

STATE OF THE ART PAPER
Family and consumer Science
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PURPOSE

The purpose of the State of the Art Paper for the field of Family and Consumer Science is quite simple. As a profession we want to assess where we have been and determine where we want to go. The Illinois Office of Educational Services has partnered with the Illinois State Board of Education to form a Curriculum Revitalization Initiative (CRI) which is an ongoing review and development of the Family and Consumer Science curriculum in the state of Illinois.

GOAL

Ag has forged the way with an exemplary curriculum model that has been in existence for a number of years. It is the goal of the CRI partnership to produce lessons which will be aligned with Illinois Goals and Learning Standards, meet the No Child Left Behind (NCLB) legislation, the Illinois Higher Standards requirements for graduation, and the task and skill standards (Work place Skills and Occupational Skill Standards) of business, industry, and labor. Illinois FACS teachers will be able to access lessons that provide content materials as well as articulation with the Illinois State Learning Standards. This project is funded by the Illinois State Board of Education (ISBE) through a grant supported by monies from state funds and the Carl D. Perkins vocational and Technical Education Act of 1998, Public Law 1050332 to the Illinois Office of Educational Services, Southern Illinois University-Carbondale.

HISTORY

The Family and Consumer Science curriculum has been influenced by several major pieces of legislation. In 1917, the National Vocational Education (Smith-Hughes) Act went into effect. This act provided for the promotion of vocational education and provided states with monies in proportion to their rural population. In 1984, the Carl D. Perkins Act was originally authorized. The purpose of this act was to provide individuals with the academic and technical skills needed to succeed in a knowledge and skill based economy. In Illinois, state and local funds support career and technical education. These funds are allocated by the ISBE and may be used for the following programs:

- Develop and improve curriculum
- Develop a strong accountability system that ensures quality and results
- Provide for councilors, and administrators
- Provide support for student organizations
- Provide professional development and technical assistance for teachers
- Strengthen and improve the integration of academic, career, and technical education

In 1998, the Perkins Act was reauthorized. In essence, this act raises the expectations for students participating in career and technical education by holding them to the same high academic standard as all other students. This Act has been reauthorized again in 2006.

Recent state and national initiatives provide a common standards-led and outcome-focused direction for career and technical education programs. This direction comes from:

1. Passage of Illinois Occupations Skills Standards Act in 1992
2. Adoption of the Illinois Learning Standards in 1997
3. Adoption of the Illinois State Board of Education (ISBE) Vision, Mission, and Goals in October 2001
4. Passage of the Carl D. Perkins Vocational Act of 1998

The charge to the Career and Technical Education community is to develop a performance-based curriculum that will provide academic as well as career and technical skills for the students who enroll in these programs.

WHERE HAVE WE BEEN

Home Economics was traditionally based on the needs of the homemaker, which consisted of cooking, sewing, and providing care for the family. As our nation aged, the Home Economics program evolved to follow national trends. The profession was renamed Family and Consumer Science to reflect the changing outlook. Today's main focus is still the family, but the FACS curriculum today includes courses such as Parenting, Food Preparation, Planning, and Service, Child Care and Education, Merchandising and Creative fashion, Interior and Fashion Design, and Consumer Resources.

HISTORY OF CTE

The National Vocational Act of 1917 better known as the Smith –Hughes Act established home visits and individual projects which were supervised by the teacher. In the Vocational Act of 1963, the focus of assessment and accountability focused on curriculum development, personnel and leadership development, cooperative education, and work-study. In 1984 the Carl D. Perkins Vocational Education Act established Tech Prep, a program that allowed students to take higher level technical courses in post-secondary education. In 1990, the reauthorization of the Carl D. Perkins Act combined secondary and postsecondary programs designed to lead to two-year associate degrees, certificates, or adult apprenticeships.

In 1986 sixty-one regional delivery systems were formed across the state. The purpose of this was to incorporate vocational education, employment and training, career education, and adult education.

FCCLA

FCCLA (Family, Career and Community Leaders of America) was established in 1945 as a nonprofit national career and technical student organization for young men and women in family and consumer sciences education in public and private schools. It is the only in-school student organization with family as the sole focus. FCCLA has over 225,000 members in all 50 states. In Illinois the membership is over 1000. FCCLA chapter activities focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence and career exploration. FCCLA is considered to be an integral part of the Illinois Family and Consumer Science curriculum and is funded in part by a grant from the Illinois State Board of Education.

WHERE ARE WE GOING

The following job outlook for occupations in Family and Consumer Science was summarized from information provided by IDES (Illinois Department of Employment Security) which was updated in 2002. Jobs for interior designers and merchandise displayers will increase; however there are not many jobs state wide. Positions for hotel and motel managers are projected to decline. The foods area showed the largest number of jobs available; however, wages are often low and turnover is high. The number of chefs and dinner cooks are projected to increase, while jobs for institutional cooks will decline. Child care workers who care for infants will see an increase in jobs. Other areas in child care will maintain their growth. There is a high turnover and low wages in this field. Nationally, the need for adult and vocational teachers will increase due to baby boomers retiring and needing updated skills. In the area of Clothing and Textiles, jobs for upholsters, tailors, and clothes presser will show an increase; however, there are few jobs available in the last two categories.

If Illinois schools wish to receive funding for their FACS programs, they must adhere to the directives issued by the Illinois State Board of Education regarding sequencing of courses in the following CIPs (Classification of Instructional Programs): Consumer and Personal Services, Family and Career Studies, Child, Day Care and Education Services, Clothing, Fashion, and Apparel Services, Food Service, Hospitality, and Management Services, and Community and Facility Management Services. Based on information provided by the Illinois State Board of Education, as of 2004-2005, there was a total statewide enrollment of 111,921 students in approved programs. This breaks down to 77,226 students enrolled in orientation-level programs and 43,361 enrolled in training programs.

To further illustrate the number of students in each career pathway, ISBE provided this information. In 2004-2005 statewide there were 132 students enrolled in Consumer and personal services, 78,027 enrolled in Family and Career Studies, 62,477 enrolled in Child Day Care and Education Services, 16,980 enrolled in Clothing, Fashion and Apparel Services, 66,383 enrolled in Food Service, Hospitality, and Management Service, 3,610

enrolled in Interior Design, and 980 enrolled in Community and Facility Management Services.

ISBE differentiates between students enrolled in CIPs as to orientation (9th and 10th grade) and training level classes. (11th and 12th grades). In 2004-2005 the following information was revealed about the orientation courses. There were 56,071 students enrolled in Food Service, Hospitality, and Management Services, 56,181 enrolled in Child, Day Care and Education Service, 15,059 enrolled in Clothing, Fashion, and Apparel Services, 3,254 in Interior Furnishings Service, 58,397 in Family and Career Studies, and 519 enrolled in Community and Facility Management Services.

At the training level, there were 132 students enrolled in Consumer and Personal Services, 24,382 enrolled in Family and Career Studies, 8,296 enrolled in Child, Day Care and Education Services, 2,210 enrolled in Clothing, Fashion, and Apparel Services, 10,655 enrolled in Food Service, Hospitality, and Management Services, 375 in Interior Furnishings Services, and 141 enrolled in Community and Facility Management.

Currently an advisory council is being established to determine the needs of business and industry which can be met through the Family and Consumer Science curriculum. Once this council views the job outlook makes recommendations, identified teachers will begin the task of writing relevant lessons that will follow the Illinois Ag curriculum model.