

# State-Approved Technical Skill Assessments

5/5/2017

## Pathway: Consumer Services

### Cluster: Human Services

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE <a href="#">Please report broken web links</a>	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA- TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
<span style="font-weight: bold;">● For use at SECONDARY</span> For use at SECONDARY    For use at SECONDARY    For use at SECONDARY									
Family and Consumer Sciences/ Human Services (Cluster)	Employability	Academic Assessment	SkillsUSA	<a href="http://www.workforcereadysystem.org/media/blueprints/Employability_blueprint.pdf">http://www.workforcereadysystem.org/media/blueprints/Employability_blueprint.pdf</a>	Entry-level assessment that verifies student mastery of the knowledge and skills for employability in all career pathways including careers in family & consumer sciences.	On line	73%	\$10 per assessment for SkillsUSA member; \$20 per assessment for non-member	Must be a member of SkillsUSA member for the reduce fee; also additional cost for membership to SkillsUSA.
	SkillsUSA	SkillsUSA Work Force Ready System	SITE COORDINATOR	Each institution/ consortium should have a coordinator who contacts SkillsUSA to obtain assessment exams, proctoring information, data management needs, and other important functions. Click below for the SkillsUSA Work Force Ready System Web site and browse the various Assessment Links and other details: <a href="http://www.workforcereadysystem.org">http://www.workforcereadysystem.org</a>	Your Proctor name, email address and phone number are required when ordering assessments to be administered to students				

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<b>Family and Consumer Sciences (Cluster)</b>	21st Century Skills for Workplace Success	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1437_21st_Century_Skills.pdf">http://www.nocti.org/PDFs/JobReady/1437_21st_Century_Skills.pdf</a>	http://www.workforcereadysystem.org/index.shtml	Online	65%	\$18 - \$30 per exam	Job Ready Assessment
<b>Family and Consumer Sciences/ Human Services (Cluster)</b>	Workplace Readiness	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/3033_Workplace_Readiness.pdf">http://www.nocti.org/PDFs/JobReady/3033_Workplace_Readiness.pdf</a>	Entry-level assessment that verifies student mastery of the knowledge and skills for employability in all career pathways including careers in family & consumer sciences.	Online	65%	\$18 - \$30 per exam	Job Ready Assessment

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<b>Family and Consumer Sciences/ Human Services (Cluster)</b>	Career Skills (Workplace Readiness for Middle School)	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/CareerSkills.pdf">http://www.nocti.org/PDFs/JobReady/CareerSkills.pdf</a>	Assessment for middle school students but could be used for students with disabilities; verifies student mastery of basic knowledge and skills in all career pathways including careers in family & consumer sciences.	Online	65%	\$18 - \$30 per exam	Recommended for basic level programming in workplace readiness
	NOCTI	NOCTI	NOCTI TESTING AGREEMENT	Each institution/consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for the NOCTI Testing Agreement form: <a href="http://www.nocti.org/forms.cfm">http://www.nocti.org/forms.cfm</a>					

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<b>Family and Consumer Sciences/ Human Services (Cluster)</b>	Broad Field Family and Consumer Sciences	Academic Assessment	American Association of Family & Consumer Sciences (AAFCS)	<a href="http://www.aafcs.org/CredentiaingCenter/index.asp">http://www.aafcs.org/CredentiaingCenter/index.asp</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in family & consumer services.	Online	70%	\$25 per exam	
<b>Family and Consumer Sciences/ Human Services (Cluster)</b>	FACS Education I (Semester)	Academic Assessment	Oklahoma Career Tech	<a href="http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf">http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in all concepts of family & consumer sciences.	Online	70%	\$12 per exam; \$12 pre-test; \$12 post-test	
<b>Family and Consumer Sciences/ Human Services (Cluster)</b>	FACS Education II (Semester)	Academic Assessment	Oklahoma Career Tech	<a href="http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf">http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in all concepts of family & consumer sciences.	Online	70%	\$12 per exam; \$12 pre-test; \$12 post-test	

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	Careertech Testing Information for Consortia Leaders and/or High School Testing Coordinators	Careertech	TESTING AGREEMENT	Each institution/ consortium should have a Testing Coordinator who contacts Careertech to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for the Careertech Testing Agreement form: <a href="http://www.okcareertech.org/about/state-agency/divisions/testing">http://www.okcareertech.org/about/state-agency/divisions/testing</a>					
<b>Family and Consumer Sciences/ Human Services (Cluster)</b>	National Career Readiness Certification (Reading for Information/ Applied Mathematics/ Locating Information)	Certification	ACT WorkKeys	<a href="http://www.act.org">http://www.act.org</a>	ACT National Career Readiness Certification plus KeyTrain curriculum available.	Online	3 (Bronze) or higher on all assessments	\$15.00 Per test (\$15.00 X 3 = \$45.00).	Job skills assessment assessing real world job skills-- Testing sites available across the country at reduced rates; see local workforce center for further information.

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<b>Consumer Services</b>	Customer Service	Academic Assessment	SkillsUSA	<a href="http://www.workforcereadysystem.org/media/blueprints/ConsumerService_blueprint.pdf">http://www.workforcereadysystem.org/media/blueprints/ConsumerService_blueprint.pdf</a>	Entry-level assessment that verifies student mastery of the knowledge and skills in customer services including careers in consumer services.	On line	65%	\$10 per assessment for SkillsUSA member; \$20 per assessment for non-member	Must be a member of SkillsUSA member for the reduce fee; also additional cost for membership to SkillsUSA.
<b>Consumer Services</b>	Financial and Investment Planning	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf">http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in financial and investment planning.	Online	65%	\$18 - \$30 per exam	Pathway Assessment

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<b>Consumer Services</b>	Financial Literacy	Academic Assessment	Oklahoma Career Tech	<a href="http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf">http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in financial literacy.	Online	70%	\$12 per exam; \$12 pre-test; \$12 post-test	
<b>Consumer Services</b>	Personal and Family Finance	Academic Assessment	American Association of Family & Consumer Sciences (AAFCS)	<a href="http://www.aafcs.org/CredentiaingCenter/finance.asp">http://www.aafcs.org/CredentiaingCenter/finance.asp</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in personal and family finance.	Online	65%	\$25 per exam	

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● For use at POSTSECONDARY									
For use at POSTSECONDARY			For use at POSTSECONDARY			For use at POSTSECONDARY			
<b>Consumer Services/ Banking Services</b>	Banking and Related Services	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf">http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in financial and investment planning.	Online	65%	\$18 - \$30 per exam	Pathway Assessment
<b>Consumer Services/ Business Finance</b>	Business Financial Management	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf">http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in financial and investment planning.	Online	65%	\$18 - \$30 per exam	Pathway Assessment
<b>Consumer Services/ Business Finance</b>	Financial and Investment Planning	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf">http://www.nocti.org/PDFs/JobReady/1094_Financial_Investment_Planning.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in financial and investment planning.	Online	65%	\$18 - \$30 per exam	Pathway Assessment



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	NOCTI Testing Information for Consortia Leaders and/or Testing Coordinators	NOCTI	TESTING AGREEMENT	Each institution/ consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: <a href="http://nocti.org/GettingStarted.cfm">http://nocti.org/GettingStarted.cfm</a>					
<b>Consumer Services/ Banking Services/ Business Finance</b>	National Career Readiness Certification (Reading for Information/ Applied Mathematics/ Locating Information)	Certification	ACT WorkKeys	<a href="http://www.act.org">http://www.act.org</a>	ACT National Career Readiness Certification plus KeyTrain curriculum available.	Online	3 (Bronze) or higher on all assessments	\$15.00 Per test (\$15.00 X 3 = \$45.00).	Job skills assessment assessing real world job skills-- Testing sites available across the country at reduced rates; see local workforce center for further information.

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<b>Consumer Services/ Banking Services/ Business Finance</b>	Customer Service	Academic Assessment	SkillsUSA	<a href="http://www.workforcereadysystem.org/media/blueprints/CustomerService_blueprint.pdf">http://www.workforcereadysystem.org/media/blueprints/CustomerService_blueprint.pdf</a>	Entry-level assessment that verifies student mastery of the knowledge and skills in customer services including careers in consumer services.	On line	65%	\$10 per assessment for SkillsUSA member; \$20 per assessment for non-member	Must be a member of SkillsUSA member for the reduce fee; also additional cost for membership to SkillsUSA.
<b>Consumer Services/ Banking Services/ Business Finance</b>	Financial Literacy	Academic Assessment	Oklahoma Career Tech	<a href="http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf">http://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides/StudyGuideList_20162017.pdf</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in financial literacy.	Online	70%	\$12 per exam; \$12 pre-test; \$12 post-test	

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<b>Consumer Services/ Banking Services/ Business Finance</b>	Personal and Family Finance	Academic Assessment	American Association of Family & Consumer Sciences <a href="#">(AAFCS)</a>	<a href="http://www.aafcs.org/CredentiaingCenter/finance.asp">http://www.aafcs.org/CredentiaingCenter/finance.asp</a>	Broad-based pathway assessment that verifies student mastery of the knowledge and skills in personal and family finance.	Online	65%	\$25 per exam	

# Common Core Competencies

7/1/2014

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Y=Essential; N=Not Essential; O=Optional

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES Consensus among work group		COMMENTS
		Secondary	Post-secondary	
<b>TOPIC 1: ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and education opportunities within a career cluster and/or career pathway.</b>				
<b>INDICATOR 01.01</b> Complete required training, education, and certification to prepare for employment in a particular career field.	<b>MEASURE 01.01.01</b> Identify training, education and certification requirements for occupational choice.	Y	Y	
	<b>MEASURE 01.01.02</b> Participate in career-related training and/or degree programs and participate in career exploration.	Y	Y	
	<b>MEASURE 01.01.03</b> Pass certification tests to qualify for licensure and/or certification in chosen occupational area.	O	O	<i>e.g. using Excel for inventory in the workplace.</i> <b>Comment from Business/Industry:</b> Certifications in all areas (e.g. Microsoft Office Excel, Word, etc.) are recommended.
<b>INDICATOR 01.02</b> Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.	<b>MEASURE 01.02.01</b> Model behaviors that demonstrate active listening.	Y	Y	
	<b>MEASURE 01.02.02</b> Adapt language for audience, purpose, situation. (e.g. diction/structure, style).	Y	Y	<i>e.g. memorandum vs. research paper.</i> <b>Comment from Business/Industry:</b> Indicator & measures are foundational skills.
	<b>MEASURE 01.02.03</b> Organize oral and written information.	Y	Y	
	<b>MEASURE 01.02.04</b> Compose focused copy for a variety of written documents.	O	Y	<i>e.g. agendas, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.</i>

	<b>MEASURE 01.02.05</b> Edit copy to create focused written documents.	<b>Y</b>	<b>Y</b>	<i>e.g. agendas, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.</i>
	<b>MEASURE 01.02.06</b> Comprehend key elements of oral and written information.	<b>Y</b>	<b>Y</b>	<i>e.g. cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical subject matter.</i>
	<b>MEASURE 01.02.07</b> Evaluate oral and written information for accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, relevancy, validity, and relationship of ideas.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 01.02.08</b> Identify assumptions, purpose, and outcomes/solutions.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 01.02.09</b> Predict potential outcomes and/or solutions based on oral and written information regarding trends.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 01.02.10</b> Present formal and informal speeches including discussion, information requests, interpretation, and persuasive arguments.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 01.03</b> Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.	<b>MEASURE 01.03.01</b> Identify whole numbers, decimals, and fractions.	<b>Y</b>	<b>Y</b>	<b>Comment from Business/Industry:</b> Indicator & measures are foundational skills.
	<b>MEASURE 01.03.02</b> Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication, and division.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 01.03.03</b> Demonstrate use of relational expressions such as equal to, not equal, greater than, less than, etc.	<b>Y</b>	<b>Y</b>	

	<b>MEASURE 01.03.04</b> Apply data and measurements to solve a problem.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 01.03.05</b> Analyze mathematical problem statements for missing and/or irrelevant data.	<b>Y</b>	<b>Y</b>	<i>e.g. cost control - per cents or price, solving for the "X".</i>
	<b>MEASURE 01.03.06</b> Construct charts/tables/graphs from functions and data.	<b>O</b>	<b>O</b>	
	<b>MEASURE 01.03.07</b> Analyze data when interpreting documents.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 01.04</b> Demonstrate science knowledge and skills required to pursue the full range of post-secondary and career education opportunities.	<b>MEASURE 01.04.01</b> Evaluate scientific constructs including conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.	<b>O</b>	<b>O</b>	
	<b>MEASURE 01.04.02</b> Apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.	<b>O</b>	<b>Y</b>	
<b>INDICATOR 01.05</b> Locate current research and apply knowledge of consumer products and industry equipment to enhance presentations with clients and consumers.	<b>MEASURE 01.05.01</b> Demonstrate product/equipment features to clients and consumers based on current research and knowledge.	<b>Y</b>	<b>Y</b>	<i>e.g., Confirm clients'/consumers' understanding of product/equipment features.</i>
				<i>e.g., Answer client and consumer questions confidently and accurately.</i>

**TOPIC 2: COMMUNICATIONS - Communicate clearly and effectively with reason including technical terminology and information.**

<b>INDICATOR 02.01</b> Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.	<b>MEASURE 02.01.01</b> Select the most appropriate reading strategy for identifying the overarching purpose of a text.	Y	Y	<b>Comment from Postsecondary:</b> e.g. Skimming reading for the most important aspect of financial analysis
	<b>MEASURE 02.01.02</b> Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.	Y	Y	<i>e.g., Understanding and application of technical jargon.</i>
	<b>MEASURE 02.01.03</b> Interpret, transcribe, and communicate information, data, and observations to apply information learned from reading to actual practice.	Y	Y	
<b>INDICATOR 02.02</b> Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.	<b>MEASURE 02.02.01</b> Employ verbal skills when obtaining and conveying information.	Y	Y	
	<b>MEASURE 02.02.02</b> Record information needed to present a report on a given topic or problem.	Y	Y	
	<b>MEASURE 02.02.03</b> Write internal and external correspondence that conveys and/or obtains information effectively.	Y	Y	
	<b>MEASURE 02.02.04</b> Communicate with other employees to clarify workplace objectives.	Y	Y	
	<b>MEASURE 02.02.05</b> Communicate effectively with customers and employees to foster positive relationships.	Y	Y	

<b>INDICATOR 02.03</b> Locate, organize, and reference written information from various sources to communicate with co-workers and clients/participants and other stakeholders.	<b>MEASURE 02.03.01</b> Locate, organize, and reference sources of information used to communicate with co-workers and customers.	<b>Y</b>	<b>Y</b>	<i>e.g. memos, rationale, proposal, contracts, management processes included in FCCLA and SkillsUSA leadership development activities, and SMART goals</i>
<b>INDICATOR 02.04</b> Evaluate and use information resources to accomplish specific occupational tasks.	<b>MEASURE 02.04.01</b> Review and apply information sources for occupational readiness.	<b>Y</b>	<b>Y</b>	<i>e.g. Informational texts, Internet web sites, and/or technical materials</i>
	<b>MEASURE 02.04.02</b> Evaluate the reliability of information.	<b>Y</b>	<b>Y</b>	<i>e.g. Informational texts, Internet web sites, and/or technical materials</i>
<b>INDICATOR 02.05</b> Use correct grammar, punctuation and terminology to write and edit documents.	<b>MEASURE 02.05.01</b> Use correct grammar, spelling, punctuation, and capitalization when preparing written documents.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 02.06</b> Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.	<b>MEASURE 02.06.01</b> Prepare oral presentations to provide information for specific purposes and audiences.	<b>Y</b>	<b>Y</b>	<i>e.g. Talking to supervisor about job tasks, performance reviews, community services projects, presenting to school boards, meeting with advisory committee members</i>
	<b>MEASURE 02.06.02</b> Identify and prepare support materials that will enhance an oral presentation.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 02.06.03</b> Deliver an oral presentation that sustains listeners' attention and interest.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 02.06.04</b> Implement multi-media strategies for presentations.	<b>O</b>	<b>O</b>	
<b>INDICATOR 02.07</b> Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.	<b>MEASURE 02.07.01</b> Be aware and sensitive to verbal and nonverbal behaviors when communicating with peers, clients and co-workers.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 02.08</b> Apply active listening skills to obtain and clarify information.	<b>MEASURE 02.08.01</b> Interpret a given verbal message/information.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 02.08.02</b> Respond with restatement and clarification techniques to clarify information.	<b>Y</b>	<b>Y</b>	



<b>INDICATOR 02.09</b> Develop and interpret tables, charts, and figures to support written and oral communications.	<b>MEASURE 02.09.01</b> Create tables, charts, and figures to support written and oral communications.	O	O	
	<b>MEASURE 02.09.02</b> Interpret tables, charts, and figures used to support written and oral communication.	Y	Y	
<b>INDICATOR 02.10</b> Listen to and speak with diverse individuals to enhance communication skills.	<b>MEASURE 02.10.01</b> Apply factors and strategies for communicating with a diverse community (coworkers, clients).	Y	Y	
	<b>MEASURE 02.10.02</b> Demonstrate ability to communicate and resolve conflicts within a diverse community (coworkers, clients).	Y	Y	
<b>INDICATOR 02.11</b> Exhibit public relations skills to increase internal and external customer/client satisfaction.	<b>MEASURE 02.11.01</b> Communicate effectively when developing positive interactions with customers, clients, and peers.	Y	Y	<b>Comment from Business/Industry:</b> Very important for entry-level workers
<b>INDICATOR 02.12</b> Employ strategies that motivate clients/consumers to follow through with recommendations in order to serve the clients'/consumers' best interests.	<b>MEASURE 02.12.01</b> Use client/consumer service skills, including ability to empathize, to motivate clients.	Y	Y	<i>e.g., Defuse client's/consumer's anger or skepticism; listen attentively; speak courteously and respectfully; include clients/consumers in planning; resolve conflict interests; respond to client/ consumer objections or complaints so that client/ consumer shows satisfaction.</i>
<b>INDICATOR 02.13</b> Explain consumer services offered, using appropriate language, to complete transactions.	<b>MEASURE 02.13.01</b> Apply client/consumer service techniques to complete transactions.	O	Y	<i>e.g., Manage objections with courtesy and defuse them; persuade the client/consumer to agree with an acceptable transaction; facilitate client's/ consumer's follow through with the transaction; maintain client/ consumer relationship as client/ consumer returns for services and refers others.</i>
	<b>MEASURE 02.13.02</b> Elicit financial information and preferences through interviews with clients/consumers.	O	Y	<i>e.g., Obtain all necessary information; identify client/consumer preferences.</i>

**TOPIC 3: PROBLEM-SOLVING AND CRITICAL THINKING - Utilize critical thinking skills to make sense of problems and persevere in solving them. Employ valid, reliable research strategies. Demonstrate creativity and innovation.**

<b>INDICATOR 03.01</b> Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).	<b>MEASURE 03.01.01</b> Analyze elements of a problem to develop creative solutions.	Y	Y	
	<b>MEASURE 03.01.02</b> Use problem-solving, critical thinking and creativity skills to improve a situation or process.	Y	Y	
	<b>MEASURE 03.01.03</b> Generate new and creative ideas to solve problems.	Y	Y	
	<b>MEASURE 03.01.04</b> Critically analyze information to determine value to the problem-solving task.	Y	Y	
	<b>MEASURE 03.01.05</b> Guide individuals through the process of recognizing concerns and making informed decisions.	Y	Y	
	<b>MEASURE 03.01.06</b> Identify and evaluate alternatives using a variety of problem-solving and critical thinking skills.	Y	Y	
<b>INDICATOR 03.02</b> Employ critical thinking and interpersonal skills to resolve conflicts with colleagues and/or customers.	<b>MEASURE 03.02.01</b> Determine best options/outcomes for conflict resolution using critical thinking skills.	Y	Y	<b>Comment from Business/Industry:</b> Conflict resolution training is ongoing for all employees. Issue moves up to management if an employee needs to work on this skill.
	<b>MEASURE 03.02.02</b> Resolve conflicts with/for customers and colleagues using conflict resolution skills.	Y	Y	
	<b>MEASURE 03.02.03</b> Implement conflict resolution skills to address colleague issues/problems.	Y	Y	

<b>INDICATOR 03.03</b> Identify, write and monitor workplace goals to guide progress in assigned areas of responsibility and accountability.	<b>MEASURE 03.03.01</b> Write realistic goals, objectives and action plans.	Y	Y	
	<b>MEASURE 03.03.02</b> Monitor goals and adjust as necessary.	Y	Y	
	<b>MEASURE 03.03.03</b> Recognize goal achievement using appropriate rewards in the workplace.	Y	Y	
	<b>MEASURE 03.03.04</b> Communicate goal achievement.	O	Y	
<b>INDICATOR 03.04</b> Conduct technical research to gather information necessary for decision-making.	<b>MEASURE 03.04.01</b> Gather information and data using a variety of resources.	Y	Y	
	<b>MEASURE 03.04.02</b> Analyze and evaluate information and data for value to the research objectives.	Y	Y	
<b>INDICATOR 03.05</b> Employ critical thinking skills when solving financial/economic problems to deliver appropriate recommendations to clients.	<b>MEASURE 03.05.01</b> Evaluate client/consumer resources versus product costs and client risk tolerance level.	O	Y	<i>e.g., Evaluate client/consumer resources versus cost.</i>
				<i>e.g., Educate client/consumer about most beneficial choices.</i>
				<i>e.g., Recommend best products, plans or services for client/consumer.</i>
	<b>MEASURE 03.05.02</b> Synthesize economic principles, client/consumer data, and math skills to produce comprehensive budgets, purchasing plans, and/or financial plans.	O	Y	<i>e.g., Produce attainable and manageable plans.</i>
				<i>e.g., Produce plans showing benefits for clients/consumers.</i>
	<b>MEASURE 03.05.03</b> Create plan to balance purchases, budgets, businesses, real estate investments or portfolio investments.	O	Y	<i>e.g., Produce balanced plan, explaining to client/consumer how the plan provides balance.</i>
<b>MEASURE 03.05.04</b> Consult with co-workers or those knowledgeable in a field of expertise when needed to expedite solutions to problems.	Y	Y	<i>e.g., Refer client/consumer to others if client /consumer will be better served.</i>	

	<b>MEASURE 03.05.05</b> Develop client/consumer recommendations using the appropriate investing or purchasing strategy.	<b>N</b>	<b>Y</b>	<i>e.g., Analyze client's/consumer's assets and purchasing power.</i> <i>e.g., Evaluate options and choose options for maximum return and minimum risk.</i> <i>e.g., Synthesize elements to produce purchase or investment recommendations that satisfy clients/consumers.</i>
<b>TOPIC 4: TECHNOLOGY APPLICATIONS - Use technology to enhance productivity.</b>				
<b>INDICATOR 04.01</b> Employ computer operations applications to manage work tasks.	<b>MEASURE 04.01.01</b> Manage basic computer operations - file storage and compress or alter files.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 04.02</b> Use standard business tools or procedures to create consumer service information and facilitate client interactions.	<b>MEASURE 04.02.01</b> Manage numerical information using a calculator.	<b>Y</b>	<b>Y</b>	<i>e.g., Add, subtract, multiply, divide accurately.</i> <i>e.g., Perform complex transactions accurately.</i>
	<b>MEASURE 04.02.02</b> Use appropriate computer applications.	<b>Y</b>	<b>Y</b>	<b>Comment from Business/Industry:</b> It is an expectation at the workplace. <i>e.g., Use Internet to access current information; use Microsoft Word, Power Point, Google Docs, and Excel; write, send and receive e-mail; use specialized software to prepare needed documents, accurately representing market analyses, contracts, projected outcomes, amortization, etc.; publish with Desktop Software to produce advertising materials; create documents for client/consumer and office use; create website for Internet advertising.</i>
	<b>MEASURE 04.02.03</b> Manage product information using computer technology.	<b>O</b>	<b>Y</b>	<b>Comment from Business/Industry:</b> Job-specific
	<b>MEASURE 04.02.04</b> Integrate product information using computer technology.	<b>O</b>	<b>Y</b>	<b>Comment from Business/Industry:</b> Not entry-level
	<b>MEASURE 04.02.05</b> Create product information using computer technology.	<b>O</b>	<b>Y</b>	<b>Comment from Business/Industry:</b> Not entry-level

<b>INDICATOR 04.03</b> Create and communicate accurate public service information to educate various audiences about consumer services.	<b>MEASURE 04.03.01</b> Present comprehensive subject or product information.	<b>Y</b>	<b>Y</b>	<i>e.g., Provide customized oral presentations and visual materials to specific audiences.</i>
<b>TOPIC 5: ORGANIZATIONAL AND GLOBAL SYSTEMS – Understand the environmental, social, and economic impacts of decisions within an organization. Understand global context of industries and careers.</b>				
<b>INDICATOR 05.01</b> Apply principles of planning, design, development, and evaluation when creating professional programs to accomplish long-range goals.	<b>MEASURE 05.01.01</b> Design programs or activities to meet specific organizational and professional development needs.	<b>N</b>	<b>O</b>	Postsecondary: Job specific--more management responsibilities than entry-level worker
				<i>e.g., Document that programs and activities effectively address needs.</i>
<b>INDICATOR 05.02</b> Accomplish team objectives using available personnel resources.	<b>MEASURE 05.02.01</b> Accomplish team objectives using available personnel resources.	<b>N</b>	<b>O</b>	<i>e.g., Document that team objectives have been met; provide professional development opportunities for improvement.</i>
<b>INDICATOR 05.03</b> Apply principles of planning, design, development, and evaluation when creating professional programs to accomplish long-range goals.	<b>MEASURE 05.03.01</b> Design programs or activities to meet specific organizational and professional development needs.	<b>N</b>	<b>O</b>	<i>e.g., Document that programs and activities effectively address needs.</i>
<b>INDICATOR 05.04</b> Select and employ available human resources to accomplish team objectives in the human services setting.	<b>MEASURE 05.04.01</b> Accomplish team objectives using available human resources.	<b>O</b>	<b>O</b>	<i>e.g., Document that team objectives have been met.</i>
				<i>e.g., Provide professional development opportunities for improvement.</i>
<b>TOPIC 6: SAFETY, HEALTH, AND ENVIRONMENT – Understand the importance of safety, health, and environmental management systems and their importance to organizational performance and regulatory compliance.</b>				
<b>INDICATOR 06.01</b> Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.	<b>MEASURE 06.01.01</b> Assess workplace conditions with regard to safety and health.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 06.01.02</b> Align safety issues with appropriate safety standards to ensure a safe workplace/jobsite.	<b>O</b>	<b>O</b>	<b>Comment from Postsecondary:</b> Job specific--more management responsibilities than entry-level worker <b>Comment from Business/Industry:</b> Job specific

	<b>MEASURE 06.01.03</b> Identify safety hazards common to workplaces.	Y	Y	
	<b>MEASURE 06.01.04</b> Identify safety precautions to maintain a safe worksite.	Y	Y	
	<b>MEASURE 06.01.05</b> Select appropriate personal protective equipment as needed for a safe workplace/jobsite.	Y	O	
	<b>MEASURE 06.01.06</b> Inspect personal protective equipment commonly used for selected career pathway.	O	O	
	<b>MEASURE 06.01.07</b> Use personal protective equipment according to manufacturer rules and regulations.	O	O	
	<b>MEASURE 06.01.08</b> Employ a safety hierarchy and communication system within the workplace/jobsite.	O	N	<b>Comment from Secondary:</b> e.g. Know who to contact based on issue. <b>Comment from Postsecondary:</b> Job specific--more management responsibilities than entry level worker
	<b>MEASURE 06.01.09</b> Implement safety precautions to maintain a safe worksite.	Y	Y	
<b>INDICATOR 06.02</b> Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.	<b>MEASURE 06.02.01</b> Identify rules and laws designed to promote safety and health in the workplace.	Y	Y	
	<b>MEASURE 06.02.02</b> State the rationale of rules and laws designed to promote safety and health.	Y	Y	
<b>INDICATOR 06.03</b> Employ emergency procedures as necessary to provide aid in workplace accidents.	<b>MEASURE 06.03.01</b> Use knowledge of first aid procedures as necessary.	Y	O	
	<b>MEASURE 06.03.02</b> Use knowledge of CPR procedures as necessary.	O	O	
	<b>MEASURE 06.03.03</b> Use safety equipment as necessary.	Y	Y	

<b>INDICATOR 06.04</b> Employ knowledge of response techniques to create a disaster and/or emergency response plan.	<b>MEASURE 06.04.01</b> Know and follow an emergency and/or disaster plan.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 06.05</b> Describe, assess, and demonstrate rules and laws which should be followed in a human services setting to promote occupational safety and health.	<b>MEASURE 06.05.01</b> Demonstrate knowledge of rules and laws designed to promote safety and health and their rationale.	<b>O</b>	<b>Y</b>	<i>e.g., Identify key rights of employees related to occupational safety and health.</i>
				<i>e.g., Identify the responsibilities of employers related to occupational safety and health.</i>
				<i>e.g., Explain the role of government agencies in providing a safe workplace.</i>
	<b>MEASURE 06.05.02</b> Demonstrate methods to correct common hazards.	<b>O</b>	<b>Y</b>	
	<b>MEASURE 06.05.03</b> Demonstrate personal and group health and safety practices.	<b>O</b>	<b>Y</b>	
	<b>MEASURE 06.05.04</b> Implement procedures to protect the health and safety of all individuals.	<b>O</b>	<b>Y</b>	
	<b>MEASURE 06.05.05</b> Manage the physical and social environment to reduce conflict and promote safety.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 06.05.06</b> Follow regulations and organizational policies and procedures to assure a safe and healthy environment.	<b>Y</b>	<b>Y</b>	
<b>TOPIC 7: LEADERSHIP AND TEAMWORK - Use leadership in collaborating with others to accomplish productive organizational goals and objectives with an awareness of cultural/global competence.</b>				
<b>INDICATOR 07.01</b> Model behaviors that demonstrate support for the organization's mission and ensure quality service in order to provide quality human services to clients.	<b>MEASURE 07.01.01</b> Know and understand organizational priorities that reflect the organization's mission.	<b>Y</b>	<b>Y</b>	<i>e.g. Assist in setting organizational priorities to ensure quality.</i>
	<b>MEASURE 07.01.02</b> Establish working relationships with all levels of personnel.	<b>Y</b>	<b>Y</b>	<i>e.g. Use interpersonal skills to build effective working relationships.</i>

	<b>MEASURE 07.01.03</b> Know and understand culturally competent practices that are sensitive to cultural, religious, disability, and gender issues.	<b>Y</b>	<b>Y</b>	<i>e.g. Set up and/or participate in workshops relating to cultural, religious, disability, and gender issues specific to human services careers.</i>
				<i>e.g. Develop service guidelines with other co-workers .</i>
	<b>MEASURE 07.01.04</b> Maintain working relationships with all levels of personnel.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 07.02</b> Model behaviors that demonstrate support for the organization's mission and ensure quality service in order to provide quality human services to clients.	<b>MEASURE 07.02.01</b> Develop organizational priorities that reflect the organization's mission.	<b>N</b>	<b>Y</b>	<i>e.g., Assist in setting organizational priorities to ensure quality.</i> <b>Comment from Business/Industry:</b> Possible for entry level worker to help to develop priorities in a team setting
	<b>MEASURE 07.02.02</b> Establish working relationships with all levels of personnel.	<b>Y</b>	<b>Y</b>	<i>e.g., Use interpersonal skills to build effective working relationships.</i>
	<b>MEASURE 07.02.03</b> Develop culturally competent practices that are sensitive to cultural, religious, disability, and gender issues.	<b>Y</b>	<b>Y</b>	<i>e.g., Set up and/or participate in workshops relating to cultural, religious, disability, and gender issues specific to human services careers.</i>
				<i>e.g., Develop service guidelines with other co-workers .</i>
	<b>MEASURE 07.02.04</b> Maintain working relationships with all levels of personnel.	<b>Y</b>	<b>Y</b>	<b>Comment from Business/Industry:</b> Critical for effective team and productive work environment

**TOPIC 8: ETHICS AND LEGAL RESPONSIBILITIES –Know, understand, and model the importance of ethics, integrity, and legal responsibilities.**

<b>INDICATOR 08.01</b> Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.	<b>MEASURE 08.01.01</b> Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 08.01.02</b> Evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 08.01.03</b> Identify personal and long-term workplace consequences of unethical or illegal behaviors.	<b>Y</b>	<b>Y</b>	



	<b>MEASURE 08.01.04</b> Explain personal and long-term workplace consequences of unethical or illegal behaviors.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 08.01.05</b> Determine the most appropriate response to workplace situations based on legal and ethical considerations.	<b>O</b>	<b>Y</b>	<i>e.g. Ethics, conflict resolution, appropriate communication vs. insubordination</i>
	<b>MEASURE 08.01.06</b> Explain the most appropriate response to workplace situations based on legal and ethical considerations.	<b>O</b>	<b>Y</b>	<i>e.g. Ethics, conflict resolution, appropriate communication vs. insubordination</i>
<b>INDICATOR 08.02</b> Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.	<b>MEASURE 08.02.01</b> Locate information on organizational policies in handbooks and manuals.	<b>Y</b>	<b>Y</b>	<i>e.g. Student handbook, employee handbook</i>
	<b>MEASURE 08.02.02</b> Follow specific organizational policies and procedures and their influence on a specific work situation.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 08.03</b> Explain and apply the rules of confidentiality in work settings to inspire confidence with clients.	<b>MEASURE 08.03.01</b> Maintain confidentiality while observing ethical and legal responsibilities.	<b>Y</b>	<b>Y</b>	<i>e.g., Protect client information in conversation.</i>
				<i>e.g., Keep client information inaccessible from general public.</i>
	<b>MEASURE 08.03.02</b> Differentiate how to balance reporting requirements with privacy needs.	<b>O</b>	<b>O</b>	<i>e.g., Use strategies for documenting essential information while respecting privacy.</i>
	<b>MEASURE 08.03.03</b> Communicate clearly to clients concerning rights of access to records and right to refuse consent for release of information.	<b>O</b>	<b>Y</b>	
<b>INDICATOR 08.04</b> Model ethical and legal conduct while working in the human services industry.	<b>MEASURE 08.04.01</b> Comply with legal requirements to assure appropriate conduct.	<b>Y</b>	<b>Y</b>	<i>e.g., Assess and document legal compliance.</i>
	<b>MEASURE 08.04.02</b> Adhere to recognized ethical standards to inspire confidence.	<b>O</b>	<b>Y</b>	<i>e.g., Assess and document adherence to ethical standards/ self-evaluate.</i>

	<b>MEASURE 08.04.03</b> Maintain compliance by seeking ethical and legal guidance from appropriate sources.	<b>O</b>	<b>Y</b>	<i>e.g., Document, review, and resolve ethical and legal conflicts.</i>
<b>INDICATOR 08.05</b> Demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting.	<b>MEASURE 08.05.01</b> Prevent personal liability by following legal requirements.	<b>Y</b>	<b>Y</b>	<i>e.g., Assess adherence to appropriate personal liability requirements.</i>
<b>INDICATOR 08.06</b> Describe and model ethical and legal responsibilities associated with providing consumer services to assure the best interests of clients and consumers.	<b>MEASURE 08.06.01</b> Model ethical behaviors in the relationship with consumer services.	<b>Y</b>	<b>Y</b>	<i>e.g., Offer prompt, honest and efficient services.</i>
				<i>e.g., Protect client/consumer from fraud, deceit or misrepresentation.</i>
				<i>e.g., Immediately disclose any conflicts of interest.</i>
	<b>MEASURE 08.06.02</b> Comply with the letter and spirit of laws and regulations related to retail, governmental or private services.	<b>N</b>	<b>O</b>	
<b>MEASURE 08.06.03</b> Inform clients and customers about protection agencies and their rights related to fraudulent practices.	<b>N</b>	<b>O</b>	<b>Comment from Postsecondary:</b> Job specific	

**TOPIC 9: CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP –Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.**

<b>INDICATOR 09.01</b> Identify and demonstrate positive work behaviors and personal qualities needed to be employable.	<b>MEASURE 09.01.01</b> Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.01.02</b> Demonstrate flexibility and willingness to learn new knowledge and skills.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.01.03</b> Exhibit commitment to the organization.	<b>Y</b>	<b>Y</b>	

	<b>MEASURE 09.01.04</b> Apply communication strategies when adapting to a culturally diverse environment.	Y	Y	
	<b>MEASURE 09.01.05</b> Manage resources in relation to the position (e.g. budget, supplies, computer, etc).	O	Y	<i>e.g. Student-run business such as DECA store or student-operated restaurant, fund raising, and CTE student organization events</i>
	<b>MEASURE 09.01.06</b> Identify positive work-qualities typically desired in each of the career cluster's pathways.	Y	Y	
	<b>MEASURE 09.01.07</b> Manage work roles and responsibilities to balance them with other life roles and responsibilities.	Y	Y	
<b>INDICATOR 09.02</b> Develop a personal career plan to meet career goals and objectives.	<b>MEASURE 09.02.01</b> Develop career goals and objectives as part of a plan for future career direction.	Y	Y	
	<b>MEASURE 09.02.02</b> Develop strategies to reach career objectives.	Y	Y	
<b>INDICATOR 09.03</b> Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	<b>MEASURE 09.03.01</b> Use multiple resources to locate job opportunities.	Y	Y	
	<b>MEASURE 09.03.02</b> Prepare a résumé.	Y	Y	
	<b>MEASURE 09.03.03</b> Prepare a letter of application.	Y	Y	
	<b>MEASURE 09.03.04</b> Complete an employment application.	Y	Y	
	<b>MEASURE 09.03.05</b> Interview for employment.	Y	Y	
	<b>MEASURE 09.03.06</b> Know the standards and qualifications that must be met in order to enter a given industry.	Y	Y	

	<b>MEASURE 09.03.07</b> Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 09.04</b> Maintain a career portfolio to document knowledge, skills and experience in a career field.	<b>MEASURE 09.04.01</b> Select educational and work history highlights to include in a career portfolio.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.04.02</b> Produce a record of work experiences, licenses, certifications and products.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.04.03</b> Organize electronic or physical portfolio for use in demonstrating knowledge, skills and experiences.	<b>O</b>	<b>O</b>	
<b>INDICATOR 09.05</b> Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.	<b>MEASURE 09.05.01</b> Compare employment opportunities to individual needs and career plan objectives.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.05.02</b> Demonstrate appropriate methods for accepting or rejecting employment offers.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 09.06</b> Identify and exhibit traits for retaining employment to maintain employment once secured.	<b>MEASURE 09.06.01</b> Model behaviors that demonstrate reliability and dependability.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.06.02</b> Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	<b>Y</b>	<b>Y</b>	
	<b>MEASURE 09.06.03</b> Complete required employment forms and documentation such as I-9 form, work visa, W-4 and licensures to meet employment requirements.	<b>Y</b>	<b>Y</b>	

	<b>MEASURE 09.06.04</b> Summarize activities necessary to retain a job in the industry.	Y	Y	
	<b>MEASURE 09.06.05</b> Identify positive work behaviors and personal qualities necessary to retain employment.	Y	Y	
<b>INDICATOR 09.07</b> Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.	<b>MEASURE 09.07.01</b> Locate and identify career opportunities that appeal to personal career goals.	Y	Y	
	<b>MEASURE 09.07.02</b> Match personal interest and aptitudes to selected careers.	Y	Y	
<b>INDICATOR 09.08</b> Recognize and act upon requirements for career advancement to plan for continuing education and training.	<b>MEASURE 09.08.01</b> Identify opportunities for career advancement.	O	O	<i>e.g. Career research using MCIS, ISEEK, Naviance</i>
	<b>MEASURE 09.08.02</b> Pursue education and training opportunities to acquire skills necessary for career advancement.	O	O	<i>e.g. Career research using MCIS, ISEEK, Naviance</i>
<b>INDICATOR 09.09</b> Continue professional development to keep current on relevant trends and information within the industry.	<b>MEASURE 09.09.01</b> Use self assessment, organizational priorities, journals, Internet sites, professional associations, peers and other resources to develop goals that address training, education and self-improvement issues.	O	O	<i>e.g. Business partnerships</i>
	<b>MEASURE 09.09.02</b> Participate in relevant conferences, workshops, mentoring activities and in-service training to stay current with recent changes in the field.	O	O	<i>e.g. Student leadership development through CTE student organizations</i>

<b>INDICATOR 09.10</b> Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.	<b>MEASURE 09.10.01</b> Examine continuing education requirements related to licensing, certification, and credentialing requirements at the local, state and national levels for chosen occupation.	<b>Y</b>	<b>Y</b>	
<b>INDICATOR 09.11</b> Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning.	<b>MEASURE 09.11.01</b> Describe the opportunities for entrepreneurship in a given industry.	<b>O</b>	<b>O</b>	
<b>INDICATOR 09.12</b> Explain written organizational policies, rules and procedures to help employees perform their jobs.	<b>MEASURE 09.12.01</b> Locate appropriate information on organizational policies in handbooks and manuals.	<b>Y</b>	<b>O</b>	<b>Comment from Business/Industry:</b> Job specific
				<i>e.g., Identify the contents of various organizational publications.</i>
	<b>MEASURE 09.12.02</b> Understand how specific organizational policies and rules influence a specific work situation.	<b>Y</b>	<b>O</b>	<i>e.g., Select the appropriate document(s) as reference for the situation.</i>
				<i>e.g., Locate and identify at the specific organizational policy, rule or procedure to assist with a given situation.</i> <i>e.g., Explain specific organizational policy, rule or procedure to improve a given situation.</i>
<b>TOPIC 10: TECHNICAL LITERACY – Apply technical knowledge and skills required to pursue careers in a specific career cluster and/or career pathway.</b>				
<b>INDICATOR 10.01</b> Describe and apply technical knowledge and skills required to be successful in careers in the human services area.	<b>MEASURE 10.01.01</b> Practice skills in a chosen career path to gain familiarity with technical processes.	<b>O</b>	<b>Y</b>	<i>e.g. Business internships, culinary arts, or certified nursing assistant</i>
<b>INDICATOR 10.02</b> Select and use cost effective resources to assist with planning the delivery of human services.	<b>MEASURE 10.02.01</b> Practice skills in a chosen career path to gain familiarity with technical processes.	<b>Y</b>	<b>Y</b>	<i>e.g., Appropriately use resources.</i>

<b>INDICATOR 10.03</b> Describe and apply human development principles to enhance the well being of individuals served by the human services industry.	<b>MEASURE 10.03.01</b> Demonstrate services that align with human development principles.	<b>N</b>	<b>N</b>	<i>e.g., Assess and document the satisfaction of clients/customers/participants with services provided.</i>
<b>INDICATOR 10.04</b> Select and use appropriate business procedures and equipment to produce satisfying client outcomes and business success.	<b>MEASURE 10.04.01</b> Manage funds using appropriate business machines.	<b>O</b>	<b>Y</b>	<i>e.g., Provide accurate change or refunds.</i>
				<i>e.g., Balance drawer at the end of a shift.</i>
	<b>MEASURE 10.04.02</b> Place orders for customers and supplies using sound business practices.	<b>O</b>	<b>Y</b>	<i>e.g., Complete paperwork with accuracy.</i>
				<i>e.g., Provide desired product to consumer.</i>
	<b>MEASURE 10.04.03</b> Respond to questions appropriately.	<b>Y</b>	<b>Y</b>	<i>e.g., Advise consumer to make suitable personal and/or business decisions, whether purchasing or investing.</i>
				<i>e.g., Recommend options regarding investments, insurances, tax guidelines, retirement planning, estate planning, purchasing, real estate ventures or accounting procedures.</i>
				<i>e.g., Create financial plan or purchasing plan and present to client.</i>  <i>e.g., Follow up with client/consumer on outcome of plan implementation.</i>
<b>MEASURE 10.04.04</b> Advise customers using appropriate and relevant information.	<b>O</b>	<b>Y</b>	<i>e.g. Essential customer services skills for customer retention and customer satisfaction</i>	

# Technical Skill Assessment Blueprint

7/1/2014

## Pathway: Consumer Services

### Cluster: Human Services

An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the Consumer Services career pathway working groups have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.

		SECONDARY	POST-SECONDARY	BUSINESS & INDUSTRY
		% of Assessment ↓	% of Assessment ↓	% of Assessment ↓
TOPIC 1	<b>ACADEMIC FOUNDATIONS:</b> Achieve additional academic knowledge and skills required to pursue the full range of career and education opportunities within a career cluster and/or career pathway.	10%	15%	15%
TOPIC 2	<b>COMMUNICATIONS</b> - Communicate clearly and effectively with reason including technical terminology and information.	15%	15%	14%
TOPIC 3	<b>PROBLEM-SOLVING AND CRITICAL THINKING</b> - Utilize critical thinking skills to make sense of problems and persevere in solving them. Employ valid, reliable research strategies. Demonstrate creativity and innovation.	15%	15%	10%
TOPIC 4	<b>TECHNOLOGY APPLICATIONS</b> - Use technology to enhance productivity.	7%	15%	9%
TOPIC 5	<b>ORGANIZATIONAL AND GLOBAL SYSTEMS</b> – Understand the environmental, social, and economic impacts of decisions within an organization. Understand global context of industries and careers.	5%	5%	5%
TOPIC 6	<b>SAFETY, HEALTH, AND ENVIRONMENT</b> – Understand the importance of safety, health, and environmental management systems and their importance to organizational performance and regulatory compliance.	8%	0%	1%
TOPIC 7	<b>LEADERSHIP AND TEAMWORK</b> - Use leadership in collaborating with others to accomplish productive organizational goals and objectives with an awareness of cultural/global competence.	14%	10%	10%
TOPIC 8	<b>ETHICS AND LEGAL RESPONSIBILITIES</b> – Know, understand, and model the importance of ethics, integrity, and legal responsibilities.	8%	5%	16%
TOPIC 9	<b>CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP</b> –Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.	10%	5%	8%
TOPIC 10	<b>TECHNICAL LITERACY</b> – Apply technical knowledge and skills required to pursue careers in a specific career cluster and/or career pathway.	8%	15%	12%
		<b>100%</b>	<b>100%</b>	<b>100%</b>





**Human Services: Consumer Services Career Pathway**

**Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty--Effective Graduates 2015 & Beyond**

*This Career Pathway Plan of Study (based on the Consumer Services Pathway of the Human Resources Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Consumer Services Career Pathway	SAMPLE Occupations Relating to This Pathway	
<i>Interest inventory Administered and Plan of Study Initiated for all Learners</i>									
<b>SECONDARY</b>	9	English/ Language Arts I	Geometry	Earth or Life or Physical Science	Government & Citizenship/ Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements including arts, health, and physical education. SkillsUSA, FCCLA, FCCLA/HERO, DECA, BPA, or another CTE student organization are also important.	<b>Career Courses to Take in Grades 9-12:</b> * Work-Based Learning/ Internship - Consumer Services * Financial Literacy * Resource Management * New Product Development * Entrepreneurship * Customer Service * Business Finance	<b>Occupations Requiring Less Than A Baccalaureate Degree</b> ► Certified Financial Planners ► Customer Services Representatives ► Consumer Goods or Services Retailing Representatives ► Employee Benefits Representatives ► Event Specialists ► Financial Advisors ► Inside Sales Representatives ► Insurance Representatives ► Hospital Patient Accounts Representatives ► Real Estate Services Representatives ► Sales Consultant ► Small Business Owners  <b>Occupations Requiring A Baccalaureate Degree</b> ► Account Executives ► Bankers ► Buyers ► Consumer Advocates ► Consumer Affairs Officers ► Consumer Credit Counselors ► Consumer Researchers ► Field Merchandising Representatives ► Investments Brokers ► Market Researchers	
	10	English/ Language Arts II	Algebra II	Biology	U.S. History				
	11	English/ Language Arts III	Probability & Statistics	Chemistry or Physics or CTE Science Equivalent	World History				
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	12	English/ Language Arts IV	Math Elective (i.e. CTE Math Equivalent)	Science Elective (i.e. CTE Science Equivalent)	Economics (Ag. Ed./ Bus. Ed./ Social Studies)				
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
<b>POSTSECONDARY</b>	Year 1	Transfer Curriculum Goals Optional--Determined by Local College Program in College Year 1 and Year 2 - <b>Goal 1:</b> Communication; <b>Goal 2:</b> Critical Thinking/Problem-Solving; <b>Goal 3:</b> Natural Science; <b>Goal 4:</b> Mathematical/Logical Reasoning; <b>Goal 5:</b> History and the Social and Behavior Sciences; <b>Goal 6:</b> The Humanities and the Arts; <b>Goal 7:</b> Human Diversity; <b>Goal 8:</b> Global Perspective; <b>Goal 9:</b> Ethical and Civic Responsibility; <b>Goal 10:</b> People and the Environment				All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. SkillsUSA, College DECA, College BPA, or other local student organization activities may also be important to include.	Consumer Services/ Banking Services/ Business Finance (e.g. Introduction to Business, Principles of Marketing, Business Communications, )	<b>Occupations Requiring A Baccalaureate Degree</b> ► Account Executives ► Bankers ► Buyers ► Consumer Advocates ► Consumer Affairs Officers ► Consumer Credit Counselors ► Consumer Researchers ► Field Merchandising Representatives ► Investments Brokers ► Market Researchers	
	Year 2						Advanced Consumer Services/ Banking Services/ Business Finance (e.g. Principles of Banking & Finance, Principles of Consumer Lending)		
	Year 3	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization		
	Year 4						• Complete Consumer Services Major (4-year degree program)		