Professional Dress Day; FCCLA T-shirt day. Participate in FCCLA Week. Mentoring, Speakers on employment attitudes, United Way Projects, Work with homeless shelters, Have classroom competitions, Fundraising for a cause **RESOURCE: FCCLA Career Connections**	• Chart can be developed to show accomplishments; • Point system to rewards; • FCCLA membership to provide opportunities. • Integrate photos	Career and Community Connections (and other courses with projects embedded)
Management strategies to help individuals balance work, family and community demands	Resource management activities…planners, daily record(1); Show relationship between time and money(1);Community Service (1);Budgeting activities, Needs/wants (2) Energy…Stress management, People management, communication, conflict resolution, role-playing (3). See Key to right **RESOURCE: United Way may have resources**	Key 1.Daily record of time spent 2.Budget Plan 3.Document a conflict resolution process	Key Taught in: 1.Career Life Planning 2.Consumer Ed 3.Career Life Planning

Changing view toward community involvement (impact of age, impact of life situation such as health, children, personal decisions, impact of work demands)	"Story of Stuff .com" PBS production; Panel discussion of different generations (1);Movie – "Play It Forward"(2);Speakers that focus on age group characteristics (i.e. Salvation Army—how to market to different age groups);Surveys comparing & contrasting views across the lifespan(3); Encourage empathy skills – grief, drunk, etc.	Key 1.Create questions for panel 2. Summarize & react to movie. 3. Create community surveys & document results	Career & Community Connections
Community Support for individuals and Families	(SEE OTHER LISTS)	(SEE OTHER LISTS)	(SEE OTHER LISTS)
Formal community resources (SRS, WIC, Head Start, etc.) Summarize the appropriate support needed to address selected human services issues.	Guest speakers; Observe Head Start; Walk through the application process of social programs; Extension Service programs – Parents As Teachers; Job Shadow at social program offices; Research WIC and other social programs…why started, who is paying for it; Encourage "play it forward" attitude to develop citizenship and responsibilities; Review tax collection and uses…relate to community resources. **RESOURCE: H&R Block or IRS may have resource to illustrate social resources and how they get tax dollars.**	• Newspaper articles to document service or need of resource • Booklet developed to identify community resources and handed out at PT conferences or community event. • Collect brochures from resources.	Intro to Human Services Family Studies Career & Life
Informal Community Resources (churches, neighbors)	Networking in community (whom are your sources); Graphic organizer of services linking who knows whom and who can help whom.; Community Service Projects; Develop afterschool events.; Recreation related	After-school program can be documented by: Showing pictures and Including flyers of the event. ; Community service projects can be documented through Newspaper articles and Pictures	Intro Human services Family studies Career & life

Determining needs of individuals and families (children, youth, young adults, parents, senior citizens)	Locate the demographics of area – investigate case studies; Community situations where public resources were used. Interview agencies…how do they determine recipient needs?; Identify local grants available; Conduct needs Assessment; Maslow's hierarchy of needs (PIES of needs…Physical, Intellectual, Emotional, Social).	• Copies of surveys & results • Display of results • Reaction papers • Video tape role play	Human Growth & Develop. Family Studies Career & Life Planning

Identify Areas in the Human Services Cluster	Students brainstorm various human services jobs which they categorize into fields (such as Consumer Services, Early Childhood, Family and Comm. Services) and then characteristics of job, skills required, and education.	• Children's books self made by students.
		• Child care services-observations, lab experiences
		• Portfolio's of careers/experiences
		  o Electronic or
		  o Hard copy notebook
		• FCCLA Star Events participants
		• Template or Table to complete
			All Courses…applied in Career and Community Connection.

Analyze opportunities for employment and community endeavors	Introduce careers through guest speakers, interviews, job shadows, fieldtrips, internships; Use Kansas Career pipeline to locate an overview of scope of employment; Skype interviews; Match student skills & aptitudes with career opportunities; Visit post secondary programs; Review occupational outlook; Cost of living website; **RESOURCE: Chamber of Commerce; Dept of Labor, www.onet.gov**	• List of possible employers in interested career field. • Oral report of the interview with prospective employer. • Employer evaluation of job shadow/internship • One page paper about reaction to speaker and/or field trips.	Career & Life Planning for introduction; Career & Community Connection (for actual experience opportunities.)
Analyze professional organizations in community and human services careers	Preview websites of professional organizations; Write them to request information; (FCCLA is an example of a professional organization.) Determine employee's professional responsibility to organization if a member.	• Career research form that includes identification of prof. organization and functions/service. • Rubric that helps students evaluate organization's website (continued)	Some are taught in Career and Life Planning, but also in other courses where you are discussing social programs and civic organizations.

		• Business letter (teaches writing) requesting information from organization; Envelope labels to teach professional letters format.	
Summarize Educational and training requirements of entry, skilled and professional levels of each area.	Graphic organizers or career ladder to show movement within field; Job shadow different levels to learn hierarchy of work and interrelatedness of it all; Guest speakers Have students design a career ladder for an identified profession; Interview professionals about the work they do; Build skills in job seeking skills through FCCLA STAR Events (Job Interview and Career Investigation); Build presentation and organization/management skills in any STAR Event. **RESORUCE: FCCLA STAR Events; www.onet.gov or Bureau of Labor Statistics; Occupational Outlook Handbook--do "A-Z" of a career; Kansas Career Pipeline—Interest Inventory, career searches for skills/education/outlook.**	• Completed graphic organizer or career ladder on career field. • Interview transcription & follow-up documents. • Journal from shadowing/speaker • Printouts/summaries of interest surveys • STAR Event Rating Sheets • Portfolio Entries	Career & Life Planning Career & Com. Connection (All courses need to incorporate some sort of career awareness/research or application.)
Professional organizations linked with each area	Take students to professional meetings (like FCCLA); Promote all student organizations and what they have to offer; We as professionals should be active in the community. Greensburg efforts doing for self; Community service project. **RESOURCE: FCCLA**	• Journal of hours of activities • Reflection through video/recording event/reaction.	All classes if FCCLA is embedded;

Know licensing laws and regulations that affect service providers.	Identify limitations of career choices to poor decisions/law infractions/convictions; Regulations in the workplace such as technology restriction, dress codes, legal issues, harassment, discrimination; Ethics/confidentiality in the profession and use of news paper articles for examples. **RESOURCES: "Flash meeting" (with FHSU professor…Dr. Robert Moody) program will allow virtual classroom.**	• Things can be saved to KS Career Pipeline portfolio & printed off…other methods allow it as well…portfolio entry. • Interview summary and/or reflection. • Certificates for any trainings, etc • Chart of labor laws, their implications, etc • Flash meetings can be recorded & archived • Reflection of guest speakers • Current event worksheet	Career & Life Planning Consumer Ed Entrepreneurship Human Growth & Dev. Family Studies Nutrition & Wellness Intro to Human Services
Global impact on human service careers (working with different cultures)	Heritage Panel—teen peers and/or adults of other cultures discuss their culture Student Organizations linked to culture—Black Student Union, SADD, FCCLA; Diversity coordinators speak; Diversity training; Kansas Career Pipeline – short videos on diversity; Tolerance. Org **RESOURCES: Communities in Schools—Non-profit organization; Social Networks (technology); You Tube—Gender/Tolerance; FCCLA STOP the Violence and Families First National Program**	• If from a panel discussion-have students write a summary of the presentation. • Research table on family structures and cultural differences/similarities.	Family Studies Human Growth and Development Intro to Human Services Nutrition & Wellness

Family Impact Cultural differences, families dealing with members having disabilities	Resources for families-community based; Cultural issues in current events; US citizenship process; identify various disabilities & resources; Speakers from businesses that employ the disabled; Utilize resources within the community to speak/share awareness of cultural traditions (churches, community groups, mental health organizations…); Research "discrimination policy"; Skype interviews/speakers; Sponsor "cultural awareness week". **RESOURCES: Power point "What The World Eats"—illustrates the "have" countries and "have not" countries based upon food available; Rhuby Payne research on poverty**	• Create flyer over something listed to the left. • Summary paper • Resources table with contact information, what they offer, how to sign up, limitations…	Human Growth and Development. Family Studies Intro to Human Services
Respect (gender, age, culture, ethnicity, disability)	Teachers should model behavior (teacher workshop to remind what this means); Mutual professionalism should be encouraged (student/teacher); Cultural respect…it means something different to different cultures; Practice communication skills, effective listening and speaking in class; Respect for property is just as important; Social respect-bullying and diverse life styles; Conflict resolution; Appropriate behavior; Manners; **RESOURCE: The Tongue Tied Americans (book); Learning Zone resources (etiquette & netiquette, cell phone/texting; "mean girls""odd girl out"); Tom Jackson's "Activities That Teach" books; FCCLA's STOP the Violence National Program**	• Role play reflection • Debriefing questions after speakers or classroom discussions. • Signed "Respect Agreement" to respect others (middle school?)	All courses, but "Respect" as a "Subject" may be best taught in Intro to Human Services; Family Studies or Human Growth and Development

Conflict Resolution in the workplace	Practice communication, speaking, listening; Stress Management;?); Guest speakers—Human Resources from local businesses (respect on the work front); Cultural differences; Mediation; Peer counseling "Rachael's Challenge"; Conflict escalator activity;, Role playing mediation process; Teaching "I" message and "Helping Skills". **RESOURCES: Tom Jackson Book" Activities That Teach"; "Lips & Ears" Communication Curriculum, Jist Company; FCCLA Families First National Program**	• Role play scripts and reflection papers • Conflict resolution brochure • Reflection paper on discussion	Career & Life Planning Career & Comm. Connections Family Studies Consumer Ed Intro to Human Services
Decision making and problem solving in order to reduce and manage conflict	Case Studies – Negative & Positive Resolutions; The "Reason" model(Recognize problem, Evaluate resources, Analyze neg and pos of each option, Select best choice (reasonable, workable, ethical), Note results); Teach FCCLA Planning Process model which works for conflict resolution too; Impact wheel of decisions;"Scruples" game; Anger management **RESOURCES: FCCLA Planning Process and Stop the Violence National Program; "Your Attitude is Showing"**	• Complete REASON model examples • Complete FCCLA planning process examples (STAR events, activities, meetings projects, Power of ONE etc.) • Complete case study examples. • Student presenters (public speaking.)	All classes require problem solving; Planning Process can be used for any class project assignment.
Job acquisition skills	Resume Creation; Practice interviewing; Role play interview situations; Application walk-through (importance of spelling); Importance of being on time, even with applications sent in; Speakers who are employers…what they look for, what their job interviews were like when trying to get hired; Public Speaking practice; Impact of facebook and social sites; Practice talking face to face. **RESOURCES: FCCLA Job Interview STAR Event, FCCLA Career Connection and Leaders At Work National Programs**	• Copies of student work • Written evaluations • Interview rubrics • Flyers, newsletters about interview process.	Career & Life Planning Consumer Education Career & Comm. Connections

Considerations of each area (SEE OTHER COMPETENCIES LISTS.)	Professionalism and ethics Technology use Legal requirements Safety issues Diversity and disability acceptance Determine skills that provide services to the community Behaviors Appearance Communication Rules, regulations and policies that affect employer, employee, participant and family rights and responsibilities	(SEE OTHER LISTS)	(SEE OTHER LISTS)
Identify crises situations that require intervention and professional assistance	Guest speaker counselor's day or mental health agency; Field trip to social service agency or crisis center; Learn "Signs and Symptoms of Abuse"; CPR and First Aid Training; FCCLA STOP the Violence Activities about what is violence and how to get help' Brainstorm definition of " crises"; Research policies at the workplace; What is harassment?; Hotlines; Current event analysis; Answer "Dear Abby" type letters; Role Play; Panel of community resource agencies; Role of law enforcement and (continued) EMS; 911 – appropriate use	• Brainstorm cards with process questions answered • Copy of & response to "Dear Abby" document searches • Reflection papers • Certificate of completion of trainings. (continued)	Career & Life Planning Career & Community Connections Family Studies Nutrition & Wellness

	RESOURCES: FCCLA STOP the Violence National Program FCCLA Family First National Program; American Red Cross;	• Some kind of project representing help available (flip chart, brochures, presentations etc)	
Demonstrate use of technology appropriate to the career	Applied Technology – STAR Event Job document production – Resume, etc Spreadsheets – Excel Blogging on course topic Evaluating web sites Skype – Interviews Presentations-powerpoint etc. Newsletters—of resources (analyze) or ones created by students. On-line resumes (electronic format) "Photo stories" –CD creation Letters of request for more information. Technical memo Letter of Complaint Letter of Inquiry Videos from You-tube	• Everything listed to the left. • Written evaluation or summary of interviews, speakers, Skype experiences • Hard copy of newsletter, flyers • Evaluation rubrics on items created	All – work in portfolio for career & comm.. connections course as course is built.
Document experiences (Same as demonstrate use of technology plus list at right)	Portfolio – written or electronic Training agreements Contract Work journals Student evaluations – peer-self-teachers Certificates Blog Class artifacts or Sample work from technical area. Podcasts, Technical grade cards **RESOURCES: FCCLA Career Connection and Leaders at Work National Programs.**		All – work in portfolio for Career & Comm. Connections course as course is built.