

Family and Consumer Sciences Program Review

Pine-Richland School District

June 2023

The information contained in this report is provided by the Pine-Richland Family and Consumer Sciences Department for general purposes only. While this report serves as a strategic approach to curriculum planning, recommendations must be considered with respect to all programs provided by Pine-Richland School District.

Family and Consumer Sciences Program Review

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CARLA MEYER, Ph.D.

Family and Consumer Sciences Program Review Report Prepared by:

BRIAN MILLER, Ed.D.
Superintendent
MICHAEL PASQUINELLI, Ed.D.
Assistant Superintendent of Secondary Education and Curriculum
KRISTEN JUSTUS, Ph.D.
Assistant Superintendent of Elementary Education and Curriculum
NOEL HUSTWIT
Director of Student Services & Special Education
MAURA PACAN
Director of Student Services & Special Education
ERIKA GRAHAM
Teacher
MARIA KLINGENBERG
Teacher
HEIDI DAVIS
Teacher
APRIL DULL
Teacher

Table of Contents

Pine-Richland Board of School Directors	2
Department Name	2
Program Review Report Prepared by:	2
Table of Contents	3
Executive Summary	4
Recommendation Overview	6
Continuum of Improvement	10
Recommendations	11
Works Cited	20

Executive Summary

The mission of the Pine-Richland School District is to *Focus on Learning for Every Student Every Day*. Within the PRSD Strategic Plan, long-term and short-term goals outlined in the Teaching and Learning category form the foundation for continuous improvement. One of the short-term goals for 2016 - 2017 was to design and pilot an in-depth program review process for two of our departments (i.e., Science and Health & Physical Education). That initial work led to a final report and set of recommendations for program improvement. The process itself was refined and used in 2017 - 2018 in the areas of Mathematics and Business & Computer Science. **Since that initial year, our district has now supported this comprehensive process for sixteen departments and/or programs.** The sequence of departmental study and implementation for 2019 - 2023 is outlined in Figure 1. Each of the summary reports are publicly available on the Pine-Richland School District website ([“Academics”](#) and [“In-Depth Program Review”](#)).

Figure 1. Strategic Plan: Mini-Engine

2019 - 2020	2020 - 2021	2021 - 2022 Revised	2022 - 2023 Revised
Pine-Richland School District Strategic Plan			
Teaching and Learning			
2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Refine and strengthen each element of the model for teaching and learning with a focus on integration.			
	Educational Continuum (During COVID-19)	Educational Model Transition and Transformation (Post COVID-19)	
In-Depth Program Review: Study (English, Library and Music)	In-Depth Program Review: Study (Special Education, World Language, and Art)	In-Depth Program Review: Study (Special Education, World Language, and Art)	In-Depth Program Review: Study (H/PE, Counseling & Health Svcs., Family & Consumer Science)(Technology Education, Science)
In-Depth Program Review: Implement Recommendations and Resource Integration (Science, Health/PE, Math, B/CS, Gifted, SS)	In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)	In-Depth Program Review: Implement (Math, B/CS, Gifted, SS, English, Library, Music)	In-Depth Program Review: Implement (English, Library, Music, Special Ed., W. Lang., Art, Health/PE, Counseling/Health Svcs., FCS)

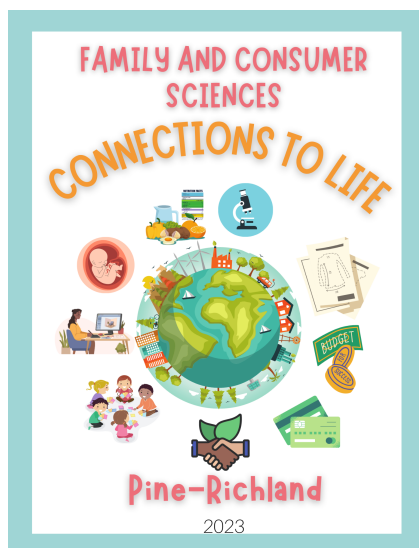
This report outlines the process, findings, and recommendations from that work related to the Family and Consumer Sciences program. As an organization, it is understood that the pace of change may be dependent upon the impact of that change on other aspects of the educational program. When conducting this work in an individual department, it is important and difficult to balance competing interests and constraints. The process model reflects this challenge as the “ripple effect” of balancing people, time and money. Practically, the committee utilized the action-priority matrix to evaluate each recommendation and established an implementation timeline with associated cost estimates.

One element of the in-depth program review was the establishment of a departmental philosophy and vision (Figure 1). As a result, the vision is captured through the following image and words:

Recommendation Overview

Recommendation #1: Philosophy and Vision

1. Adopt and widely communicate the Family and Consumer Sciences philosophy and vision to internal and external stakeholders while ensuring a practical connection to program design and delivery.



Recommendation #2: Curriculum, Instructional Best Practices, and Course Design

- Review and revise grade 7 through the high school courses to eliminate overlap and align with state and national standards.
- Modify, align, and/or expand the child development curriculum and course offerings in grades 10-12.
 - a. Curriculum rewrite and realignment of all levels of Child Development I, II, and III making it possible for high schoolers to study in-depth Child Development theory/topics across all three levels.
 - b. Renaming of Child Development courses should be considered. Naming would better communicate content that will be studied within each level as well as the advanced level progressions (e.g., Child Development Theory and Advanced Child Development with Preschool Practicum).
 - c. Add a third level of Child Development without affecting staffing.
- Replace Contemporary Living course with FCS Design Lab 1 & 2 courses for grades 9-12 without affecting staffing. Refine curriculum to include updated learning goals and activities (the new courses will include updated resources, technology and equipment).
- Integrate Career, Education, and Work (CEW) Standards into FCS courses as appropriate (Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, Entrepreneurship).

Recommendation #3: Facilities, Resources/Equipment and Technology

1. Evaluate and identify the facility plan for FCS classrooms.
2. Identify instructional resources/equipment and technology to support the learning goals of each course (e.g., custom apparel design software, color printer, textbooks, technology hardware/software).

Recommendation #4: Professional Development and Community Connections

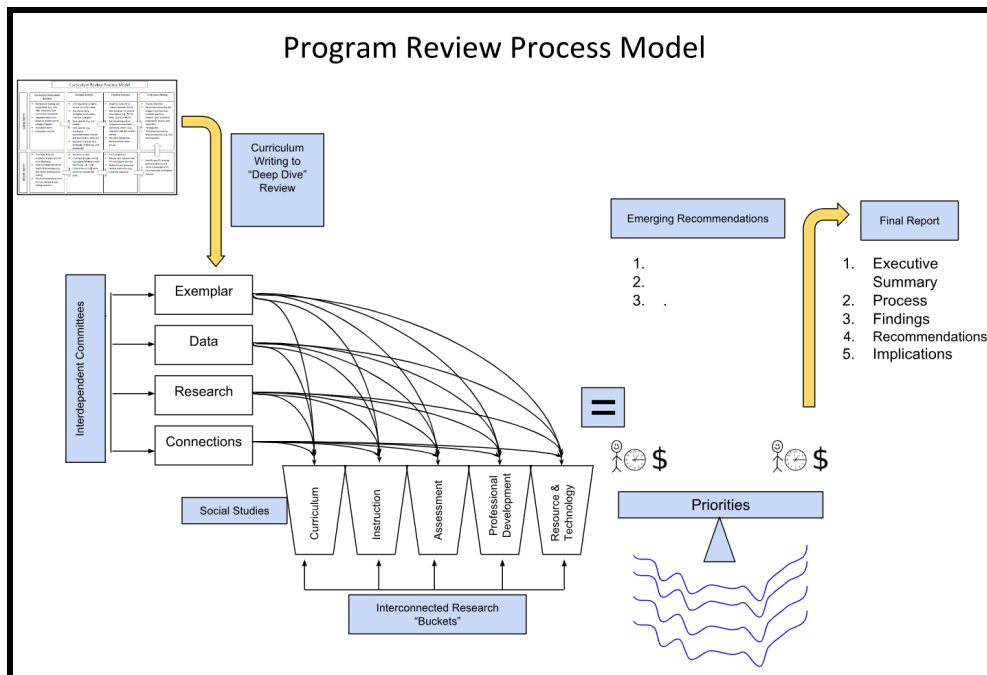
1. Identify opportunities to participate and lead professional development at the local, state, and national levels.
2. Identify partnerships within the community to engage students in authentic learning experiences (e.g., site visits, guest speakers).
3. Integrate internship and other job shadowing opportunities into the FCS program.
4. Research programs that support students who are considering a career in education and medical careers related to pediatrics and maternal health.

In-Depth Program Review Process

The process for in-depth program review was developed in the 2016 - 2017 school year and has been refined through multiple cycles of improvement. The process was “paused” during the 2020 - 2021 school year given workforce capacity and response to the pandemic. The departments scheduled for that year were shifted to 2021 - 2022 with some modifications to the meeting schedule to accommodate pandemic-related constraints.

To help ensure a clear understanding of the systematic approach to program improvement, the following process diagram was developed and reviewed on a regular basis. Major elements of this image are further described below:

Figure 3 IDPR Process Model



Curriculum Writing to “Deep Dive”

Given the time and effort invested into curriculum writing at Pine-Richland from 2014 - 2016, it is important to understand the relationship of that work to the in-depth program review process. The two-year curriculum writing process was designed to capture the current content in a consistent format through vertical teams (e.g., units, big ideas, and learning goals). That process allowed the department to identify strengths and opportunities for improvement. Most of the attention was directed internally at a review of our district’s current structure and practices.

The **in-depth program review process has a broader focus** on all elements of the department. Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, “Are we doing the right things?” or “Do we need to consider more significant changes in program design?” In the image above, the curriculum writing process is like a “springboard” to “dive” more deeply into the content area. The personnel, structure, and work were organized into four major sub-committees.

Committee Composition and Structure

We strongly believe that meaningful and lasting change requires engagement of all key stakeholders. The overall size of the department is an important consideration in study team design. In smaller departments, all members participate in the process. In very large departments, a representative sample of teachers are included. In medium departments, effort is made to ensure that all levels and courses are addressed by at least one member. Within the study team, members were then organized by **four main subcommittees**: (1) Research; (2) Exemplar K-12 Schools/Districts/Programs; (3) Connections to Universities, Businesses, and the Community; and (4) Data and Information. Two overarching elements were critical. First, the arrows on the left side of the subcommittees indicate that the groups must collaborate and exchange information (i.e., no silos). Second, the arrows on the right side of the subcommittees demonstrate that key findings/learnings were captured and organized by major research buckets.

It is important to note that the study teams also used a systematic approach to listen to students and parents. Student focus groups were organized at the high school, middle school, upper elementary, and the primary buildings. These groups were representative of the student body and a wide range of academic rigor. In addition, parent and community input was gathered during day and evening town hall sessions. Parents who were unable to attend those face-to-face meetings were able to submit comments electronically.

Research “Buckets”

Within each discipline, information and findings that emerge from each subcommittee become known as research buckets. These buckets help the department members begin to organize concepts and themes. In the early months of the process, the buckets are dynamic, meaning that some initial concepts were removed or combined with other key themes. As the process evolves and teams continue to learn, the themes begin to solidify. Importantly, the arrows on the bottom of the buckets also demonstrate the relationship between areas (i.e., no silos). The subcommittees’ learning and identification of information for the buckets were interconnected, as information from one area informed others. Based upon the information gathered through the bucket findings, a set of emerging recommendations was developed.

Emerging Recommendations

A systems thinking approach was critical to the in-depth program review process. The transition from “findings” to “emerging recommendations” required skills of synthesis, critical thinking, healthy debate, and communication. At both the start of the study phase and again at the point of emerging recommendations, the team revisits the departmental strengths and opportunities that had been historically developed in the department. Some emerging recommendations were designed to improve current gaps and weaknesses. Other emerging recommendations were identified in the analysis of exemplary programs, universities, businesses, or in the research literature. The team brainstormed recommendations by identifying recurring themes, ideas, and opportunities for growth. The team then discussed, modified, and edited the recommendations. Emerging recommendations were consolidated into a draft. The expanded team worked with the draft to link the emerging recommendations to data provided by the subcommittees.

Balancing Priorities and Resources

The action-priority matrix evaluates the impact versus the effort of the emerging recommendations (Figure 4). Emerging recommendations were categorized as fill-ins, quick wins, major projects, and hard slogs. For example, a hard slog was used to categorize those recommendations that would require much effort but have little impact on student learning. As a system, the “ripple effect” of recommendations was built into the process model (Figure 5). This is further described in the next section.

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Figure 4. Action Priority Matrix

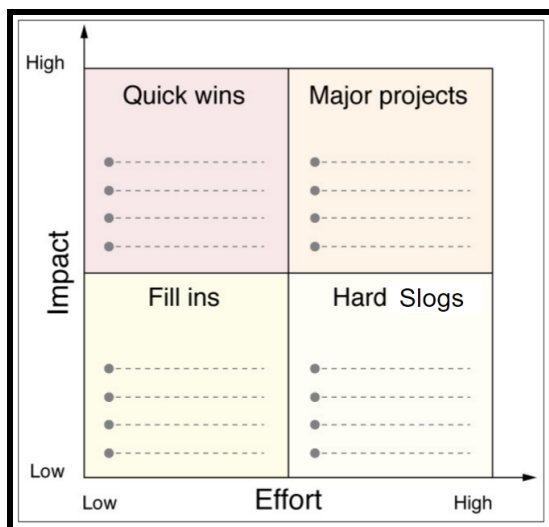
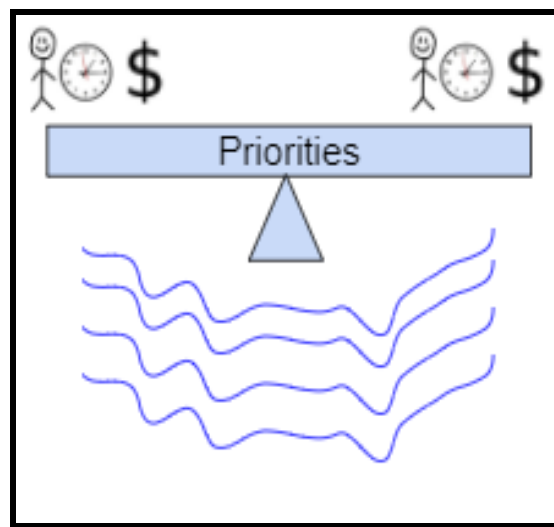


Figure 5. Balance of People, Time and Money



Elmansy, Rafiq. "Time Management Tips for Designers: The Action Priority Matrix." *Designorate*, 14 June 2016, www.designorate.com/time-management-the-action-priority-matrix/. Accessed 14 Mar. 2017.

Tensions of Balancing People, Time and Money with a Rigorous Research Process

It is important to address the challenge that emerges at this stage of the work. At Pine-Richland, we have a culture that believes in the pursuit of excellence at the organizational, department and individual levels. Our departments are composed of certified, experienced, dedicated and passionate educators. Through the in-depth program review, the process exposes department members to current literature/research, exemplary programs, data/information, community connections and focused dialogue about internal strengths and opportunities.

At this point, it is common for a recommendation to directly or indirectly require expanded resources of additional people, time and/or money. Time is impacted by the structure and schedule of the existing day at each level (i.e., K - 3, 4 - 6, 7 - 8 and 9 - 12). Simply stated, additional time for one content area has the effect of reducing time in another area. Additional staff added to one department may have the effect of possible reduction in another department. The assignment of staff and/or scheduling parameters are also addressed through the collective bargaining agreement (e.g., teaching periods and course preparations).

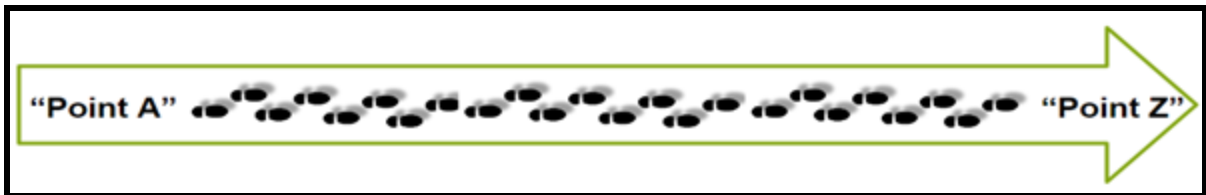
These discussions can be difficult. They are conducted with honesty, support and an understanding of potential implications for the entire system. For example, the concept of adding requirements and/or courses - with associated staff - were discussed in Health/Physical Education, Music, Business & Computer Science to name a few. We work creatively to determine how we can strengthen the specific department, take steps on the improvement continuum and also ensure sustainability and fiscal responsibility. For example, personal finance was addressed at the high school level as a graduation competency and not a required course. If a course was required, we would need to increase staff and that requirement would have decreased flexibility for elective course selections. In science, a recommendation was implemented for "science every day" at Eden Hall. This recommendation caused a major "ripple" in the master schedule and student day. It required a curriculum revision. It impacted multiple other content areas (i.e., ELA, math and social studies). However, it was also able to be addressed without additional staffing requirements.

Given all of this discussion, the team then identified the final emerging recommendations to support continuous improvement.

Continuum of Improvement

Throughout the in-depth program review process, it was important to maintain perspective on the nature of program improvements. Especially when considering effective elements of exemplary schools or programs, the desire to move from the current program ("Point A") to an ideal future ("Point Z") is natural. However, it is more realistic to recognize that meaningful program improvement within an organizational system will often result from a series of smaller steps ("Points B, C, D, etc."). Although depicted as a straight line in the image below (Figure 6), the in-depth program review committee recognizes that continuous improvement is not always a linear process.

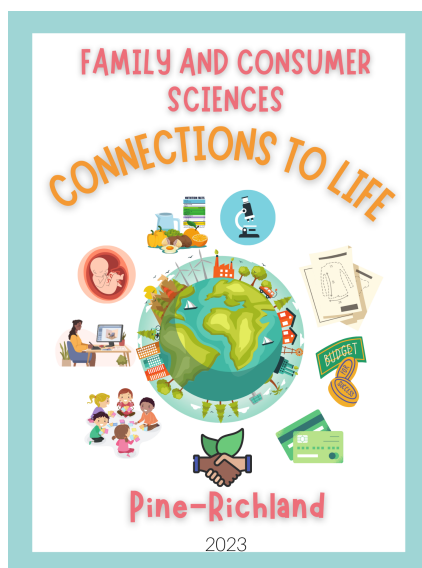
Figure 6 Continuum



Recommendations

Recommendation #1: Philosophy and Vision

1. Adopt and communicate the Family and Consumer Sciences Department Vision and Philosophy to internal and external stakeholders while ensuring a practical connection to program design and delivery:



Empower students with knowledge, skills and experiences to thrive in a changing world.

Internal Analysis

- The last formally articulated and shared philosophy/vision statement for the Family and Consumer Sciences Department was in 2007 (PRSD FCS Team, 2022).
- Community service projects are a strength within this department (PRSD FCS Team, 2022).
- Real-world applications are firmly integrated into PRSD FCS courses (PRSD FCS Team, 2022).
- Career education and work standards are not firmly integrated into 7-12 FCS courses (PRSD FCS Team, 2022).
- Students identified a number of learning experiences that they use both inside and outside of school (Student Focus Group, 2023).
- Time management is an area of opportunity for our students (Student Focus Group, 2023).
- FCS courses help prepare students for life after high school (Parent Focus Group, 2023).
- FCS classes help students feel more confident about managing their young adult expectations (Town Hall, 2023).

Family and Consumer Sciences Program Review

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External Analysis

- Definition of FCS-"Field of study focused on the science and art of living and working well in our complex world" (American Association of Family and Consumer Sciences, 2022).
- Value of FCS through research, experiential education, and technology, our professionals help people develop the essential knowledge and skills to: lead better lives, be work and career ready, build strong families, and make meaningful contributions to our communities (American Association of Family and Consumer Sciences, 2022).
- FCS Primary Areas of Focus include: Culinary Arts, Education and Training, Food Science and Nutrition, Health Management and Wellness, Housing and Interior Design, Human/Child Development and Family Relations, Personal and Family Finance, Consumer Skills, Resource Management, Textiles, Apparel and Retailing, Hospitality, and Tourism. Sustainable practices and leadership principles are woven throughout the content areas (American Association of Family and Consumer Sciences, 2022).
- FCS provides students an understanding of their world and a connection to their community with community service projects and real life applications through work experience, internships and job placement, which allows them to explore careers and make informed career choices based on those experiences while completing high school (American Association of Family & Consumer Sciences,, 2022).
- Engages students in hands-on learning that they will use for life – parenting, family relationships, communication skills, nutrition, fitness, food preparation, finances and management , fashion design, textiles, food science, and consumerism, and more (American Association of Family & Consumer Sciences,, 2022).
- Provides students enrolled with skills, attitudes and behaviors necessary for promoting nutrition and wellness; strengthening the well-being of individuals and families; becoming responsible citizens and leaders in family, community and work settings; managing resources and finances; balancing personal, home, family and work lives; and preparing for successful life management, employment and career management; as, well as, critical and creative thinking skills to address problems (American Association of Family and Consumer Sciences, 2022).
- Builds 21st century and technical skills through alignment with career clusters: - Human Services - Agriculture, Food & Natural Resources - Education - Finance - Health Science - Hospitality & Tourism - STEM (Science, Technology, Engineering & Mathematics) - Architecture & Construction - Marketing, Sales and Services (American Association of Family & Consumer Sciences,, 2022).
- Research proves that when your personal life is in order, work life is affected in a positive manner, which has a direct impact on all career cluster occupations (American Association of Family & Consumer Sciences,, 2022).
- FCS programs approach the 21st century skills (communication, collaboration, critical thinking and creativity and others) as they relate to balancing work and family, a complex application of knowledge in relationships, family systems, consumer and personal finance, resource management, child development, nutrition and wellness (American Association of Family & Consumer Sciences, 2022).
- Family and Consumer Sciences Education found as home economics, had its beginnings in 1899 when Ellen Swallow Richards, one of the first female graduates and female faculty members of the Massachusetts Institute of Technology (MIT), led the way to use scientific knowledge to address water quality, food safety, and safety of home environments (American Association of Family & Consumer Sciences, 2023).

Family and Consumer Sciences Program Review

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- FCS helps guide students into STEM career fields, and expand employability for science-oriented students. Students in FCS are engaged in relevant, hands-on instructional strategies that reinforce STEM principles, such as:
 - **Interior Design and Housing:** Utilizing CAD software to design spaces for human interaction, universal design; technological advances in home design; environmental practices and sustainable products and processes.
 - **Apparel, Textiles and Design:** CAD design, textile research, technological advances in apparel and textile design and manufacturing; evaluation of apparel and textile quality; textile finishes to address function and form.
 - **Nutrition and Food Science:** sensory analysis; product development and packaging; quality control; food safety and sanitation; chemistry of food and nutrient composition (American Association of Family & Consumer Sciences, 2023).
- STEM, includes integration of science, technology, engineering and mathematics; utilization of project-based learning; application to real-world examples; promotion of careers; and inclusion of strong “soft” skills coupled with the technical skills (American Association of Family & Consumer Sciences, 2023).

Implementation Timeline (Anticipated Start/Finish): June 2023 - June 2024

Key Personnel: Family and Consumer Sciences Department Teachers; Assistant Superintendents; Principals

Major Action Steps: (1) Communicate the vision and philosophy as a part of the formal board presentation and follow-up communications to the community; (2) Create posters for Family and Consumer Sciences rooms and/or hallways (3) Discuss the vision and philosophy with all department members; (4) Integrate the vision and philosophy into lesson design and Program of Studies (5) Ensure curriculum is aligned with vision/philosophy.

Estimated Budget/Resources: There are minimal costs anticipated (e.g. costs of printing and distributing the posters; professional development time and resources to share integration ideas).

Potential Implications (Short-Term and Long-Term): The vision and philosophy will be used to guide the department through the implementation of the identified recommendations. Additionally, the vision and philosophy will be considered by all teachers when they develop their curriculum and learning activities. It will guide us in determining where we focus our efforts and attention.

Recommendation #2: Curriculum, Instructional Best Practices, and Course Design

1. Review and revise middle and high school courses to eliminate overlap and align with state and national standards.
2. Modify, align, and/or expand the child development curriculum and course offerings in grades 10-12.
 - a. Curriculum rewrite and realignment of all levels of Child Development I, II, and III making it possible for high schoolers to study in-depth Child Development theory/topics across all three levels.
 - b. Renaming of Child Development courses should be considered. Naming would better communicate content that will be studied within each level as well as the advanced level progressions (e.g., Child Development Theory and Advanced Child Development with Preschool Practicum).
 - c. Add a third level of Child Development without affecting staffing.
3. Replace Contemporary Living course with FCS Design Lab 1 & 2 courses for grades 9-12 without affecting staffing. Refine curriculum to include updated learning goals and activities (the new courses will include updated resources, technology and equipment).
4. Integrate Career, Education, and Work (CEW) Standards into FCS courses as appropriate (Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, Entrepreneurship).

Internal Analysis

- The 21st century skills students learn from FCS courses include flexibility, initiative, social skills, productivity, communication, decision making, critical thinking, collaboration, and creativity (Town Hall, 2023).
- Students in grades 7-8 also expressed continued interest in studying consumerism topics (Student Focus Group, 2023).
- Students completing the Child Development 1 course reported a desire to continue working in the preschool and planning activities for the preschool curriculum in the following key areas of learning or preschool: Creative Thinking/Expression, Scientific Thinking, and Fine/Gross Motor Skills. They expressed that responsibility for advanced key areas of learning that require greater differentiation between ages (Language & Literacy Development and Mathematical Thinking and Expression) be developed in advanced Child Development courses (PRSD FCS team, 2022).
- Students expressed an interest in diving deeper into advanced Child Development and Infant, Pediatric and Maternal Health Topics (Student Focus Group, 2023).
- Students expressed the most beneficial and valuable components of the Child Development 1 course were working one on one with the preschoolers, observing growth and development of preschoolers. (Student Focus Group, 2023).
- Students reported that the hands-on design projects with creative freedom to select individual design projects within units of study should be maintained (Contemporary Living Course Feedback Form, 2023).
- 80% of students are interested in taking an advanced level FCS design class (Contemporary Living Course Feedback Form, 2023).

Family and Consumer Sciences Program Review

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- When discussing the topics covered in the class and the need for a name change parents made a suggestion of Adulting 101 to communicate best to parents and students what content and skills would be taught in this class (Town Hall, 2023).
- Students advocated for “money skills” and “real life application” of those skills to be taught during Independent Living, those who had taken the course stated the class should be a required course because of the value/importance (Student Focus Group, 2022).
- After taking the Independent Living course students reported the most valuable components of the course were money management, consumerism, and food preparation skills. They reported these prepared them best for life after high school (Independent Living Feedback Form, 2022).
- Parents are interested in FCS course offerings that cover different life skills (spending, budgeting, consumer skills, etc.). Parents feel students at college are living independently sooner (after 1 year of college) and that spending and budgeting would be helpful (Town Hall, 2023).
- Parents believe the attributes of the FCS program that best help prepare their children to be successful within other content areas are consumerism, budgeting, skills for living on your own, financial management for college (Town Hall, 2023).
- Students expressed an interest in learning about “real life applications” about a variety of “adulting skills”-buying vs. renting, mortgage loans, money management and preparing themselves to live on/off campus while in college, and on their own after college (Student Focus Group, 2022).
- FCS helps balance the expectations of adult life while managing a career at the same time (Town Hall, 2023).

External Analysis

- A comprehensive list of topics within a sequence of Child Development courses should include but not be limited to: Developmental Theories, Learning Theories, Related Science and Medical Career Exploration, Prenatal Development, Newborn Care and Development, Infant Development, and Toddler Development, Pregnancy, Labor & Delivery, Child Psychology, Science of Early Childhood Development, Brain Architecture, Child Abuse & Neglect (Pennsbury SD and Gateway SD, 2023) and (Center on the Developing Child, Harvard University, 2023).
- Knowledge and practices related to health care, bonding with their baby, nutrition, smoking, safety and other factors have a strong influence on children’s healthy development (NICHD Early Child Care Research Network, 2000).
- Students enrolled in Child Development courses in surrounding districts are expressing career interests primarily in the medical field, education, social service or undecided (Pennsbury SD and Gateway SD, 2023).
- Several hands-on connections exist for science and medical studies within Child Development courses most notably in the areas of genetics and fetal development. Possibilities could include students utilizing microscopes to view human tissue, ultrasound pictures of developing babies, as well as medical models relating to pediatrics and prenatal development. (Yale-New Haven Teachers Institute, 2023).
- Preschool programs should be using the Pennsylvania’s Learning Standards for Early Childhood research-based according to age and development, to form the foundation for curriculum, assessment, instruction and intervention within early care and education programs (Pennsylvania Department of Education, 2023).
- Implementing planned consistent math, language, and literacy curriculum builds children's executive function skills. These skills reflect early brain development and are connected to focus & behavior which is critical to later success (Harvard, 2013).

Family and Consumer Sciences Program Review

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- Lessons utilizing hands-on play based learning focusing on open-ended questions, exploration, learning through art, movement, music, and nature are most successful long-term for preschool age children (Developmental Psychology Journal, 2022).
- Exemplary districts offer between 2-4 FCS design courses (Gateway, Hempfield, Mt. Lebanon, North Allegheny, Pennsbury, 2023).
- Students selecting advanced level 2 design courses are scheduled into the introductory level or a separate advanced level 2 design section is scheduled based on enrollment in the advanced level (Gateway, Hempfield, Mt. Lebanon, Pennsbury, 2023).
- Family and Consumer Sciences teachers have struggled with a course name for their consumer skills and money/resource management courses. The range of course names vary by district. (Hempfield SD, Gateway SD, and Pennsbury SD, 2023).
- Chapter 4 of the PA Code for Education advises specific standards be aligned within Family and Consumer Sciences programs; to include consumer skills and financial/resource management for personal and family needs (Pennsylvania Department of Education, 2023).
- Within the PRSD portrait of a graduate the skills and competencies that FCS should be teaching students are how to take care of themselves (finances, saving, wants vs. needs, credit, simple meal prep) (Stearns, 2023).
- Learning to budget, working within a budget, and consumer skills prepare students for their personal lives but can also be applicable to their future careers (Posey, 2023).
- National Standards for Family and Consumer Sciences, Housing and Interior Design and Textiles, Fashion, and Apparel (American Association of Family and Consumer Sciences, 2017).
- Pennsylvania Academic Standards for Career Education and Work (Pennsylvania Department of Education, Family and Consumer Sciences, 2003).
- Family and Consumer Sciences departments and teachers are responsible within their districts for courses focused on preparing students for life after high school. These courses focus on money management, consumer skills, and resource management (Pennsbury SD, Mt. Lebanon SD, Hempfield SD, and Gateway SD, 2023).
- The fashion design process has many applications helping reinforce skills for a variety of careers-critical thinking, accuracy, time management, product testing, examining for errors, growth mindset (learning from mistakes), product adjustments and revisions, reviewing results, etc. (Texas A&M School of Engineering, 2023).

Implementation Timeline (Anticipated Start/Finish): August 2023 - Ongoing

Key Personnel: Family and Consumer Sciences Department Members; Middle School, and High School Principals; Assistant Superintendents; Director of Human Resources

Major Action Steps: (1) FCS Middle school teachers will identify big ideas and learning goals for middle school courses and FCS teachers primarily teaching at the high school will identify big ideas and learning goals for high school courses. (2) Evaluate resources and research to support those learning goals; participate in professional development to identify big ideas and learning goals (3) Develop new courses, refine, and realign current courses to integrate updated learning activities and resources into the curriculum; (4) Strategically approach scheduling of high school classes for scheduling limitations that currently exist specific

Family and Consumer Sciences Program Review

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to these courses: Global Cuisine, Food Explorations, Science of Baking, Independent Living, and Child Development/Preschool; and (5) Strategically approach decisions on the number of sections of each high school course for future utility; (6) Determine ripple effects of decisions on staffing, duties and scheduling of high school course sections on connected departments, the FCS department, and the preschool laboratory. (7) Review master schedules at the high school for course scheduling changes.(8) Align learning goals with National FCS Standards and PA FCS State Standards where applicable.

Estimated Budget/Resources: There are some anticipated costs for substitutes during potential work sessions, as well as resource costs associated with new or revised course offerings and relevant professional development. Research equipment for design lab & Child Development courses.

Potential Implications (Short-Term and Long-Term): Updates to course offerings and to the written curriculum will require changes in the course content. Due to the prerequisite requirements for Child Development III and FCS Design Lab 2, it will likely create a 1-5 year timeline before either class may be offered in the high school schedules. The FCS department has historically high course requests; it may become necessary to establish criteria to prioritize which students are scheduled in the high school FCS courses first. Design Lab 2 students will be scheduled into a level 1 course section if less than 12 students have signed up for Design Lab 2. A separate Design Lab Level 2 section will only be scheduled if there are 12 or more students enrolled in the Design Lab 2 class. There will be a variety of content specific courses offered at the high school (Foods & Nutrition, Child Development, FCS Design Lab, Adulting 101); every effort should be made to provide the FCS teachers the opportunity to specialize in a specific content area and level (middle and high school) for the duration of the school year when enrollment numbers permit.

Recommendation #3: Facilities, Resources/Equipment and Technology

1. Evaluate and identify a facility update plan for FCS classrooms.
2. Identify instructional resources/equipment and technology to support the learning goals of each course (e.g., software, textbooks). Some items may be integrated into the capital funding plan (e.g., appliances, classroom structure).

Internal Analysis

- Middle School and High School FCS facilities are 27+ years old. Newer materials such as laminates for cabinets and countertops, are made to withstand stains, heat, and scratches, designed/manufactured better/more durable than 27 years ago (PRSD FCS Team, 2022).
- Middle school counter tops are faded, burned, warped, and water rotted. Laminate trim on countertops has peeled off and was nailed in place as a repair (PRSD FCS Team, 2022).
- Middle School and High School cabinet door hinges, and locks are broken and bent, many doors do not shut. Many kitchen drawers are broken and have been repaired but do not close properly, (PRSD FCS Team, 2022).
- Middle school laminate on the islands is chipped and many wheels are broken causing the islands to not move properly, (PRSD FCS Team, 2022).
- Middle school student storage area for belongings has been repaired several times. The laminate on the shelves has peeled or chipped off and shelving is wrapped from years of book weight, (PRSD FCS Team, 2022).
- Student access to color printing at the PRMS was disabled at the start of the 2022-2023 academic school year, (PRSD FCS Team, 2022).
- Evaluate the preschool laboratory classroom for health and safety concerns specific to the learning environment (PRSD FCS Team, 2023).

External Analysis

- National Standards for Family and Consumer Sciences, Housing and Interior Design and Textiles, Fashion, and Apparel (American Association of Family & Consumer Sciences, 2017).
- Content area learning goals in FCS teach principles of design and elements of design in multiple content areas such as, Fashion and Design, Consumerism, and Interior Design and align national standards for learning activities (National Standards for Family & Consumer Sciences, 2017).
- “Middle school CTE programs should expose students to a variety of careers and industries, help them explore and develop interests, and develop foundational technical and employability skills that they can continue to build in high school” (Hanover Research, 2020, p. 3).
- National Standards for Family and Consumer Sciences, Housing and Interior Design and Textiles, Fashion, and Apparel (American Association of Family and Consumer Sciences, 2017).
- “The architectural space sets the educational tone and is the first impression students receive when they enter the environment of a Family and Consumer Sciences facility. The space must be safe and adaptable to a variety of activities for a continually evolving curriculum within a changing society” (The University of the State of New York, 2005, p. 5).

Family and Consumer Sciences Program Review

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- “Family and Consumer Sciences curriculum recommendation that 75 percent of grades 5-8 instruction be hands-on, a well designed environment can ensure student safety, foster positive attitudes toward work and, at the same time, support the competencies essential to employment and life management.” (The University of the State of New York, 2005, p. 5).
- “It is important to include that users of the facilities can make important contributions to planning and coordination” (The University of the State of New York, 2005, p.5).
- “Laminate countertops are inexpensive, easy to install, and so much better-looking than you probably remember, thanks to new printing technology and decorative edges. Stains and heat didn’t damage the laminates we tested” (Consumer Reports, 2015).

Implementation Timeline (Anticipated Start/Finish): 2023 - Ongoing

Key Personnel: Administration, School Board, Maintenance Department, Finance Department, FCS teachers

Major Action Steps:

Facility Plans

- (1) Research design options for FCS classrooms; (2) Collaborate with other school districts and the PRSD facilities department to make initial recommendations; (3) Communicate plans with external agencies (e.g., architects) in developing preliminary design and cost estimates; (4) Develop timeline for implementation of recommended facilities changes/improvements; (5) Update capital funding plan.

Resources

- (1) Complete curriculum and course adjustment updates; (2) Identify which learning goals are in need of updates or new resources; (3) Evaluate resources based on the identified needs; (4) Make recommendations for timeline and purchase; (4) Larger purchases such as appliances should be budgeted for through a district-level line item.

Estimated Budget/Resources:

- Costs will be determined based on the scope of the facility plan recommendations.

Potential Implications (Short-Term and Long-Term):

- Updated and reconfigured kitchen facilities at the high school and middle school would maximize work space for students, create more sanitary work conditions and will prevent various kitchen accidents due to sparse counter space.
- There may be significant costs associated with this recommendation. The district will need to consider where high cost projects fit into the capital funding plan.

Recommendation #4: Professional Development and Community Connections

1. Identify opportunities to participate and lead professional development at the local, state, and national levels.
2. Identify partnerships within the community to engage students in authentic learning experiences (e.g., site visits, guest speakers).
3. Integrate internship and other job shadowing opportunities into the FCS program.
4. Research programs that support students who are considering a career in education, children and family social services and medical careers related to pediatric care.

Internal Analysis

- FCS teachers should engage in professional development that is content, course and grade level specific to their teaching assignments (PRSD FCS Team, 2022).
- FCS links community, business, industry, government and health (PRSD FCS Team, 2022).
- There are several opportunities that exist for partnerships within our community for job shadowing, site visits and guest speakers relative to FCS courses (PRSD FCS Team, 2022).
- PR parents have a shared interest in job shadowing experiences (Town Hall, 2023).

External Analysis

- Simply offering FCS programs is not a meaningful goal but businesses should provide secondary students high quality FCS options in secondary programs is the ultimate goal (Werhan, 2013).
- "Field of study focused on the science and art of living and working well in our complex world." (Family and Consumer Sciences Academic Standards, PA Department of Education, 2003, p. 3).
- High quality preschool programs have shown improvements in children's language, literacy, math, and executive functioning skills (Anderson, 2013).
- Several hands-on connections exist for science and medical studies within Child Development courses most notably in the areas of genetics and fetal development. Possibilities could include students utilizing microscopes to view human tissue, ultrasound pictures of developing babies, as well as medical models relating to pediatrics and prenatal development. (Yale-New Haven Teachers Institute, 2023).
- Society depends on children developing to their fullest potential. Learning the science behind how children develop involves biology, neuroscience, genetics, and behavioral health. Study within these topics will help our students as future parents, teachers, practitioners, and policy makers (Center on the Developing Child, Harvard University, 2023).
- Knowledge and practices related to health care, bonding with their baby, nutrition, smoking, safety and other factors have a strong influence on children's healthy development (NICHD Early Child Care Research Network, 2000).
- Students enrolled in Child Development courses in surrounding districts are expressing career interests primarily in the medical field, education, social service or undecided (Pennsbury SD and Gateway SD, 2023).

Family and Consumer Sciences Program Review

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Implementation Timeline (Anticipated Start/Finish): 2023- Ongoing

Key Personnel: Family and Consumer Sciences Department Members, Community Business Partners, and FCS Affiliated Colleges, PR Administrative Staff

Major Action Steps: (1) Identify opportunities to participate and lead professional development at the local, state, and national levels. (2) Identify partnerships within the community to engage students in authentic learning experiences (e.g., site visits, guest speakers). (3) Integrate internship and other job shadowing opportunities into the FCS program. (4) Research programs that support students who are considering a career in education, children and family social services and medical careers related to pediatrics and maternal health.

Estimated Budget/Resources: Professional development costs will vary depending on location and who is offering the session (PR, PDE, AIU). Possible costs associated with job shadowing travel, supplies, and equipment.

Potential Implications (Short-Term and Long-Term): There will be both costs and opportunities through the professional development efforts. Internships and other partnerships may involve signed agreements with other organizations. Logistical challenges may emerge. Career connection opportunities may help students better understand the real-life experiences in their fields of interest.

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