

Common Career and Technical Core
Family and Consumer Sciences Connection to Career Readiness Standards

Introduction:

In June 2012, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) released the Common Career and Technical Core (CCTC) of Standards for the career clusters (www.careertech.org). The CCTC also includes twelve career-ready skills that are required of students to be career ready. The document states *“these practices are not exclusive to a career pathway, program of study, discipline or level of education”*. But are to be *“taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation.”*

If one looks to these practices as following the same educational methodology as other FCS coursework, concepts must be first introduced and learned in their abstract form, with applications to personal development to show meaning. Once they are learned, then the next step in complexity can show how they apply within family settings and finally, students could use the skills as they relate to specific career cluster applications.

One should also note that all of the career ready practices are vitally important to the success of the Human Services workforce, a career cluster area aligned with Family and Consumer Sciences in many states.

CCTC Career Ready Practices and Specific Family and Consumer Sciences Education Connection:

The following lists each career ready practice (in **bold font**), and follows with a listing of concepts needed to fully understand what the practice entails. The concepts are listed under the “A” section. These are concepts the student must understand before moving to the development phase. The “B” section identifies the actual skills each career ready practice expects as listed in the CCTC explanation. Anything is **red font** is suggested as uniquely addressed in Family and Consumer Sciences education curriculum. Closing thoughts suggest how Family, Career and Community Leaders of America (FCCLA) is utilized in the development of these skills.

(Open the full CCTC document and find the career ready practices explanation on pages 2 and 3 at this link: <http://www.careertech.org/career-technical-education/cctc/info.html>)

The following FCS education/CCTC connections are suggested:

- 1. Act as a responsible and contributing citizen and employee.**

A. Concepts to first learn include goal setting (near term and long-term), leadership, teamwork and empathy toward others;

B. Demonstrated skills include:

- Taking responsibility for actions,
- Development of a sense of community;
- Develop attitude to serve the common good;
- **Understanding of family** (FCS education specific);
- **Identification of goals in families and communities and address the goals to enhance them** (FCS education specific);
- **Human Services career cluster takes “serving the common good” to the highest level.** (FCS education specific)

C. Closing thoughts: FCS education directly teaches these concepts and FCCLA practices their development in authentic applications.

2. Apply appropriate academic and technical skills.

A. Concepts to first learn include linking abstract concepts to real-world applications

B. Demonstrated skills include:

- **Personal needs and family connections** (FCS education uniqueness).

C. FCCLA follows industry technical skills in competitive events which link to a particular occupation.

3. Attend to personal health and financial well-being.

A. Concepts to first learn include answering what is personal wellness?; what is meant by healthy diet (FCS education shares this with health ed.)?; what is involved in being mentally healthy?; what does being a consumer mean?; what does family mean?; how can parents impact the health and financial habits of their children?

B. Demonstrated skills include:

- **Basics of consumer and personal finance;**
- **Relationship education** (FCS education specific);
- **Relationship between personal issues and work responsibilities (balancing work and family) which includes financial responsibly.** (FCS education specific)

C. FCCLA requires a budget for all projects and promotes cooperation and teamwork in all activities and event planning.

4. Communicate clearly, effectively and with reason.

A. Concepts to first learn include forms of communication and time management;

B. Demonstrated skills include:

- **Appropriate relationship education** (FCS education specific);
- **Lifespan needs and development which includes communication roles** (FCS specific);
- **Empathy toward others.**

C. FCCLA provides opportunities to practice communication skills in a variety of applications.

5. **Consider the environmental, social and economic impacts of decisions.**
 - A. Concepts to first learn include communication, problem solving and a decision making process;
 - B. Demonstrated skills include:
 - **Practical problem solving** (FCS education specific);
 - **Impacts of decisions;**
 - **Impacting the social condition** (refers to sociological process of training individuals in acting in acceptable manner which would include raising children. It means more than socialization.);
 - C. FCCLA addresses many of these issues through national programs and promotes acceptance regardless of ethnicity, age, gender, culture, etc.

6. **Demonstrate creativity and innovation.**
 - A. Concepts to first learn include problem solving, creativity, critical thinking.
 - B. Demonstrated skills include:
 - **Recognition of what “normal” is so you’ll be able to recognized ‘innovation’.**
 - C. FCCLA provides the opportunity to solve problems, use creativity in competitive events and provides a platform for taking risks with support.

7. **Employ valid and reliable research strategies.**
 - A. Concepts to first learn include how to determine reliable research and resulting information as valid;
 - B. Demonstrated skills include:
 - **Identifying sources as accurate and reliable;**
 - **Conducting searches for specific data that can be supported;**
 - **Following ethical guidelines for sourcing.in searching for information.**
 - C. FCS education links research to personal, family and community issues of concern such as relationship education, children’s issues, health and wellness, nutrition education and personal financial advice. FCCLA includes research at some level in all competitive events and many national programs support completing research to learn local issues of concern.

8. **Utilize critical thinking to make sense of problems and persevere in solving them.**
 - A. Concepts to first learn include critical thinking, problem solving, learning a problem solving process, leadership, teamwork, responsibility.
 - B. Demonstrated skills include:
 - **Practical problem solving** (FCS education specific);
 - **Planning process**
 - C. FCCLA addresses this in authentic applications across many platforms.

9. **Model integrity, ethical leadership and effective management.**

- A. Concepts to first learn include time management, project management.
- B. Demonstrated skills include:
 - **Apply insights into human behavior to change other's actions.** (Directly addressed in FCS education through human growth and development.);
 - **Act in ways that align to personal goals and community-held ideals** (FCS education aligns to personal area such as family and marriage.)
- C. FCCLA practices this in authentic applications.

10. Plan education and career path aligned to personal goals.

- A. Concepts to first learn...goal setting, decision making.
- B. Demonstrated skills include:
 - **FCS Education introduces entrepreneurship as it relates to things students already know how to do as a result of programming** (such as food production, caring for children, event planning and/or apparel related services);
 - **FCS Education directly addresses career planning and personal goal setting in foundational career courses.**
- C. FCCLA offers competitive events to document skill levels (includes an actual Entrepreneurship competitive event and many tied to careers) and offers scholarships for further study.

11. Use technology to enhance productivity.

- A. Concepts to first learn includes ethical decision making and role of technology in daily and work lives.
- B. Demonstrated skills include:
 - **Consumer skills needed in purchasing technology** (FCS education specific);
 - **Determining reliable sources of information** (FCS education related topics);
 - **Ethical sourcing of found information.**
- C. FCCLA encourages use of technology in all events and activities.

12. Work productively in teams while using cultural/global competence.

- A. Concepts to first learn include what is teamwork and positive side of diversity as well as gain a respect for others that are different than you are;
- B. Demonstrated skills include:
 - **Acceptance of others through interactions and relationships;**
 - **Respect for others who are different than we are;**
 - **Awareness of cultural differences** (FCS Education specific)
- C. FCCLA offers opportunity for team work and respect for others (regardless of handicap, gender, age, cultural diversity, etc.) in a variety of situations.

Compiled by:

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