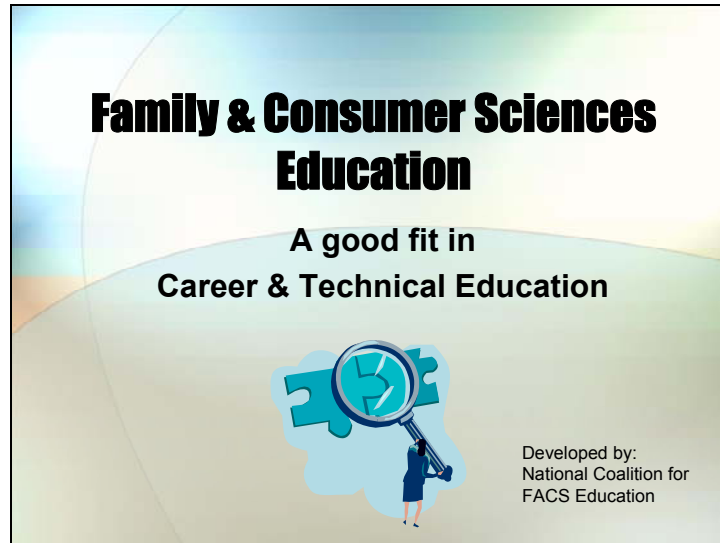


Slide 1



Note to presenter: Please feel free to use the script and slides as you see fit to promote FACS Education. This presentation was developed as a resource for FACS programs to solidify their position in career-technical education. However, slides may be adjusted and modified to meet the needs of your audience. Please maintain the integrity of the research when making changes to this presentation.

An asterisk (*) has been inserted where the presenter should use the mouse to advance the presentation. The script gives necessary details important for the audience to understand the slide and should be read or modified if the slide has been changed. Items in “[]” are for the presenter’s information and are not to be read aloud.

If you find current research that you believe would be a good addition to this presentation, please e-mail me and the National Coalition for FACS Education will add your materials to their resources for distribution.

Sincerely,

Carol R. Werhan, CFCS, CFLE

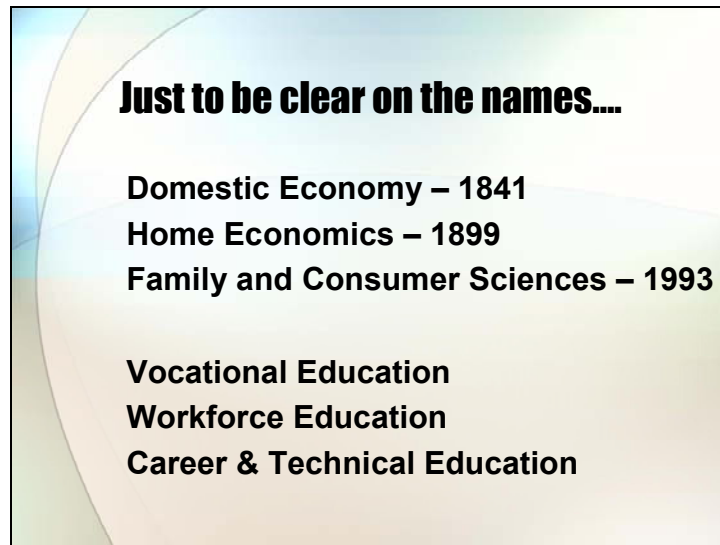
National Coalition for Family and Consumer Sciences Education

FCSEA Representative

carol.werhan@mnsu.edu

BEGIN READING HERE

Family and Consumer Sciences Education... * A good fit in Career & Technical Education. *



Just to be clear on the names....

FCS has been known by many names over the last 150 years. Changes in the professions' focus and purpose prompted different names.

* **Domestic Economy:** term used 1841 on the first textbook for FCS [(Andrews, 1912)]

* **Home Economics:** term coined in 1899 [(Stage,1997, p.6)]

* **Family & Consumer Sciences:** term adopted in 1993. [(Vincenti,1997, p.306)]

In this presentation, any of these terms may be used appropriate to the time period.

Historically,* vocational education and * workforce education have been used to differentiate educational programs designed to train students for the world of work from programs that prepared students for college.

*In recent years, the term career & technical education has been adopted to represent the body of education that prepares youth and adults for careers.


A Little History...

Purpose of FCS:


- Train girls for socially acceptable employment.

Or

- Provide science-based education for girls to improve the quality of life for the family.



Sewing Class -- 1910



Science lab at Washington State Normal School -- 1910

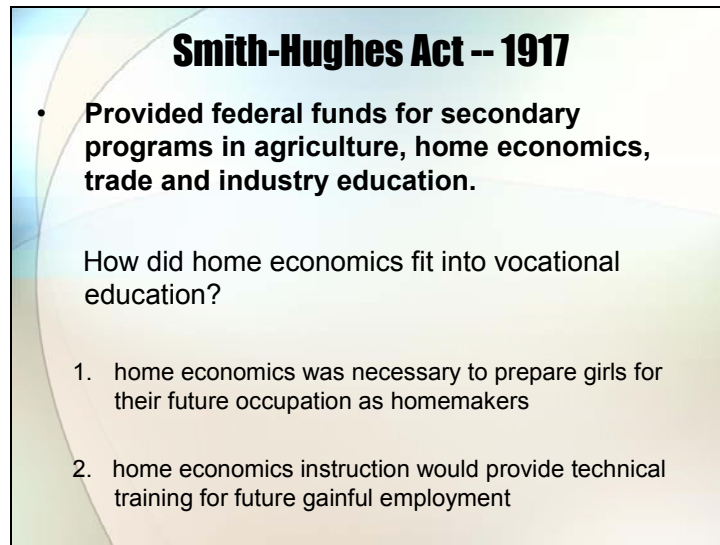
A Little History....The purpose and focus of family and consumer sciences has changed over the past 150 years based on social and political factors. From the official beginning of the profession, not everyone was in agreement as to the primary purpose of the profession. * Was the primary focus of the profession to ***better train women in employment opportunities that were socially acceptable or *** was it to encourage the application of the physical and social sciences to improve daily living for everyone?

The key decision that has tied FCS to career and technical education came with a federal bill in 1917. *

[Sewing Class Photo provided by AAFCS

Science lab photo was retrieved from:

<http://www.chem.wvu.edu/dept/dept/history.shtml> on June 6,2006]



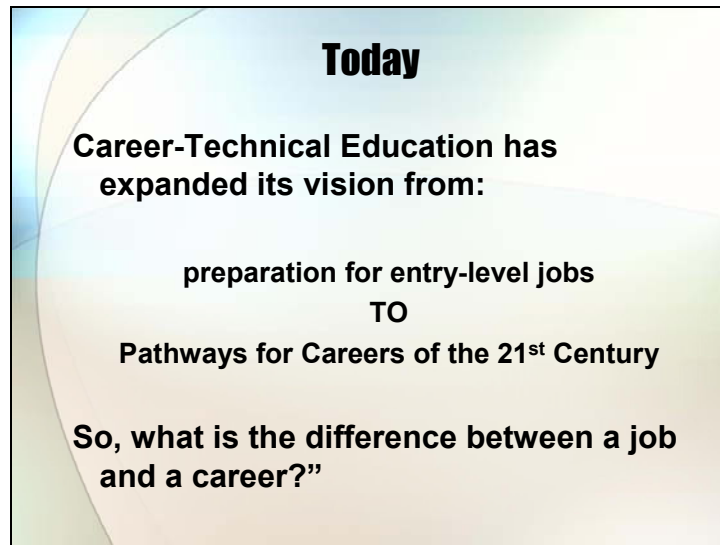
Smith-Hughes Act -- 1917

- **Provided federal funds for secondary programs in agriculture, home economics, trade and industry education.**

How did home economics fit into vocational education?

1. home economics was necessary to prepare girls for their future occupation as homemakers
2. home economics instruction would provide technical training for future gainful employment

The landmark legislation, Smith-Hughes Act of 1917 provided federal funds for secondary programs in agriculture, home economics, trade and industry education. It represented a national endorsement of vocational education. ***How did home economics fit into vocational education?** During the deliberation of the inclusion of home economics in the Smith-Hughes Act of 1917, there were mixed messages as to the purpose of home economics as a vocational program. Some believed that home economics was necessary for the betterment of society and should be a part of a liberal arts education for all girls. Others believed that inclusion of home economics in this significant vocational education bill would provide federal support of home economics programs. *Those pushing for home economics to be in this bill used two different arguments for its inclusion: *1) home economics was necessary to prepare girls for their future occupation as homemakers; *2) home economics instruction would provide technical training for future gainful employment. *



Today

Career-Technical Education has expanded its vision from:

preparation for entry-level jobs

TO

Pathways for Careers of the 21st Century

So, what is the difference between a job and a career?"

Today, the discussion continues as to the role of family and consumer sciences in career and technical education. * Career and technical education has expanded its vision from training for entry-level jobs * to pathways for careers of the 21st Century.

* So, what is the difference between a job and a career?" And does it really matter? The answer is "YES."

*

A Career is:

- an integral part of a person's life.
- dynamic and changes over a lifetime.
- the integration of work roles with those of family or community roles.

A career is a lifestyle concept.

Thus, FACS education has become even *more* important in preparing students for success in a changing workplace.

Kenneth Gray and Edwin Herr, noted experts in workforce education, state that a career is:

- * an integral part of a person's life.
 - * A career is dynamic and changes over a lifetime.
 - * A career is the integration of work roles with those of family or community roles.
 - * A career is a lifestyle concept. [(Gray and Herr, 1998)]
- *Thus, FACS education has become even *more* important in preparing students for success in a changing workplace.

Let's take a look at today's FACS education programs *

Slide 7



Today's FACS programs...

37,500 teachers 5.5 million students

All participating in programs that:

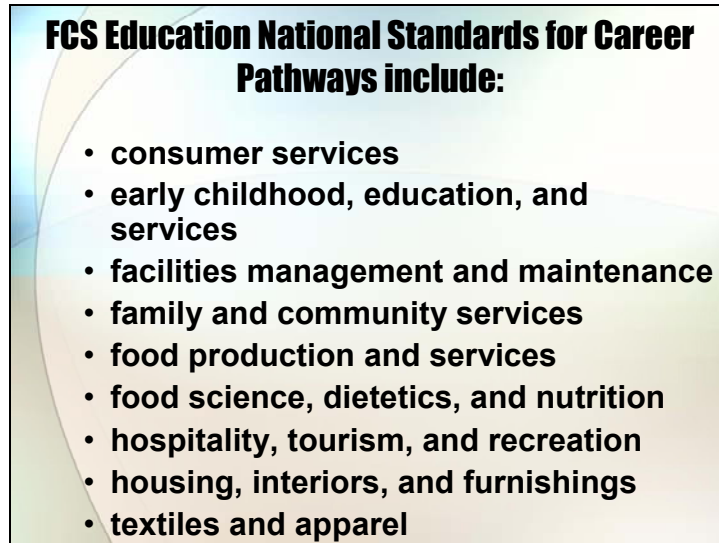
- lead to specific careers,
- provide pathways to careers and/or
- develop life skills for *all* students.

Today's FACS Programs are a vital part of America's school systems. * Recent research indicates that 37,500 teachers * and 5.5 million students, both girls and boys are involved in FACS programs. * All participating in programs that:

* lead to specific careers, *

provide pathways to careers which require post-secondary instruction and/or *
develop life skills for *all* students.

[Werhan & Way, (2006)] *



9 of the 16 FCS Education National Standards apply to specific careers or career pathways. Career pathways are clusters of occupations/careers that are grouped because of shared skills and aptitudes. All pathways include a variety of occupations that require different levels of education and training. They include standards for:

- *consumer services
- * early childhood, education, and services
- * facilities management and maintenance
- * family and community services
- * food production and services
- * food science, dietetics, and nutrition
- * hospitality, tourism, and recreation
- * housing, interiors, and furnishings
- textiles and apparel

[FACS Education National Standards may be retrieved from:

<http://www.doe.state.in.us/octe/facs/natlstandards.htm>]

2 Examples of FACS Workforce Programs

National Assessment of Vocational Education in 2004 reported:

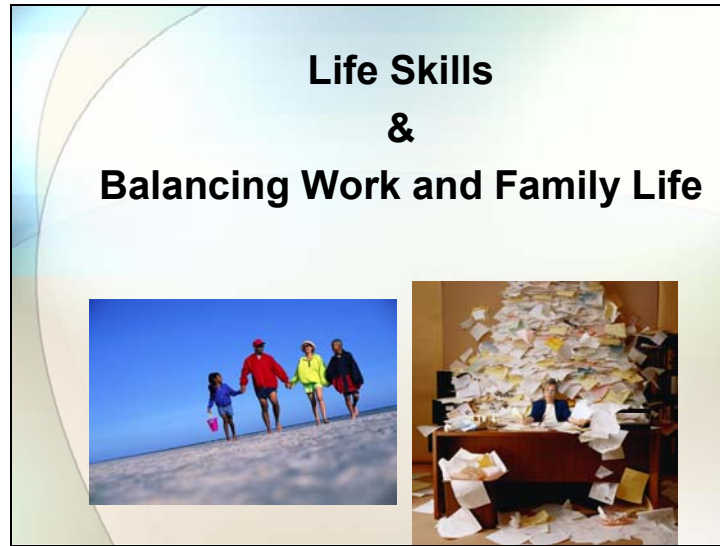
- **child care and education**
- **food service and hospitality**

2 of the 4 fastest growing career and technical programs and higher than average employment growth

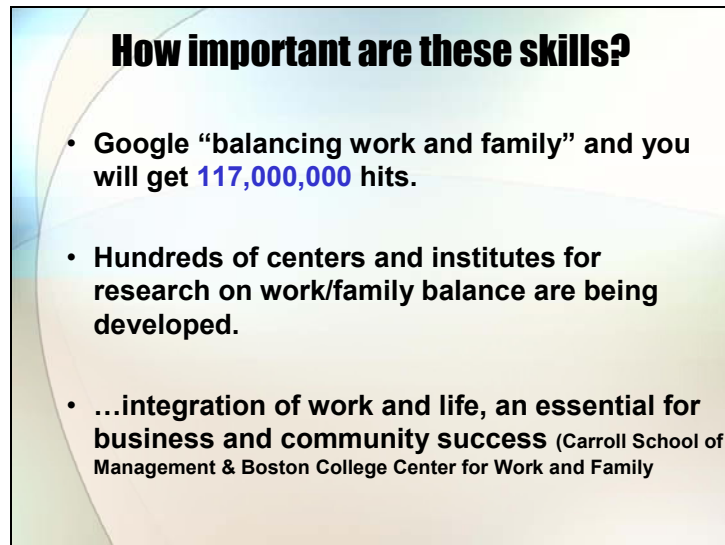
*

The National Assessment of Vocational Education report to Congress indicated that *child care and education *and food service and hospitality programs were * two of the four fastest growing career and technical education programs and they were associated with occupations reporting higher than average employment growth. *

[Silverberg, Warner, Fong, & Goodwin, (2004,p.33)].



However, the majority of FACS education programs are not specific to a career but rather teach students life skills. Enabling students to successfully manage the adolescent years as well as skills to balance work and family in their adult years. *



How important are these skills?

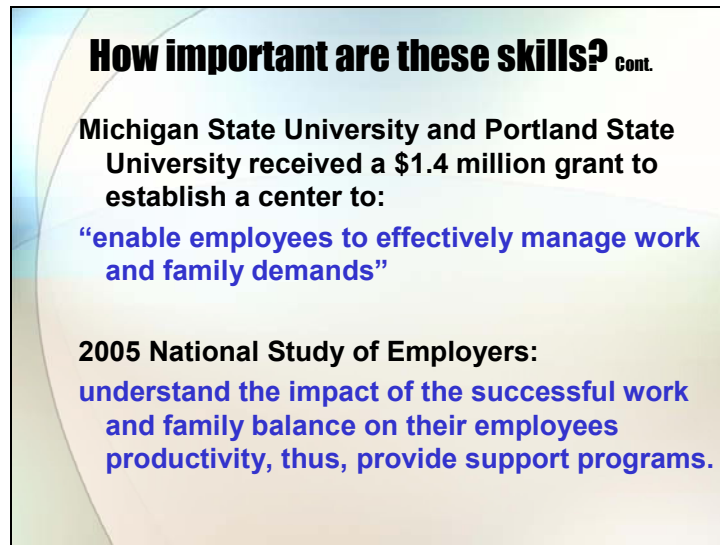
- Google “balancing work and family” and you will get **117,000,000** hits.
- Hundreds of centers and institutes for research on work/family balance are being developed.
- ...integration of work and life, an essential for **business and community success** (Carroll School of Management & Boston College Center for Work and Family)

Let’s look nationally and see how important society as well as business and industry see these skills.

Here are a few examples:

*If you “*google*” “balancing work and family,” you will get thousands of hits all pertaining to information on how people successfully balance their home and professional lives.

* Centers and institutes for the research on work/family balance are being developed in universities and agencies across the country. The nationally acclaimed Carroll School of Management and Boston College recognized the importance of the study of balancing work and family and opened its Center for Work and Family in 1990. The Center for Work & Family is “committed to enhancing the quality of life of today’s workforce by providing leadership for the* **integration of work and life, an essential for business and community success** [(Boston College, 2006).] *



How important are these skills? Cont.

Michigan State University and Portland State University received a \$1.4 million grant to establish a center to:

“enable employees to effectively manage work and family demands”

2005 National Study of Employers:

understand the impact of the successful work and family balance on their employees productivity, thus, provide support programs.

The Michigan State University and Portland State University received a \$1.4 million grant from the U.S. National Institute of Occupational Safety and Health to create a center with the goal to * “enable employees to effectively manage work and family demands” [Work/Life Balance, (2006)]. *

Results in the 2005 National Study of Employers, indicate that employers have maintained or increased their support of employees in managing their personal and family lives since a 1998 business work-life study. It is reported that employers * understand the impact of the successful work and family balance of their employees on the productivity of their business [Bond, Galinsky, Kim, & Brownfield, (2005)].

FACS programs are being proactive by helping students learn these skills while still in secondary school. *

How important are these skills? Cont.

Research indicates that:

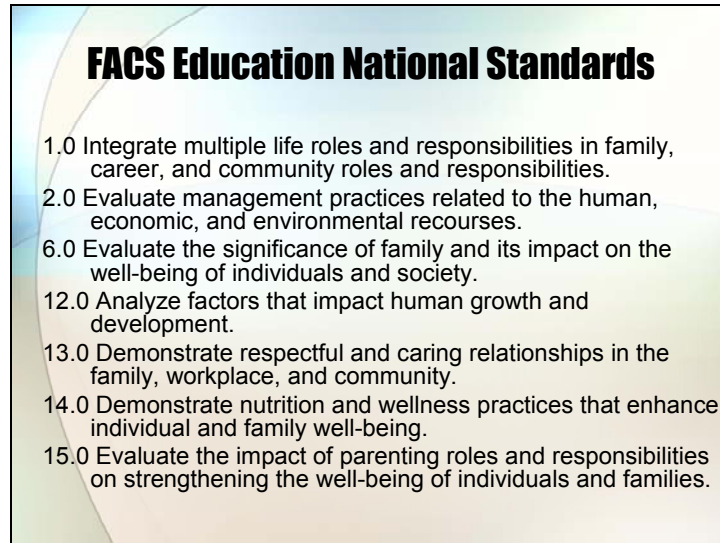
Employees who are dual-centric or family-centric exhibit significantly better:

- mental health
- greater life satisfaction
- higher levels of job satisfaction

than employees who are work-centric.

Research indicates that employees who are dual-centric or family-centric exhibit significantly better * mental health, * greater satisfaction with their lives, and * higher levels of job satisfaction * than employees who are work-centric [Families and Work Institute, (2002).]

FACS education programs teach students the importance of *both* career and family. *



The National Standards for Family and Consumer Sciences Education reflect our commitment to not only prepare students for careers but to also provide all students the necessary tools to be successful at work *and* at home. 7 out of 16 of those standards, which are applicable to all careers include:*

***1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.**

***2.0 Evaluate management practices related to the human, economic, and environmental recourses.**

***6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.**

***12.0 Analyze factors that impact human growth and development.**

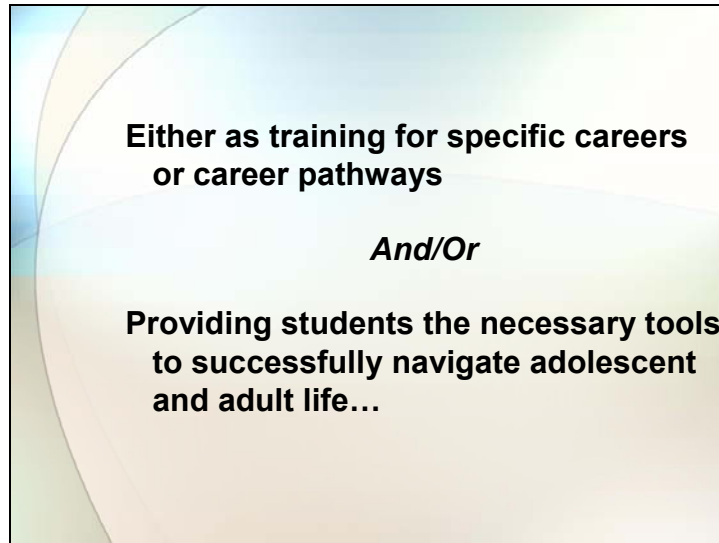
***13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.**

***14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.**

***15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. ***

[FACS Education National Standards may be retrieved from:

<http://www.doe.state.in.us/octe/facs/natlstandards.htm>]



Either as training for specific careers or career pathways

And/Or

Providing students the necessary tools to successfully navigate adolescent and adult life...

*



Family and Consumer Sciences Education * today, more than ever, is a good fit in Career and Technical Education and vital to the success of *all* students.

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