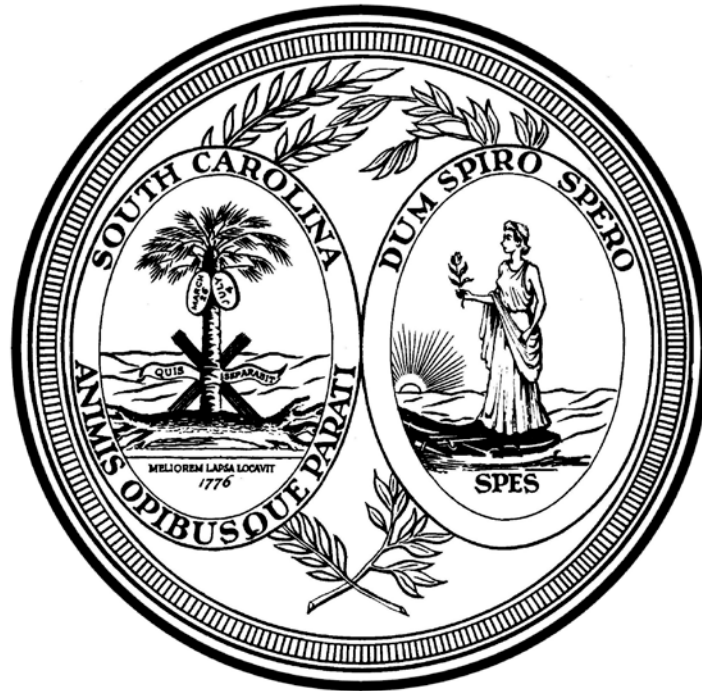


# South Carolina Department of Education



## Office of Career and Technology Education Exemplary Program Checklist Family and Consumer Sciences Education

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## EVALUATION DOCUMENT

This document was developed to assist in evaluating Career and Technical Education Programs throughout the state. Quality CTE programs are those which meet program standards based on the quality indicators provided. The goal of the evaluation process is to assist in improving programs.

This document is to be used as the basis for program self-evaluation, improvement, goal setting, and long-range planning.

As a department, instructors are to determine ratings for the following quality indicators. Programs with identified deficiencies should meet with administrators of the programs to develop a Family and Consumer Sciences Program Improvement Plan.

### EDUCATOR LICENSING

<b>All instructors are licensed and appropriately endorsed.</b>		
QUALITY INDICATORS		
1.1 Each instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.		
<b>1 = NOT endorsed OR 4 = Endorsed</b>		
Instructor	Course/Program	Rating
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
If instructor(s) is/are NOT endorsed, list what steps will be taken to become properly licensed and/or endorsed. (Use additional sheets if needed.)		

<b>Achievement Rating</b>			
<b>1 = MAJOR improvement needed</b>	<b>2 = MINOR improvement needed</b>	<b>3 = GOOD</b>	<b>4 = SUPERIOR</b>
Using the Achievement Ratings listed above, circle the number that best describes the degree to which your school meets the quality indicators for the program standards, which follow.			

## **CURRICULUM, INSTRUCTION, AND EVALUATION**

<b>Standard 2</b>	
<b>Curriculum, instruction, and evaluation are based on the state-approved standards and objectives.</b>	
QUALITY INDICATORS	Rating
2.1 Each course offered in the program is a state approved course.	1 2 3 4
2.2 Each course offered uses state or local standards objectives, and/or competencies.	1 2 3 4
2.3 Course/program prerequisites are followed.	1 2 3 4
2.4 Students shall participate in school-to-work opportunities. (A,BR)	1 2 3 4
2.5 The appropriate student organization shall be an integral part of the career and technology program. (C, L)	1 2 3 4
2.6 Student evaluation systems are in place and based on identified program objectives.	1 2 3 4
2.7 Business partnerships are identified and utilized to enhance the quality of the instructional program. (C,BR)	1 2 3 4
2.8 Integration of instruction with applied academic programs is established.	1 2 3 4
2.9 Each course has a syllabus including goals, objectives, and grading policies.	1 2 3 4
2.10 Technology applications are infused in the curriculum.	1 2 3 4
2.11 Instructional materials, supplies, and equipment are available for all students.	1 2 3 4
2.12 FACS courses including the middle/junior high and high school levels offer service-learning opportunities.	1 2 3 4
2.13 Student achievement is based on demonstrated competence of each task.	1 2 3 4
2.14 Student progress is measured through an appropriate ongoing process.	1 2 3 4
2.15 A safety review is conducted annually. (A)	1 2 3 4
2.16 Common planning time for applied academic and career and technology teachers is provided.	1 2 3 4
2.17 Curriculum modifications occur due to integration activities.	1 2 3 4
2.18 Integration meetings/activities are taking place.	1 2 3 4
2.19 Opportunity for teachers to experience business/industry internships is available.	1 2 3 4
Additional Information and/or Comments.	

**The following apply when a program has a child development lab:**

QUALITY INDICATORS	Rating
2.12 The operation of the lab functions primarily for the instructional purpose of high school students. The overall goal is to provide a quality program for students= learning, instruction, and training.	1 2 3 4
2.13 Overall supervision, curriculum activities, and grading are coordinated by the FACS classroom teacher.	1 2 3 4
2.14 All students involved in any aspect of the lab operation <b>MUST</b> be enrolled or have completed a child development and/or early childhood course.	1 2 3 4
2.15 Positive guidance and discipline techniques are modeled and practiced at all times.	1 2 3 4
2.16 Lab procedures and curricula follow developmentally appropriate practices	1 2 3 4
2.17 Students teaching in the lab receive oral debriefing and/or written feedback, as soon as possible after the teaching experience, to improve their skills.	1 2 3 4
2.18 The daily schedule is posted in the lab.	1 2 3 4
2.19 Daily lesson plans are posted or available in the lab.	1 2 3 4
Additional Information and/or Comments.	

## STUDENT ACCESS TO PROGRAM

<b>STANDARD 3</b>	
<b>Equal access is provided to all students, including non-traditional and special populations.</b>	
QUALITY INDICATORS	Rating
<p>3.1 The instructional program encourages the elimination of gender bias and stereotyping</p> <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program promotional materials seek to be representative of genders, race, color, national origin or disabilities?</li> </ul>	1 2 3 4
<p>3.2 The educational environment honors diversity and respect of each individual.</p> <ul style="list-style-type: none"> <li>• Do minority students enroll in your classes? Why or Why not?</li> <li>• What is done to increase enrollment of special pop students, especially male/female enrollments in programs considered nontraditional for their gender?</li> <li>• Who is designated as your school's grievance officer? Are you familiar with the grievance process</li> </ul>	1 2 3 4
<p>3.3 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students.</p> <ul style="list-style-type: none"> <li>• As a CTE teacher, have you ever been involved in student Section 504 plans?</li> <li>• What specifically was our role in that plan?</li> <li>• What promotions or recruitment activities does the CTE program pursue within the high school and to pre-high school students?</li> <li>• What do these activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE program?</li> </ul>	1 2 3 4
<p>3.4 Fair and impartial assessment practices are incorporated into the classroom.</p> <ul style="list-style-type: none"> <li>• What instructional evaluation and/or testing accommodations do you make for special population students?</li> </ul>	1 2 3 4
<p>3.5 The facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap.</p> <ul style="list-style-type: none"> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• Where would you put a student in a wheelchair in this classroom? Why?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>	1 2 3 4
<p>3.6 Entire curriculum is available to all students.</p>	1 2 3 4
<p>Examine samples of program posters, brochures, pamphlets, handouts, testing materials, bulletin boards displays, school catalog that are used in the classroom to promote enrollment and participation of ALL students (especially special pops). Do you have any 504 plans on file?</p>	

## SAFE AND SANITARY PRACTICES

STANDARD 4	
Safe practices are understood and implemented.	
QUALITY INDICATORS	Rating
4.1 State and/or district health and safety and sanitation policies and procedures are utilized.	1 2 3 4
4.2 Teachers report and document any injury in the labs.	1 2 3 4
4.3 Food labs implement appropriate food safety and sanitation practices.	1 2 3 4
4.4 The program has ready access to a first-aid kit.	1 2 3 4
4.5 Labs are equipped with fire extinguishers.	1 2 3 4
4.6 Teachers are trained in the use of fire extinguishers.	1 2 3 4
4.7 The program has a supply of disposable latex gloves and uses them appropriately.	1 2 3 4
4.8 Freezers and refrigerators are monitored to maintain safe temperatures.	1 2 3 4
4.9 Electrical cords on equipment are arranged outside of traffic patterns.	1 2 3 4
4.10 All gas and/or electric ovens are continuous or self-cleaning.	1 2 3 4
4.11 No one under age 16 and without proper instruction, is allowed to operate commercial food service equipment.	1 2 3 4
4.12 Hot water is maintained at a high enough temperature to provide adequate sanitation.	1 2 3 4
4.13 All labs are properly ventilated.	1 2 3 4
4.14 Safety lessons are taught and students are evaluated as appropriate.	1 2 3 4
4.15 Flammable materials and liquids are properly stored.	1 2 3 4
4.16 Sufficient electrical outlets are available and used properly.	1 2 3 4
4.17 Safety standards/regulations are posted.	1 2 3 4
4.18 Spacing of equipment ensures safe and efficient instruction use.	1 2 3 4
4.19 Sanitation practices are taught and followed.	1 2 3 4
Additional Information and/or Comments.	

**The following apply when a program has a child development lab:**

QUALITY INDICATORS	Rating
<p>4.14 There must be at least one <b>adult*</b> in the lab at all times. The FACS classroom instructor may act in this role ONLY when NOT responsible for the instruction or supervision of students in another classroom.</p> <p><i>* <b>Adult</b> is defined as a high school graduate, 18 years of age or older, involved in the lab operation.</i></p>	1 2 3 4 N/A
<p>4.15 If appropriate space and ratios are maintained, the MAXIMUM number of children at any one time shall not exceed 35.</p>	1 2 3 4 N/A
<p>4.16 <b>Minimum Adult*/Child ratios</b> are maintained at all times:            1 adult to 4 children - age 6 weeks to two years            1 adult to 7 children - age 2            1 adult to 12 children - age 3            1 adult to 15 children - age 4 and older            Students who are 16 years or older may count in the ratio if they work under the direct supervision of an adult for that age group.</p>	1 2 3 4 N/A
<p>4.17 There must be at least two caregivers in the lab at all times when there are more than six children present. (A student 16 years or older may be one of the caregivers if working under the direct supervision of an <b>adult*</b>.)</p>	1 2 3 4 N/A
<p>4.18 The lab is included in the school health and fire inspections.</p>	1 2 3 4 N/A
<p>4.19 The lab has a first-aid kit, or a first-aid kit is readily accessible.</p>	1 2 3 4 N/A
<p>4.20 If a child becomes ill, he/she is separated from the group and parents are contacted. Ill children are not allowed in the lab.</p>	1 2 3 4 N/A
<p>4.21 Sufficient custodial support is allocated to ensure the lab and restroom are cleaned daily when the lab is in operation.</p>	1 2 3 4 N/A
<p>4.22 Hand washing for 20 seconds with soap and water is practiced before and after food preparation, eating, and after using the toilet.</p>	1 2 3 4 N/A
<p>4.23 Adult employees shall be hired through the district personnel procedures including background checks.</p>	1 2 3 4 N/A
<p>4.24 Adult employees must hold current First Aid and CPR certifications.</p>	1 2 3 4 N/A
<p>4.25 Child-sized restroom facilities are available in or near the lab. If adult-sized restrooms are used, appropriate accommodations are made i.e., step stool, etc.</p>	1 2 3 4 N/A
<p>4.26 The restroom area must have at least two adults/students if a child needs assistance in using the toilet</p>	1 2 3 4 N/A
<p>4.27 The lab must have a telephone.</p>	1 2 3 4 N/A
<p>4.28 A fenced outdoor play area is provided.</p>	1 2 3 4 N/A
<p>4.29 Mats and/or cots are provided for rest.</p>	1 2 3 4 N/A
<p>4.30 Meal and snack menus are planned for each day of the week. Menus may be cycled at a minimum of two weeks.</p>	1 2 3 4 N/A
<p>4.31 A written school or district policy manual of all policies and procedures is available and distributed to all parents of children enrolled.</p>	1 2 3 4 N/A
<p>4.32 The lab has a lab policy manual.</p>	1 2 3 4 N/A
<p>4.33 Indoor activity equipment and toys are cleaned and sanitized weekly, or more often as necessary.</p>	1 2 3 4 N/A
<p>4.34 Lights in the lab remain on at all times children are in the lab, including sleep/nap time.</p>	1 2 3 4 N/A
<p>4.35 Indoor play area is recommended at 35 square feet per child.</p>	1 2 3 4 N/A
<p></p>	<p></p>



4.36 Personal hygiene items such as combs and toothbrushes may not be shared between children. They are to be labeled (with the child's name) and stored separately.	1 2 3 4 N/A
4.37 Proof of immunization or evidence of a personal, medical, or religious exemption must be on record.	1 2 3 4 N/A
4.38 If space and ratios are maintained, there is a maximum of 8 children under the age of 2 at any one time, or a maximum of 14 children aged 2 at any one time.	1 2 3 4 N/A
4.39 A separate area/room containing cribs and a rocking chair for infants, for children under the age of 2.	1 2 3 4 N/A
4.40 Proper sanitary diapering procedures are posted and followed.	1 2 3 4 N/A
4.41 Toys used for infants during the day are washed daily.	1 2 3 4 N/A
4.42 Records of diapering, sleeping, and bottle feeding times are maintained for each infant.	1 2 3 4 N/A
4.43 Personal items such as diapers, bottles, etc. may not be shared between children. They are to be labeled and stored separately.	1 2 3 4 N/A
4.44 Maintain air temperatures between 75 and 85 degrees Fahrenheit.	1 2 3 4 N/A
Additional Information and/or Comments.	

## LONG-RANGE PLAN

<b>STANDARD 5</b>	
<b>There is a 1- to 5-year written plan that provides program direction and improvement.</b>	
<b>QUALITY INDICATORS</b>	<b>Rating</b>
5.1 Instructors have developed a 1- to 5-year program plan that is reviewed and updated annually. Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.	1 2 3 4
5.2 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.	1 2 3 4
Additional Information and/or comments.	

## CTE LEADERSHIP ORGANIZATIONS (CTSOs)

<b>STANDARD 6</b>	
<b>Intra-curricular student leadership training opportunities are provided through FCCLA.</b>	
<b>QUALITY INDICATORS</b>	<b>Rating</b>
6.1 Students enrolled in the program have an opportunity to affiliate and participate in FCCLA.  <ul style="list-style-type: none"> <li>• What specific strategies are used to recruit special population students in your CTSO?</li> <li>• How many special population students are members of your CTSO?</li> </ul>	1 2 3 4
6.2 FCCLA is an intra-curricular part of the program.	1 2 3 4
6.3 FCCLA provides opportunities for student to participate in community service activities.	1 2 3 4
6.4 FCCLA provides opportunities for students to participate in leadership training activities.	1 2 3 4
6.5 FCCLA provides opportunities for students to participate in regional, state, or national competitions.	1 2 3 4
6.6 School/district makes provision for travel expenses and release time for the advisor(s) to participate in FCCLA activities.	1 2 3 4
6.7 School/district makes provision for travel expenses and release time for students to participate in FCCLA activities.	1 2 3 4
6.8 The local FCCLA chapter is affiliated with the appropriate state and national organizations.	1 2 3 4
6.9 Membership rosters and minutes of meetings are available for review.	1 2 3 4
6.10 Student organization activities are conducted under the direct supervision of an instructor/sponsor.	1 2 3 4
Additional Information and/or Comments:	

## SCHOOL-TO-WORK/NATIONAL CERTIFICATIONS

<b>STANDARD 7</b>	
<b>Students have opportunities to participate in school-to-work activities and attain national certifications.</b>	
<b>QUALITY INDICATORS</b>	<b>1 2 3 4</b>
7.1 Students are provided information on the availability of school-to-work opportunities.	1 2 3 4
7.2 Qualifications are established for students to participate in school-to-work activities.	1 2 3 4
7.3 Students are instructed about work-site procedures and behavior prior to going to a work site.	1 2 3 4
7.4 The instructor and/or work-based learning specialist/coordinator maintains communications with the work-site mentor.	1 2 3 4
7.5 An evaluation component is developed for student work-site performance.	1 2 3 4
7.6 Students participating in work-based learning activities have the written permission of parents or legal guardians.	1 2 3 4
7.7 Students have opportunities earn national certifications.	1 2 3 4
7.8 A system is established to deliver 21 <sup>st</sup> Century Skills instruction to students.	1 2 3 4
7.9 A procedure exists to provide 21 <sup>st</sup> Century Skills awareness training to teachers.	1 2 3 4
7.10 21 <sup>st</sup> Century Skills materials are available to teachers and students.	1 2 3 4
Additional Information and/or Comments:	

## ADVISORY COMMITTEE/COMMUNITY RESOURCES

STANDARD 8	
The program utilizes an advisory committee and community resources. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions and recommendations.	
QUALITY INDICATORS	Rating
8.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. <ul style="list-style-type: none"> <li>• What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?</li> </ul>	1 2 3 4
8.2 The advisory committee meets at least twice during each school year.	1 2 3 4
8.3 The minutes of advisory committee meetings are available.	1 2 3 4
8.4 The advisory recommendations have been implemented.	1 2 3 4
8.5 Minutes of committee meetings are submitted to the principal/director for review and action.	1 2 3 4
8.6 The program initiates and maintains liaisons with business and industry.	1 2 3 4
8.7 Community resources are used to supplement classroom instruction (e.g., speakers, donations, field studies, etc.)	1 2 3 4
8.8 The program maintains a current listing of community resources.	1 2 3 4
Additional Information and/or Comments:	

## EQUIPMENT & SUPPLIES

<b>STANDARD 9</b>	
<b>Proper equipment and adequate supplies are available to maintain and support the program.</b>	
QUALITY INDICATORS	Rating
9.1 Equipment provided is consistent with program objectives.	1 2 3 4
9.2 Established procedures for the maintenance, repair, and replacement of equipment are followed.	1 2 3 4
9.3 Supplies or an annual supply budget is provided for the program.	1 2 3 4
9.4 Current inventory of equipment is on file and updated annually.	1 2 3 4
9.5 Each classroom and/or lab has at least one computer with Internet access and e-mail capability for instructors.	1 2 3 4
9.6 Department laundry facilities and equipment are not shared with the custodial staff.	1 2 3 4
9.7 The type, variety, and quantity of equipment is such that manipulative and technological skills needed for equipment can be demonstrated and practiced.	1 2 3 4
9.8 A complete inventory of equipment, tools, and furnishings is made annually and properly documented.	1 2 3 4
9.9 Equipment is installed and fully operational.	1 2 3 4
	1 2 3 4
Additional Information and/or Comments:	

## FACILITIES

<b>STANDARD 10</b>	
<b>Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.</b>	
QUALITY INDICATORS	Rating
10.1 Facilities provided for the program are consistent with program standards and objectives.	1 2 3 4
10.2 Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are maintained at appropriate levels.	1 2 3 4
10.3 Storage space is functional and sufficient for instructional materials, supplies, and equipment.	1 2 3 4
10.4 Classrooms and laboratories are safe, clean, properly maintained, and in good repair to provide an environment conducive to learning.	1 2 3 4
10.5 Facility repairs and improvement requests are submitted and resolved in a timely manner.	1 2 3 4
10.6 Instructor workstations are adequate and appropriately equipped.	1 2 3 4
10.7 Adequate custodial support is provided in lab areas to maintain a clean and sanitary environment.	1 2 3 4
10.8 Storage areas are clean and organized.	1 2 3 4
10.9 The facility is adequate for the number of students enrolled.	1 2 3 4
10.10 The laboratory and classroom are neat, clean, and well maintained.	1 2 3 4
10.11 Adequate lighting, ventilation, heating, and cooling are provided in all areas.	1 2 3 4
10.12 The laboratory/classroom is satisfactory to serve both males and females who are enrolled in the program.	1 2 3 4
10.13 Aisles and passageways are clear.	1 2 3 4
10.14 Each classroom or laboratory is utilized for the specific purpose for which it was intended.	1 2 3 4
	1 2 3 4
Additional Information and/or Comments:	

## INSTRUCTIONAL MATERIALS

<b>STANDARD 11</b>	
<b>Appropriate instructional materials are available to achieve the goals and objectives of the program.</b>	
QUALITY INDICATORS	Rating
11.1 Instructional materials support state-approved standards and objectives.	1 2 3 4
11.2 Adequate instructional materials are available for all students in all courses.	1 2 3 4
11.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, CD-ROM, access to the internet, audiovisual aids, etc.	1 2 3 4
11.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule.	1 2 3 4
11.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.	1 2 3 4
11.6 Current student work/pictures are displayed.	1 2 3 4
Additional Information and/or Comments:	



## STUDENT/INSTRUCTOR RATIO

STANDARD 12	
Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.	
QUALITY INDICATORS	Rating
12.1 Enrollment in laboratory courses does not exceed the available workstations.	1 2 3 4
12.2 Enrollment in all courses ensures that the program objectives are met in a safe and effective manner.	1 2 3 4
Additional Information and/or Comments:	

## BUDGET

<b>STANDARD 13</b>	
<b>The program has an annual operating budget.</b>	
<b>QUALITY INDICATORS</b>	<b>Rating</b>
13.1 All instructors provide input in regard to the amount of their annual operating budget.	1 2 3 4
13.2 All instructors have access to and control over an annual supplies budget.	1 2 3 4
13.3 Allocated resources are sufficient to provide for the maintenance, repair, and replacement of equipment and the operation of the facility.	1 2 3 4
13.4 When lab fees are collected, they are expended for supplies used by students enrolled in the course/program.	1 2 3 4
13.5 If skill certification funds are available to the department, they are expended consistent with the department's overall goals and long-range plans.	1 2 3 4
13.6 TLC funds are expended in accordance with state guidelines and as recommended by the school TLC team.	1 2 3 4
Additional Information and/or Comments:	

## ADMINISTRATION SUPPORT

<b>STANDARD 14</b>	
<b>District and school administration understand and demonstrate support for the program.</b>	
<b>QUALITY INDICATORS</b>	<b>Rating</b>
14.1 Innovative instruction and program enhancements are encouraged and supported.	1 2 3 4
14.2 Faculty input is considered prior to determining teaching assignments and schedules in an effort to facilitate efficient classroom/lab management and utilization.	1 2 3 4
14.3 Instructors ensure that counselors are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.	1 2 3 4
14.4 Instructors ensure that administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.	1 2 3 4
14.5 Counselors register students based on the goals, objectives, activities, prerequisites, and enrollment guidelines of the program.	1 2 3 4
Additional Information and/or Comments:	

<b>PROFESSIONAL ASSOCIATION &amp; DEVELOPMENT</b>	
<b>STANDARD 15</b>	
<b>Instructors participate in appropriate professional association and professional development activities.</b>	
<b>QUALITY INDICATORS</b>	<b>Rating</b>
15.1 Instructors maintain membership in related state and national professional organizations.	1 2 3 4
15.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.	1 2 3 4
15.3 Instructors act as role models for students and exhibit leadership, teamwork, ethical and professional practices.	1 2 3 4
Additional Information and/or Comments:	

<b>Family and Consumer Sciences (FACS) Program Offerings</b>		
Child Development 1 and 2	Fashion, Fabrics and Design 1 and 2	Introduction to Culinary Arts
Culinary Arts 1 and 2	Financial Fitness 1 and 2	Introduction to Early Childhood Education
Early Childhood Education 1 and 2	Foods and Nutrition 1 and 2	Introduction to Family and Consumer Sciences (middle school program)
Exploratory Family and Consumer Sciences (middle school program)	Food Science and Dietetics 1 and 2	Introduction to Hospitality Management and Operations
Family and Consumer Sciences 1 and 2	Hospitality Management and Operations 1 and 2	Introduction to Teaching 1 and 2
Family Life Education 1 and 2	Housing and Interiors 1 and 2	Parenting Education 1 and 2
Fashion Design and Apparel Construction 1 and 2	Human Development: Responsible Life Choices 1 and 2	Sports Nutrition 1 and 2

Plan of Action:		
Date	Goal	Result



