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I am pleased to introduce this special issue of the *Journal of Family and Consumer Sciences Education*, focusing on *Filling the Family and Consumer Sciences Educator Pipeline*. The articles included in this issue are a response to a national call to address the shortage experienced across multiple practice settings, including secondary, post-secondary, and Extension family and consumer sciences education. These promising practices for recruiting family and consumer sciences educators—from high school prospects to previously degreed professionals. I extend much gratitude to the authors who have stepped forward to share examples of how they met this challenge. These articles emerged from the *2015 Filling the Family and Consumer Sciences Educator Pipeline: Summit for Action*, held in tandem with the 2015 Annual Conference of the American Association of Family and Consumer Sciences.

The *Summit* resulted from the collaborative efforts of multiple people and organizations, all committed to strengthening the position of family and consumer sciences education across institutions and practice settings throughout the United States. We convened 100 colleagues to develop a national strategic plan for family and consumer sciences educator recruitment. Outcomes of the Summit include the development of a new webpage/toolkit that houses research and education materials, along with social media, promotional, and graphics resources. I encourage you to visit the site and commit to recruiting family and consumer sciences educators through the interactive commitment form and map, located on the [toolkit website](#).

The field of family and consumer sciences has had many *moments*--from the Lake Placid Conferences to the Scottsdale Meetings--throughout its rich history. I believe deeply that we are creating another moment in this history through our educator recruitment efforts. As you read about these promising practices for recruitment, give thought to your own work and successes, and be ready to share them! *This issue is only a beginning*. Like past accomplishments in our discipline, this initiative will succeed because of all of us—identify ways that you can get involved—participate in Summit 2 in Bellevue, Washington in June 2016, write about your own best practices through a journal article, or share resources that you've developed for educator recruitment on the [Say Yes to FCS—Filling the FCS Educator Pipeline](#) website. Whatever you do, be sure to stay connected—the initiative is ever-evolving!



Janine Duncan, PhD, CFCS
Chair, Family and Consumer
Sciences Education Summit (2015)

The Development of a Family and Consumer Sciences Teacher Recruitment Event for Secondary-Level Students

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Family and consumer sciences (FCS) education in Kentucky is experiencing the effects of a statewide teacher shortage. This article describes research conducted in Kentucky with FCS teachers and students to determine the future status of FCS education in the state that informed the development of Kentucky FCS University, a FCS teacher recruitment event established to introduce secondary-level students to careers in FCS education.

Background

There is a great need for family and consumer sciences (FCS) teachers across the nation (Werhan, 2013; Godbey & Johnson, 2011; Werhan & Way, 2006). Due to less-than-optimal teacher retention, retirements, low-enrollment numbers in teacher preparation programs, as well as the closing of several teacher preparation programs at the postsecondary level, there is much concern about the future of FCS education in the Commonwealth of Kentucky.

Governor Steve Beshear signed Senate Bill 1 on March 26, 2009, legislation that catalyzed several initiatives impacting college and career readiness for students across the Commonwealth (Kentucky Council on Postsecondary Education, 2015). Career and Technical Education (CTE) in Kentucky has a vital role in Kentucky's College and Career Readiness Model as FCS teachers are preparing students that are both college and career-ready. Students enrolled in FCS classes are earning career-ready academic and technical certificates upon successful completion of the Kentucky Occupational Skills Standards Assessment and Industry Certifications. Certifications include the Child Development Associate, Commonwealth Child Care Credential, Kentucky Early Care and Education Orientation Certificate, ServSafe Food Manager Certification, Pro-Start, and a complete list of pre-professional assessments and certificates offered through the American Association of FCS. Students from FCS classrooms are learning real-world, relevant, and rigorous skills that are completely transferrable to their future careers and families.

Many FCS teachers are reaching the age of retirement, and vacated positions may be filled with uncertified teachers for a time, and these positions may eventually be closed. Research suggests that the number of colleges and universities offering CTE teacher training programs declined by about 10 percent between 1991 and 2001 (Gordon, 2008). If fewer universities are offering CTE teacher programs, fewer students will have the opportunity to earn a degree in FCS education, which will continue the decline of future teachers (Godbey & Johnson, 2011).

In many states, the supply of FCS teachers does not meet the need or demand, according to a national study (Office of Postsecondary Education, 2015). A national survey of secondary FCS programs from 2010–2012 academic years indicates that 3,427,601 students were enrolled in FCS classes and were taught by 27,894 FCS teachers. These numbers represent a decline in enrollment and teachers (Werhan, 2013). In Kentucky alone, and there are not enough new FCS professionals to fill the positions available with districts are adding positions and many teachers

approaching retirement. This paper describes research conducted to determine the outlook for FCS educators in Kentucky based on responses provided in surveys of teachers and students. It also reports secondary-level students' interest in majoring in FCS education following their attendance at a recruitment event.

Research Objectives

1. Determine current FCS teachers' number of years in education.
2. Examine student interest in FCS education.
3. Identify student college/university preference.
4. Determine perspective students' entrance year into postsecondary institution.

Methodology

Subjects

The participants for this study were certified FCS teachers who were listed as currently teaching in Kentucky, and students from across the Commonwealth of Kentucky. Teachers' names and addresses were obtained from the state certification files at the Kentucky Department of Education (KDOE). Permission and approval was granted by the Division Director of College and Career Readiness at KDOE to begin initial contact with participants by sending them an email inviting them to take part in this study, as well as distribution of hard copy surveys to high school students at the Kentucky Family, Career and Community Leaders of America (FCCLA) Leadership Camp in June 2014. Confidentiality was maintained throughout the entire process.

Surveys

The program, Survey Monkey, was used to form a questionnaire and collect the data from teachers and students. The teachers' survey included questions that determined the number of years of service and identified the postsecondary institution where certification was earned. The students' survey focused on their level of interest in majoring in FCS education, the postsecondary institution of their choice, and their graduation year. Each question was designed to address the research objectives.

The KDOE, Office of CTE, Career Pathways Branch, conducted online and paper surveys to gather the data. A hard copy version of the teachers' survey was first used in June 2014, then the electronic version was provided during a seven-day window during the month of August 2014.

Teacher and student surveys were sent to every FCS teacher in the state via the current FCS teacher contact list of 308 teachers. Eighty teachers responded and 811 students participated in the online survey during a one-week timespan between Wednesday, August 13, 2014, and Tuesday, August 19, 2014.

Seventy-seven students completed the hardcopy survey at FCCLA Kentucky Leadership Camp (June 9-11, 2014) in Hardinsburg, Kentucky. State and Regional FCCLA officers were eligible to attend this camp. In addition to students in leadership positions, each school was allowed to bring up to two additional freshmen to participate in the Kentucky FCCLA Freshmen Academy. Therefore, the population of students in both studies ranged from freshmen to seniors. In addition to the student and teacher surveys, the annual FCS Teacher Information Sheet was utilized to gather years of service and postsecondary institution where teacher certification was awarded. This information was gathered at the Kentucky Association of CTE (KACTE) Summer Program during the FCS Updates session.

After reviewing the completed surveys, the first step was to sort through the surveys to ensure that all respondents completed the survey. While sorting, any incomplete or invalid surveys were dismissed. In addition to the surveys, Kentucky FCS teachers in attendance at the 2014 FCS Updates Session at the Kentucky Association of CTE (KACTE) completed information sheets that provided important data.

Results

Table 1 data were provided through the FCS Teacher Information Sheet that 183 teachers (or 59 % of 308 of FCS teachers teaching in Kentucky) completed during the KACTE Summer Program FCS Updates Session. The 38 teachers who indicated they had 20 years or more of service represents 21% of teachers in attendance at this session. The number of teachers with this amount of service would increase if the remaining 41% of teachers who were not at the meeting had completed the information sheet. Twenty-seven years is the minimum number of years of service required to be eligible for retirement is in Kentucky.

Table 1

FCS Educators with 20 or More Years of Service in Kentucky (2014)

Years in Education	Number of FCS Educators of 183 Who Completed Surveys
27+	17
25-26	2
23-24	5
21-22	10
20	4
Total	38

Recalling that the data in Table 1 is based on survey responses from 183 teachers, there will be at least 38 vacancies from teachers across the Commonwealth within the next seven years because this number of FCS teachers is eligible for retirement. Currently, seventeen teachers could retire, and seventeen programs would be in need of certified FCS teachers.

Students responded to the hard copy survey given at Kentucky FCCLA Leadership Camp in June of 2014. There were 113 of students in attendance, and 77 of those delegates (68%) completed the provided survey. The majority of students who completed surveys at the camp were juniors (38%) and seniors (27%). Twenty-three percent of survey respondents were sophomores, 9% were freshmen, and 3% were in middle school.

Of the 77 respondents, 47% were interested in pursuing a degree in FCS education. An additional 9% have some interest in becoming an FCS teacher. In addition to the 77 students that were surveyed at camp, 811 students completed the survey online during classroom instruction in a one-week window. Twenty-six percent of these students indicated that they had an interest in pursuing FCS education, and another 36% of students indicated that there was a possibility that they would consider a career in FCS education.

Project Details

Results from the survey research led to the development of a recruitment event called Kentucky FCS University (KYFCSU) for juniors and seniors who had a strong interest in pursuing a career in FCS Education. KYFCSU consisted of a one and one-half day interactive program that provided important information regarding college admission, program requirements, and the daily roles and responsibilities of a FCS teacher and FCCLA adviser. The goal of the program was to create a bridge for students to successfully transition from high school to the postsecondary institution of choice, and eventually obtain FCS teacher certification.

KYFCSU was held on November 8-9, 2015, in Frankfort, Kentucky. The agenda included teambuilding activities, informational concurrent sessions, and several general sessions for event registrants. Sunday evening, students were given an introduction and overview of the event, learned more about KYFCS career pathways and the profession as a whole. One special event was included for Sunday evening which included tickets to a real-life escape adventure where students and teachers had to solve puzzles, crack codes, find hidden items, and work collectively to escape the room under one hour. Students were randomly assigned to teams and theme rooms to build relationships with other KYFCSU participants.

The next day, teacher educators from each university in Kentucky that offers FCS education were invited to participate by sharing vital information for prospective students. Each presentation was unique and showcased exciting features of each university and program. Following the university presentations, a panel of state staff, former teachers, current teachers, and a current college student conducted roundtable sessions for small-group discussions and questions. Each roundtable focused on different topics due to the variety of experiences of each roundtable facilitator. Concurrent sessions held in the afternoon included teambuilding activities, games and an FCCLA *Advising 101* session. The FCCLA session focused on the roles and responsibilities of serving as a chapter adviser. At the conclusion of the event, a graduation ceremony was held to recognize participants complete with certificates, and photo opportunities.

As a follow-up, 19 seniors were recognized during the opening session of the 2016 Kentucky FCCLA Leadership Conference who had committed to majoring in FCS education. These same seniors and their advisers participated in a pinning and signing ceremony during a special reception.

Project Outcomes

Sixty students were registered for the event and 58 of those students completed the program. Fifty-one students completed the closing evaluation. One evaluation question asked, "As of today, are you committed to FCS education?" Nineteen answered yes, 16 students selected maybe, and 16 students shared that they were not interested in pursuing a career in FCS education. Twenty teachers completed the survey, and 100% of teachers reported that they would bring students back to a similar event in the future.

Conclusion

The original vision of the project was to describe the outlook of FCS education in Kentucky, determine the number of students interested in majoring in FCS education, and build a bridge for students to successfully transition from high school to a postsecondary institution. The KYFCSU was developed to introduce secondary-level students to the profession. Program evaluations from KYFCSU provided vital information to guide future work, projects, and events. This event demonstrated the importance of relationship-building and intentionality in recruiting efforts for FCS education in Kentucky.

Students who have committed to FCS education in Kentucky will be recognized at the 2016 Kentucky FCCLA State Leadership Meeting during the opening general session and will have the opportunity to participate in a special invitation-only reception. Future programs would include more session topics related to professional organizations, duties FCS educators are involved in other than teaching, Kentucky Occupational Skills Standards Assessments, and information regarding salaries and rank changes. Another long term goal would be to create resources to encourage students to major in FCS education in Kentucky.

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Family and Consumer Sciences Extension Educator Pipeline: Career Pathway Potential

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Family and Consumer Sciences (FCS) Extension programs rely on the expertise of qualified FCS educators to impact individuals, families, and communities through community-based educational programs. Due to a crucial shortage of FCS educators, it is challenging to hire qualified FCS extension educators to fill vacancies in some areas of the country. The purpose of this paper is to discuss findings of a study of perceptions of FCS Extension Program Leaders on future supply and demand issues of FCS extension educators. Strategies for recruitment to ensure career pathways for qualified employees are also considered.

Family and consumer sciences' (FCS) subject matter is of critical importance for the economic well-being, health, and wellness of youth, families, and communities. FCS educators, as FCS and 4-H Cooperative Extension educators or agents, are needed in formal classroom and community-based education settings to conduct programs for adults and youth across the country. A focus of concern in the profession has been the crucial lack of FCS educators in school districts that provide FCS education to teach important life skills as part of their curriculum (Miller & Meszaros, 1996; Rehm & Jackman, 1995; Werhan, 2013; Werhan & Way, 2006). However, until recently, there has been little discussion regarding the critical need to ensure qualified educators to fill community-based FCS extension educator roles as well. What strategies are needed to create effective pipelines for these community-based educators? The purpose of this article is to discuss findings from a survey of extension administrators to study the anticipated demand, subject matter content, and recruitment of FCS educators for positions within Cooperative Extension.

Background

The impact of the decline in number of FCS education graduates and loss of FCS education degree programs across the nation on current and future shortages of FCS educators has been a theme of discussion among FCS professionals for over twenty years (Miller & Meszaros, 1996; Rehm & Jackman, 1995; Werhan, 2013; Werhan & Way, 2006). FCS professionals have been encouraged to recruit and train new FCS educators to focus on the integration of praxis to practice in order to serve as change agents for family-focused education and policy in the context of current society (Rehm & Jackman, 1995). This model of educators as change agents to serve families and communities is the mission of Extension FCS programming.

FCS extension agents¹ provide outreach education to families in the areas of health and wellness, nutrition, family resource management, and many other life skills (Gutter, 2016). The

¹ Until the name of the profession was changed from home economics to FCS in the United States in 1994 (American Association of FCS, 2015), these agents were also referred to as home economics agents in some states.

work of an extension agent is multi-faceted and includes teaching life skills, answering clientele questions related to FCS subjects, empowering volunteers to be peer educators, and building community engagement for programs and projects. Kato and Elias (2015) characterize extension educators' day-to-day responsibilities as "practical and people-oriented" (p. 189).

The role of extension agents as community change agents requires subject matter expertise and a commitment to local people. The land grant system is committed to recruit and retain agents with these desired characteristics. Those agents who select and remain in this profession may do so because they, like the Texas Extension Educators studied by Chandler (2004), find their work interesting, enjoy the variety they find in their work and its related schedules, value their contributions to the community, and receive personal satisfaction through their efforts. However, concerns have been raised that turnover rates within Cooperative Extension systems may stem from time commitments and the workloads required to work in these high profile roles (Kutilek, Conklin & Gunderson, 2002).

Within the last three decades, studies have focused on ways to effectively recruit and retain extension professionals in the field. Strong and Harder (2009) pointed to the importance of maintenance and motivation factors in connection with job satisfaction. Rousan and Henderson (1996) identified low salary, long hours, demanding job responsibilities, and offers of more money in positions outside extension as reasons for agent turnover. Ezell (2003) and Mowbray (2002) found that job stress was a key factor in Kentucky and Tennessee agents' turnover rates. Safrit and Owen (2010) conducted a content analysis of peer-reviewed publications over a 15-year timeframe related to employee retention within Cooperative Extension systems. Their findings pointed to the need to "recruit authentically" in order to meet the demand for new professionals in the workforce. This indicates that communication with prospective students to understand Cooperative Extension culture and role expectations is a critical recruitment and retention step.

The importance of communication and mentoring potential FCS educators has been a theme of FCS recruitment literature as well (Eastman, Cummings, Petersen, & VanLeeuwen, 2006; Stout, Couch, & Fowler, 1998). Stout, Couch and Fowler (1998) led a focus group of 10 FCS educators, administrators, and practitioners to discuss concerns and solutions to the FCS educator shortage. The focus group participants identified key steps to recruit and retain qualified educators. The steps suggested in this research include: 1) promoting teaching as a positive experience; 2) concentrating on mentoring and networks among current FCS professionals, teacher educators, youth organizations, guidance counselors, professional organizations and others to elevate the profession; and 3) tapping potential students to choose FCS education as a career path.

FCS educators typically have a minimum bachelor of science degree and, in many states, are required to have a master of science degree or higher. A disconnect in the recruitment of qualified FCS extension educators has been a devolution in the number and scope of students' access to FCS degree options within their home states. In the past, many states had programs in at least one university offering such degrees in FCS education, home economics, or related degrees. Over the last several decades, the number of these programs has diminished or become absorbed into more focused departments such as personal/family finance, human development, or nutrition and dietetics. This has left some states without a clear pipeline or secondary education program to produce educators with a general FCS background.

To further complicate pipeline issues, the role of FCS in extension programs varies from state to state. While some states have focused on core knowledge areas such as nutrition or

health, others still provide robust programming across multiple FCS subjects. Multicounty or regional agents may also be used in some states in conjunction with or in place of county agents. Agents may work with local partners or a group of volunteers to provide peer training in core subject areas. FCS agents and their staff also provide direct education to families and consumers in their counties. The goal in most instances is behavior change for healthier or more prosperous lives: Agents engage in program evaluation in order to document this change (Gutter, 2016).

While nationally-aggregated data for total FCS agents are not available, Table 1, *Case Example of FCS Agent Positions from One Large Population State (2011-2016)*, highlights trends for FCS and total extension agent count in a highly populated state (>20 million people) since 2011. In this example, the number of FCS positions declined slightly, from 82 to 72 agents. However, because the overall number of extension positions increased, the proportion of agents who were focused on FCS decreased in this time period. The numbers presented only tell part of the story. In some instances, these positions had multiple searches without identifying suitable candidates because of a lack of qualified applicants with subject matter expertise.

Table 1

Case Example of FCS Agent Positions from One Large Population State (2011-2016)

December of	FCS Filled	FCS Vacant	Total FCS	Total Agents	% FCS
2011	77	5	82	395	20.8%
2012	76	1	77	395	19.5%
2013	70	9	79	400	19.8%
2014	66	10	76	403	18.9%
2015	63	9	72	407	17.7%
Current	61	11	72	407	17.7%

Other factors contributing to the number of FCS vacancies and the reduction in the number of some FCS-related positions include financial stress felt by local governments and organizations associated with the Great Recession that led, in some cases, to the loss of county funding for the county’s share of the FCS agent’s salary for extension positions.

Purpose of the Study

This study focused on the sufficiency of the extension pipeline as a career pathway for FCS graduates from the perspective of the FCS extension state program leaders. State program leaders were the focus of this study because these leaders play critical roles in recruiting and hiring FCS extension educators. This study was designed to: 1) determine the nature of the educator pipeline from college education to extension career path; 2) explore critical issues included post-secondary educational opportunities in FCS core content; 3) identify anticipated FCS extension job opportunities; and 4) examine the nature of the recruitment between academic programs and FCS educator positions.

Methods

A web-based survey using Qualtrics Survey Software was used to collect data for this study. The survey was developed by the researchers and reviewed by extension evaluation faculty and an extension administrator for content, clarity, scope, and purpose. The survey included four elements. The first element asked for each participant's professional title and role, institutional geographic region, and land-grant designation. The second element related to employment and recruitment that asked participants to list their current number of FCS and 4-H/FCS employees that were responsible for one county or multicounty programming, FCS employee turnover rates, and their estimate of the future FCS and FCS/4-H positions in their institution. A third element included a series of single and multi-option variable questions to discern subject matter content covered and percentage of agents from the institution engaged in the topical content. The final element included open-ended questions that asked what academic programs were acceptable when hiring FCS and 4-H/FCS extension educators and asked respondents to identify effective recruitment tools.

FCS extension administrators from 67 land-grant institutions were recruited in October 2015 to participate in this on-line survey via USDA FCS program leaders' listserv. A reminder email was sent one month after the first. Administrators from 28 land-grant institutions responded (1862 n=22; 1890 n=6). Of those administrators who responded, 18 self-identified as FCS state program leaders, four responded as FCS and 4-H state program leaders, and six completed the survey indicating they filled other administrative roles within extension.

Results

Survey responses (n= 23) indicated a strong expectation in the next five years that the demand for FCS agent positions would remain the same (52%) or increase (37%). The data revealed a similar response (n=24) for 4-H positions with FCS responsibilities, noting that more would be hired (26%) or the same number hired (61%) in the future compared to current staffing.

Subject Matter

When asked what subject matter areas that their FCS agents/educators cover, respondents (n=27) indicated that 100% of the institutions were engaged in nutrition-related programming. Other subject matter covered in order of response included: health and wellness (93%), financial education (81%), human development (78%), disaster preparedness (44%), and housing/home environment (42%). All respondents indicated that they will hire professionals who have completed any FCS-related degree. Two respondents stated they accept social work majors, and one accepts professionals with health-related degrees.

Participants responded to survey items related to educators' use of time recognizing that FCS agents' time can be split between multiple subject matter areas over the course of their workload. Respondents estimated the number of agents in their state focused their work on four subject matter areas. Table 2, *Subject Matter Focus of FCS Extension Educators*, points to nutrition, health, and wellness topics as a major area of programming for local educators.

Recruitment

Program leaders (n=27) indicated they used multiple means to recruit FCS educators into their extension institution workforce. Methods reported include recruitment through contacts with universities and colleges within-state (89%), contacts with universities and colleges out-of-state (70%), advertisements placed on *Journal of Extension* job board (37%), job announcements through National Extension Association of FCS (37%), and other recruitment strategies (59%).

Examples of their best recruitment strategies included summer internships, 4-H/FCS and FCCLA projects, and partnerships and engagement with FCS student-based college organizations.

Table 2

Subject Matter Focus of FCS Educators

FCS Educators Who Focus on This Subject	Nutrition (n=26)	Financial Education (n=26)	Health and Wellness (n=26)	Human Development (n=26)
Less than 25%	0	38%	4%	35%
About 25%	4%	23%	23%	19%
About 50%	23%	12%	27%	23%
About 75%	35%	12%	15%	8%
Almost All	38%	15%	31%	15%

Number of FCS Educators Currently Employed

Institutions varied widely in the number of FCS educators they employed and the scope of geographic areas that were covered by educators in their assignments. Table 3, *One or Multicounty Extension FCS Educator Staffing Patterns*, demonstrates that most institutions employ a blend of county and multicounty-based FCS educators.

Table 3

One or Multicounty FCS Extension Educator Staffing Patterns

Number FCS Educators Employed	Responsible For			
	One County (n=28)	Multicounty (n=28)	FCS, 4-H, and One County (n=28)	FCS, 4-H, and Multicounty (n=28)
0	21%	32%	64%	75%
1-15	32%	39%	22%	21%
15-49	32%	25%	14%	4%
More than 49	14%	4%	0%	0%

Future Trends in Hiring

Survey responses indicate that recruiting the next generation of educators will continue to evolve as a process with changing communications media and generational differences.

Reaching out to applicants through social media (e.g. LinkedIn) or on other career networking sites was considered important by program leaders who participated in the survey. Respondents

also suggested that administrators should assure that websites for job listings are easy to find and easy to navigate. In addition, survey participants indicated that administrators need to solidify relationships with degree providers and work with universities in their states to build the referral network. Also noted were the value of internships as a recruiting tool. Paid and unpaid internships can be a potentially effective means to introduce students to career opportunities through Cooperative Extension and build the career pipeline.

Conclusions and Implications

This study points to the clearly-defined need for qualified FCS educators with a broad background in FCS Body of Knowledge in extension programs nationwide. While some states have clear pipelines and pools of applicants, other states do not. Professional organizations such as the American Association of FCS and the National Extension Association for FCS could play an important role assisting states as they forge new relationships to strengthen critical educator career pathways within Cooperative Extension. Simple solutions could include the broad adoption of LinkedIn or other existing sites where millennials or other suitable candidates could be found. Administrators may also need to collaborate on share job posting announcements and creating regional educator pipelines to fill this need.

The need for FCS educators varies between states with some states focusing more on nutrition education and projects, while others are more holistic in their program scope. Thus, a universal set of job knowledge topics might be possible, but adjustments for different states would need to be made. FCS program leaders need to be in conversation with FCS academic programs to verbalize the specific subject matter needs to raise awareness for job-related content focus. Those universities who do offer holistic FCS programs could offer such general FCS training or certificate programs to broader audiences online. These could be made available by collaborative efforts such as the Great Plains Collaboration, which could be explored in other regions of the United States.

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Recruiting Family and Consumer Sciences Professionals through Career-Readiness Efforts in Tennessee

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This article discusses ways family and consumer sciences (FCS) educators in the State of Tennessee prepare students for college and career-related experiences. Initiatives to highlight the profession generally, and Middle Tennessee State University's FCS program specifically, are provided.

“Today, more than ever, a world-class education is a prerequisite for success. . . . A generation ago, we led all nations in college completion, but today, 10 countries have passed us. . . . We must raise the expectations for our students, for our schools, and for ourselves—this must be a national priority. We must ensure that every student graduates from high school well prepared for college and a career.” (Barack Obama, 2010)

With its recognition that “nearly every good job requires some postsecondary education and/or training” in today’s job market, the State of Tennessee embraces President Obama’s challenge to prepare its students for college and careers (achieve.org, n.d.) Family and consumer sciences (FCS) educators within the state are reaching out to prepare students to succeed in life as they teach important life skills, career concepts, and career cluster courses at the secondary level. This article focuses on practices currently being implemented in Tennessee to prepare students for their future college and career experiences as well as future careers related to FCS education.

College and Career-Readiness Efforts in Tennessee

Along with the states of Arizona, Florida, Idaho, Kentucky, Massachusetts, Nevada, Texas, and Virginia, Tennessee defines career and college readiness as “the knowledge, skills, academic preparation, and foundations expected to ensure student success in two- and four-year college credit-bearing courses, without remediation” (Conforti, 2013). Tennessee became a groundbreaking state by being the first to provide a college education for its students at no cost. With Governor Bill Haslam’s initiative, known as the Tennessee Promise, graduating seniors are being offered two full years of college coursework at any community or technical college in the state (Drive to 55 Alliance, 2014). This opportunity is offered free of charge for any senior graduating in the class of 2015 or thereafter. This is an amazing offer, but it comes with the pressing need to prepare all students for college and careers. Because Tennessee requires all students to take at least three courses in an elective area, enrollment in FCS classes at the high school level has not changed substantially; however, because more students are able to attend a post-secondary institution, they may use this initiative to follow their dreams to pursue a career in FCS. Governor Haslam projected that approximately 13,000 students would take advantage of this unique opportunity, but was surprised to find that over 22,000 students were enrolled in this program in its first year (Smith, 2015).

The State of Tennessee has implemented two learning programs to increase college and career readiness. These programs, the *21st Century Community Learning Centers* and *Lottery for Education: Afterschool Programs*, focus on enriching the academic opportunities in low-income schools by helping students meet state standards (TN Department of Education, n.d.)

Tennessee's high school CTE curriculum has also been sequenced so that each class builds on previous classes. By organizing courses in this way, students receive all core courses necessary to be college and career ready. According to a pamphlet published by the American College Test, students who take all core courses during high school are likely to be better prepared for college and a career than those who do not (ACT, inc., 2014).

While many programs are being offered at the state level to prepare students for college and a career, FCS educators are also doing their part. Several Tennessee schools are offering career fairs solely to introduce possible career fields in career and technical education hoping that students will discover a passion and work harder in their classes. Many FCS teachers have also incorporated the skills that students need in order to be considered college and career ready into their lessons. These skills include reading, writing, teamwork, critical thinking, and problem solving (Achieve, inc., 2009).

Tennessee FCS teachers have found ways to help their students with these skills. Students often do group work, practice interviews, write papers, and participate in the Family, Career, and Community Leaders of America Star Events. FCS teachers in Tennessee urge their students to take part in the Star events because preparing for any of the events requires the use of all of the skills needed to be declared college and career ready. FCS educators in Tennessee hope that students leave their classrooms with an idea of what they want to do following high school and a knowledge of how to attain those goals.

Many courses in FCS also provide students with the opportunity to participate in internships to help them prepare for a career not only in this field, but every field. During these internships, students learn valuable lessons about what is expected of them in a job. FCS courses in Tennessee involving internships include Early Childhood Careers IV, Human Services Practicum, and Teaching as a Profession III. These internship opportunities are perhaps the most influential thing that FCS educators are doing to prepare students for postsecondary education or a career.

There is a statewide shortage of FCS educators in Tennessee currently, guaranteeing anyone graduating with a FCS education degree an opportunity for a job right after college. With this major, college graduates are also prepared to work in the UT Extension Office. In this position, an FCS agent will work to prepare interesting and much needed lessons to help people of all ages live happier, healthier lives.

Initiatives at Middle Tennessee State University

Middle Tennessee State University (MTSU) faculty and students are participating in a nationwide movement to promote the career shortage of FCS educators. This movement, appropriately titled *Say Yes to FCS*, was started in Kansas (Randel & Spavone, 2016) to showcase the many opportunities and benefits that accompany a career in FCS education. At MTSU, FCS has been promoted in several ways. Faculty and students have participated in career fairs and published many resources including PowerPoints, fact sheets, fun activities for students such as crossword puzzles, and many more. These resources have been sent to local FCS teachers to help them raise awareness and interest in FCS with their students. MTSU students and faculty have also been heavily involved in a local community center where they have been

able to conduct nutrition classes with middle school students. Every time they are out in the community, they promote FCS. In response to these efforts, many middle and high school students have expressed interest in FCS at the collegiate level.

In addition, FCS is promoted annually as a part of the “Legislative Day on the Hill” held in Nashville. University students majoring in a variety of academic and CTE fields from across the state visit “the Hill” where they can talk to legislators about their field and what they would like to see in the future.

Many colleges, including MTSU, provide funds in the form of scholarships to help students in varying fields prepare to become FCS educators. Most universities in Tennessee also promote FCS by giving back to their communities. Several ways that state schools have given back include collecting donations for the Flint Water Crisis in Michigan, packing boxes for Operation Christmas Child (Sanders, 2016), raising money for St. Jude’s Up Til Dawn (Sanders, 2016), and building houses with Habitat for Humanity. By participating in these community service opportunities, FCS students are also promoting FCS and what the field stands for, which is bettering the lives of ourselves, our posterity, and the community as a whole.

Conclusion

The State of Tennessee ensures that students are college and career ready by providing them with opportunities to engage in real-world experiences during high school and offering them the possibility of a free college education. Tennessee’s FCS educators are working, more than ever, to provide students with 21st century skills so that these students can take full advantage of the opportunities available to them. Tennessee urges FCS students and educators to promote the profession and make a difference in the communities in which they live.

FCS, as a profession, focuses on improving the lives of individuals, families, and communities. With this said, should we not do everything in our power to accomplish this mission? FCS educators are currently in short supply. In order to guarantee that the profession is around for many years, we must continue to recruit new teachers to continue FCS classes for many generations to come.

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Say YES to FCS: A National Campaign to Meet the Demand for FCS Teachers

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The “Say YES to FCS” campaign began in Kansas as a state-level recruitment tool and was adopted by the National Association of State Administrators of Family and Consumer Sciences in the spring of 2014 to promote the selection of family and consumer sciences (FCS) classroom teaching as a career of choice. Since then, the Family, Career and Community Leaders of America (FCCLA) national organization and additional education and business and industry partners have continued this effort to meet the severe demand for FCS educators.

Introduction

The National Association of State Administrators of Family and Consumer Sciences (NASAFACS) meets annually to conduct business of the organization, and identify priorities for addressing state and federal mandates and educational initiatives that impact family and consumer sciences (FCS) classrooms at the middle and secondary levels. NASAFACS brings together state administrators, content consultants, post-secondary teacher educators, business and industry partners, and FCCLA state advisers and national staff to discuss relevant issues and facilitate collaborative actions. In 2014, and again in 2015, a top NASAFACS concern was the lack of FCS graduates to fill open classroom positions. This is not a new concern, as the American Association of Family and Consumer Sciences (AAFCS) acknowledged a teacher shortage several years ago, as evidenced in a 1996 resolution (AAFCS, 2016).

More recently, the work of Dr. Carol Werhan (2013) indicated that 50% of reporting states identified a current or future shortage of highly qualified FCS secondary teachers. Her study further indicated the course of action resulting from a lack of applicants for open positions would eventuate in the closure of the program, or hiring of teachers who are not prepared for the scope of work of FCS teachers (Werhan, 2013). Since a pre-requisite for being a chapter FCCLA advisor is also being a certified FCS teacher, this is a concern of FCCLA as well (FCCLA, 2015). NASAFACS decided to replicate and expand the Kansas theme, *Say YES to FCS*, to inform the public about the current FCS teacher shortage and encourage more to select the teaching field in order to meet the demand for middle and secondary teachers.

What is the National Association of State Administrators of Family and Consumer Sciences?

NASAFACS is one of three FCS affiliate branches of the Association of Career and Technical Education (ACTE, 2015). The other two branches are the National Association of Teachers of Family and Consumer Sciences (NATFACS) and the National Association of Teacher Educators of Family and Consumer Sciences (NATEFACS). Together these three organizations address the following components of the classroom experience: classroom

instruction, teacher preparation, state and federal educational standards, and mandate compliance (ACTE, 2015).

NASAFACS is comprised of both active and associate members. Active members are those who hold positions of employment which align to state administration; associate members are non-voting members who can participate in committee work and offer insight and support. Both active and associate members work under the mission of NASAFACS to “provide leadership for sustainable Family and Consumer Sciences Education programs” (NASAFACS, 2016a). Sustainable programs require certified teachers who can deliver the curriculum, teacher prep programs who offer effective training, and state administrators who maintain the national FCS standards and ensure FCS has a voice in education-related discussions.

Relationship between FCS and FCCLA

It has long been known that application of skills in personal, school, community, and workforce settings is vitally important in preparing youth to become successful. Early in the history of career and technical education, formerly known as vocational education, student organizations were formed to enhance leadership and personal growth, apply technical skills, and provide recognition for their efforts. This was first noted in the Smith-Hughes Act of 1917, which provided foundational recognition for advising and supervising vocational student organizations (VSO). Through the 1940’s, laws were added to offer financial support; however, it was Public Law 740 of 1950 that chartered one student organization and set the precedence for the recognition of VSO’s being a vital part of vocational education (Fiscus & Hyslop, 2008). Educators found a powerful instructional tool when the work of VSO’s was integrated into the classroom instruction or used as an authentic extension of the school experience.

In the mid-2000’s, the VSO name was changed to “Career and Technical Student Organization (CTSO)” to better align with the “career and technical education (CTE)” movement. Over the last approximately 90 years, eleven CTSO’s earned recognition at the national level: 1928—National FFA Organization; 1942—Future Business Leaders of America/Phi Beta Lambda (FBLA-PBL); 1945—Family, Career and Community Leaders of America (FCCLA) (formerly FHA/HERO--Future Homemakers of America/Home Economics Related Occupations); 1946—DECA—An Association of Marketing Students; 1965—Skills USA (formerly VICA—Vocational Industrial Clubs of America); 1966—Business Professionals of America (BPA); 1976—Health Occupations Students of America (HOSA); 1978—Technology Student Association (TSA); 1980—National Postsecondary Agricultural Student Organization (National PAS Organization); 1982—National Young Farmer Educational Association (NYFEA); and 2010—Educators Rising (formerly FEA—Future Educators Association). Today, these eleven CTSO’s have a total membership of 14 million (National Coordinating Council for Career and Technical Student Organizations, 2016).

CTSO’s continue to be important to the development of leadership, career and citizenship skills. FHA was established to promote youth involvement in family and community activities, and HERO was established to enhance the occupational experience through the discipline known at that time as Home Economics. Home Economics changed in 1995 to “Family and Consumer Sciences” and Future Homemakers of America followed with a name change to “Family, Career and Community Leaders of America” (FCCLA, 2015).

Through the FCS classroom, FCCLA enhances personal development and career training in human services, hospitality and tourism, education and training, and the visual arts (e.g. interior design, apparel and textiles). CTSO experiences include interactions with adults in a

variety of family, school, community, and workplace settings to provide students with authentic applications and an expansion of the classroom content including students identifying and implementing action plans for improving themselves, their families, schools, work environments, and communities. FCS students achieve this through practicing the 21st century process skills [such as critical thinking, creativity, problem solving, collaboration and leadership (NASAFACS, 2016b)] through locally identified projects and use of regional, state and national FCCLA competitions to demonstrate their skill proficiencies. FCCLA also provides the motivation to succeed.

The Need for FCS Teachers in Kansas

Beginning in the spring of 2013, an annual survey of Kansas FCS teachers was used to collect state data concerning, class size, and future teaching plans. The 2014 survey was sent to 455 active classroom teachers, of which 266 responded, indicating that 143 of these teachers would be retiring within seven years. In addition, state data in 2015 indicated that 80 FCS teachers are at or exceeding retirement eligibility presently, with another 40 FCS teachers reaching that status within five years (Kansas State Department of Education, 2015b). Further, the number of Kansas FCS teachers entering the classroom without a FCS education degree, but entering through taking a content test, was increasing. By the spring of 2013, this number hit 77, indicating additional need for a campaign to recruit classroom teachers. The need for additional certified teachers was more than evident and action was needed immediately. As a result, *Say YES to FCS* was born.

The *Say Yes* initiative began with discussing this problem with two post-secondary FCS teacher educators, a department chair, a college dean and the Kansas FCCLA State Adviser (Kansas State Department of Education, 2015a). As a result, University events were enhanced or planned in the fall of 2013 at the two institutions which offer FCS Education degrees (Kansas State University, Manhattan, KS and Pittsburg State University, Pittsburg, KS). In addition, classroom teachers were challenged to find students interested in FCS Education to increase enrollments in university programs and ensuring the teaching legacy continued.

NASAFACS Builds *Say YES to FCS* Campaign Partnerships

In the spring of 2014, NASAFACS met for their annual administrators meeting in Reno, Nevada. The meeting agenda allowed each state to share their top three priorities to learn state-level concerns and to promote cross-state efforts. The results clearly indicated a need for additional certified FCS teachers. In fact, the majority of the state administrators in attendance identified this concern as a priority. According to research, FCS has 27,000 teachers who teach 3.5 million students annually (Werhan, 2013). This is a decline, however, from 37,000 teachers and 5.5 million students noted approximately ten years earlier (Werhan & Way, 2006). NASAFACS delegates shared low numbers of recent FCS teaching graduates and closures of post-secondary teacher preparation programs which added to the belief the issue was at a critical stage. All this information became the basis of a national *Say YES to FCS* movement.

Knowing NASAFACS members could not wait to address this concern another year, a committee of state administrators and associate members was created to develop a plan of action for immediate implementation of a collaborative national effort to build a platform for a consistent recruitment message. The committee, led by Mary Nagel (Washington), Gayla Randel (Kansas), and Sandy Spavone (FCCLA), decided to begin recruitment efforts with FCCLA members at the 2014 national FCCLA conference because approximately 4,000 to 5,000

student members attend this annual event. FCCLA members are a good recruitment audience as they already understand the FCS discipline and have a FCCLA connection, therefore may be swayed to continue this relationship as an adviser.

Through this partnership, a national outreach campaign began. FCCLA providing free booth space in the exhibition hall and together with NASAFACS developed and distributed materials and promotional items (e.g. student member *Say YES to FCS* wristbands, adviser *Ask Me about my Job* buttons, etc.). In addition, the interactive map of post-secondary teacher education programs developed by Texas Tech was displayed in the exhibit booth for FCCLA attendees to locate post-secondary teacher preparation schools in their geographic area. (An Interactive Map link is available [here](#)).

Melanie Nelson, CEO of Learning Zone Express and NASAFACS member, learned of this partnership and offered to support this collaborative effort by donating graphic design staff and resources to develop a *Say YES to FCS* banner for the campaign. Learning Zone Express continued their support by developing a set of four posters and matching stickers, with donations from sales going to NASAFACS to address future FCS Education promotional costs (Learning Zone Express, 2014).

Current Status of *Say Yes to FCS*

FCCLA National Leadership Conference Initiatives

In the summer of 2015, a *Say YES to FCS* booth was again hosted at the FCCLA national leadership conference. Over 320 *Say YES to FCS* commitments were collected from student members who indicated that they “want to be a FCS teacher.” The student commitment information was shared with postsecondary program contacts through an online collection system and tracking map created by AAFCS in 2015. Interested student members were given an *I said YES* nametag ribbon to wear, and all 250 were gone by noon of the meeting’s second day. Stickers donated by Learning Zone Express were handed out to teachers and student members who visited the booth. Five hundred FCS teacher *Ask Me about my Job* buttons were gone by the end of the first day of the conference, and most of the 1000 member wristbands were gone by mid-morning of the second day. National FCCLA increased booth visitation by securing a sponsor to donate a gold iPad to use as a drawing prize. Student entry requirement was dropping off a completed FCCLA survey at the NASAFACS *Say YES to FCS* booth.

Status of the Kansas *Say YES to FCS* Campaign

The Kansas *Say YES to FCS* campaign now includes items distributed to classroom teachers, promotional grants to design local recruitment or retention campaigns, and FCCLA presentations and displays. In the spring of 2016, a new *Say Yes to FCS* display was set up during the State FCCLA Leadership conference, with eighteen students indicating a definite interest in becoming FCS teachers and FCCLA advisers. The names were shared with Kansas FCS postsecondary teacher educators for a personalized follow up. Additionally, Kansas postsecondary FCS teacher education programs have approximately 85 students preparing to become FCS teachers, which reflects a steady increase over the past two years. Both universities attribute this increase to the efforts of present classroom teachers, post-secondary recruitment efforts and state developed posters, declaration of intent post cards and e-newsletter articles.

Since its inception, the *Say YES to FCS* campaign has gained momentum across the nation, with other entities adopting it and organizing their own events and activities. In addition, AAFCS has developed an enhanced campaign to promote the need for FCS educators and

postsecondary teacher educators have sponsored several summits to discuss this issue from a more global perspective. The NASAFACS website (NASAFACS, 2016c) has developed a page to serve as a repository of recruitment items such as video clips of middle/secondary FCS teachers sharing why they “said yes” and why you should “say yes too,” sample lesson plans for promoting FCS education careers, state efforts, and links to the banner graphic which is now used as the branding logo for this initiative.

Conclusion

As a result of the collaborative work of NASAFACS and FCCLA, the need for FCS teachers has gained national attention with many other key partners joining the campaign to coordinate efforts to support and recruit FCS educators and FCCLA advisers. In fact, NASAFACS is exploring the creation of a virtual library to offer a “first step” to those new to the FCS classroom. This resource would include vetted resources to not only provide good examples of research-based content, standard aligned curriculum and rigorous classroom expectations, but to also ensure instruction reflects the FCS body of knowledge and integration of FCCLA.

However, there is additional work needing to be done. States who are lacking FCS leadership and postsecondary FCS education programs are in dire need of assistance from other states to offer guidance, support and recruitment strategies. An expansion of recruitment efforts might include a focus on attracting a more diverse teaching pool by ensuring marketing items and messages include representation from males, Hispanics, African Americans, and other groups.

Lastly, national research is necessary to determine if the *Say Yes to FCS* effort does actually increase enrollments in FCS teacher preparation programs as expected. NASAFACS is a national organization, but state data are missing. The severity of this need for FCS teachers could be impacted absence of these data, something that Werhan (2013) noted as an issue across the United States (Werhan, 2013). Further research and relationships are needed to ensure that states whose data are not currently available have a voice in future efforts. In conclusion, it is strongly suggested that strategies to retain the teachers we presently have, and an ongoing, continually-updated recruitment plan be created, to avoid the perpetuation of the current dire situation related to FCS teacher recruitment and retention in the future.

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USDA Says Yes to Supporting FCS: The Role of the United States Department of Agriculture in FCS Research, Education, and Extension

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Promoting healthy family and community life remains a critical part of the mission of the United States Department of Agriculture (USDA). With emergence of domestic science in rural home life in the 19th century through the inception of the legislative support of Cooperative Extension Service's home economics to today's Family & Consumer Sciences (FCS) education programs, USDA has played a significant role in the promotion and relevance of FCS and the human sciences. This paper highlights USDA's engagement and investments in FCS in the context of education, research, and extension.

Introduction

The Morrill Act of 1862 set the stage for provisions of federal resources for states to create or designate institutions of higher education for rural citizens offering agriculture, mechanical arts, and eventually domestic science as the cornerstones of instruction (National Research Council, 1995). Over time, the land-grant focus evolved to include research and extension outreach completing the tripartite mission. The historical connection uniting agriculture and family and consumer sciences (FCS) is evident today across many land-grant universities, which offer FCS or human sciences programs at the graduate and undergraduate levels. As we engage in strategic initiatives in our respective professional spaces to promote FCS and to also recruit more individuals to *Say Yes to FCS* as a career, it is important to acknowledge and celebrate USDA's role as a partner in advancing the field.

USDA-NIFA and FCS

The National Institute of Food and Agriculture (NIFA) is USDA's extramural funding agency and the federal partner to the land-grant university system. Through federal funding and leadership, NIFA focuses on investing in food, agriculture, natural resources, and human sciences (FANH) to solve critical issues impacting everyday life and the nation's future. NIFA's mission is to "invest in and advance agricultural research, education, and extension to solve societal challenges" (NIFA, 2014). Understanding, educating and supporting consumers and families is a critical element of solving these grand societal challenges NIFA is addressing related to food, health, and sustainability.

It is important to note that food and agricultural sciences is legislatively defined as the basic, applied, and developmental research, extension, and teaching activities in food and fiber, agricultural, renewable natural resources, forestry, and physical and social sciences, including activities in several areas relevant to the field, such as: nutritional sciences and promotion; farm enhancement, including financial management, input efficiency, and profitability; home

economics; rural human ecology; and youth development and agricultural education, including 4-H clubs (National Agricultural Research, Extension, and Teaching Policy Act of 1977, 2002). As such, there is a clear connection and place for FCS in food and agriculture education, research, and extension from both a legislative and systems perspective. FCS is one of ten science portfolios at NIFA. Within this portfolio, which is overseen by the Division of FCS (DFCS), program leaders engage in national leadership roles and funding administration to support the human and social dimensions of food and agricultural sciences. This work covers a number of topical areas under the broad themes of family well-being and community vitality.

Because a well-trained and thriving agricultural workforce is vital to addressing human and environmental challenges at the global level, another significant part of NIFA's mission is to "ensure the development of human capital, communities, and a diverse workforce through research, education, extension and engagement programs in food and agricultural sciences to support a sustainable agriculture system" (NIFA, 2014). NIFA develops and administers grant programs and other initiatives that help to build the capacity of minority-serving institutions, enhance teaching and learning, and create workforce development opportunities to inspire a new generation of scientists and educators in food and agriculture.

NIFA's commitment to creating educational opportunities in food, agriculture, natural resources, and human sciences places the agency in an ideal position with educational entities with FCS programs and with relevant stakeholders focused on advancing the field. Through these opportunities, NIFA can promote and support FCS programs and share relevant opportunities for recruitment, retention, and growth. A considerable amount of synergy exists between NIFA goals and strategic efforts to increase the number of professionals prepared to enter into FCS educator and researcher roles. In the classroom, in the field, and in the lab, FCS professionals are addressing NIFA goals related to healthy behavior formation, financial literacy, food safety, sustainable consumption, and optimal well-being. In fact, NIFA has made investments in FCS education and research at numerous universities through its capacity and competitive funding programs. The DFCS team at NIFA also capitalizes on opportunities to engage in national discussions and efforts to tell our story and promote our field.

Enhancing Workforce Development

Student Opportunities

Experiential learning opportunities in FCS have far-reaching benefits, including creating opportunities for students to serve their community and become ambassadors for the profession (Grotta & McGrath, 2013). Such opportunities provide an environment to cultivate 21st century employability skills that can be utilized across professional settings and to master content knowledge critical to successfully carrying out our work. Through experiences working with both extension and research faculty, students will be in a position to understand the transformative nature of the research, education, and outreach while enriching their training.

Applied learning opportunities. Students engaged in basic and applied research in the field of FCS can observe the research process and gain insight into how this knowledge informs program development, implementation, and evaluation. As an example, NIFA administers the Agriculture and Food Research Initiative Food, Agriculture, Natural Resources, and Human Sciences Education Literacy Initiative (ELI) to support research and extension experiences for undergraduates as well as pre-doctoral and postdoctoral fellowships, so they may enter the food, agriculture, natural resources, or human sciences workforce as full professionals with outstanding skills. Recently, AFRI ELI funded a post-doctoral fellow's project to build a

childhood obesity prevention system for early child care settings in Hawaii through biometric screenings, system wide continuing education for Head Start teachers and staff, and parental engagement. This project reflects NIFA's commitment to reducing childhood obesity and improving food safety, nutrition, and human health. The work also reflects the core of FCS through using evidence-based research to solve complex and diverse challenges and through empowering families to improve their health.

Service learning opportunities. Public and community service learning opportunities are beneficial to student development as well (Celio, Durlak, & Dymnicki, 2011). Students can benefit from exposure to government administration at all levels and to the public policy process. Professionals should embrace the human capital that exists across colleges and universities, and create more pathways for volunteerism and service to the community and the profession. To illustrate, NIFA developed a Volunteer-For-Credit Intern Program for students in the Washington, DC metro area to foster an interest in food, agriculture, natural resources, and human sciences. Student volunteers work on a specific project with NIFA staff while also being exposed to the federal work culture and career pathways. In return, students are given academic credit at their institutions.

Encouraging student retention. Implementing these high-impact educational practices has been shown to increase student retention and engagement in the campus community, particularly among underserved student populations (O'Donnell, Botelho, Brown, González, & Head, 2015; Kuh, 2008). Utilizing funds awarded through the 1890 Capacity Building Program, the University of Maryland-Eastern Shore (UMES) School of Human Ecology implemented a project combining two high-impact practices: undergraduate research and service learning in the human sciences. The UMES team endeavored to create an environment where undergraduates will become passionate inquirers, critical thinkers, and contributors to the body of knowledge in the human sciences. The impact of the grant is embodied in the opportunity to engage undergraduate students in the principles of research and service learning, providing them with knowledge, skills, resources, and mentorship to develop as effective scholars, communicators, and leaders. Participating students committed to service in the campus child and family development center. Areas of research included bullying and childhood obesity prevention. Two students in the program had their research published in the online *Undergraduate Research Journal for the Human Sciences*. Students also presented their research in several forums, including the Historically Black College and University Research Symposium and ScholarCon. This project also resulted in increased engagement between students and faculty members.

Recruiting Hispanic Students. NIFA's Hispanic Serving Institutions (HSI) Grant Program has supported several projects focused on increasing the enrollment and graduation of Hispanic students in programs leading to careers in FCS. Several of these projects addressed diversity in various occupations and increased future professionals' capacity to understand and serve Hispanic audiences, especially in the area of health disparities. The Centers for Disease Control reported the prevalence of obesity among children and adolescents was highest among Hispanics with 22.4 percent compared to non-Hispanic blacks with 20.2 percent and non-Hispanic whites with 14.1 percent (Centers for Disease Control, 2012).

Funded through the HSI grant program, California State University, Fullerton is creating a critical mass of students with competencies to address childhood obesity in the Hispanic community through a culturally responsive approach taking into consideration the social determinants of health and public policy. The main activities of their project were: 1) the development and implementation of two upper level undergraduate courses, *Obesity, Policy and*

the Hispanic Community, as well as an internship and experiential learning course where students gained 120 required hours of experience in obesity prevention and nutrition in the Hispanic community; 2) the creation of a model for workforce readiness and leadership development; and 3) building community partnerships to create opportunities for student learning.

The *Comidas y Comunidades Saludables* (Food and Healthy Communities) successfully enrolled 57 participants, predominantly Hispanic students, in the program. Students participated in community service programs with St. Jude's Medical Center and the Latino Health Access Child Healthy Weight Program, a local non-profit organization addressing public health problems among low-resource audiences. The students also attended national meetings on nutrition and childhood obesity, increasing their exposure to careers in nutrition research and expanding their network with professionals in the field. Evaluations of the program revealed statistically significant increases in interest to pursue a nutrition-related career, and perceived knowledge of public policy, the built environment and obesity research, and childhood obesity issues.

Professional Development

Cooperative Extension is the world's largest informal educational system. Through extension, land-grant colleges and universities bring relevant, research-based, unbiased resources and programs to agricultural producers, entrepreneurs, consumers, families, and communities. As the federal partner to extension, NIFA plays an essential role in the mission by administering annual congressionally appropriated capacity fund grants to supplement state and county funds. NIFA has also provided support for extension through other grant programs. One program that has had a positive impact on FCS extension is focused on volunteer development.

Throughout its history, volunteerism has always been valuable to the development and delivery of programs in extension (Ramussen, 1989). Community members who have the interest and expertise work with extension as master volunteers in diverse program areas including gardening, 4-H and youth development, natural resources, parenting, clothing, nutrition, and food preservation. These volunteers also serve in critical leadership roles on advisory committees and boards. Given the tremendous assets volunteers are in supporting the extension educational system, it is essential they possess skills, knowledge, and leadership competencies to be effective in their roles. Equipped with knowledge and proper training, they are significant assets to extension programs and their communities (Franz, 2009).

National program leaders at USDA-NIFA also identified a need for volunteers with FCS programs to increase their awareness of all extension FCS core program areas, the FCS story, and brand. To address this need, NIFA partnered with Montana State University to develop the Master FCS Volunteer Program (2013), a dynamic national volunteer training curriculum. The program is designed for Cooperative Extension staff, State Extension Specialists, and local FCS professionals to teach a series of classes to train volunteers in the curriculum. Individuals can also complete a self-paced curriculum online. There are three modules consisting of 12 lessons in the Master FCS Volunteer Program, which were developed with input and feedback from FCS extension professionals. The modules cover 1) the history, purpose, and impact of the land-grant university system and extension with a focus on FCS, 2) leadership and communicating with the public, and 3) marketing and branding.

The Master FCS Volunteer Program has been implemented with volunteers in over a quarter of states across the country, often through innovative approaches. Oklahoma State

University Extension has included the program as an online training offering for their FCS educators. The program has also been integrated into FCS introductory courses in academic programs. In partnership with USDA, the National Extension Association for FCS (NEAFCS) now annually recognizes exceptional implementation of the Master FCS Volunteer Program at the association's conference awards presentation. Montana State University is maintaining the Volunteer Management Database System that tracks program implementation activities. The program contributes to the goal of ensuring the relevancy and effectiveness of FCS volunteers extension programs while also promoting FCS education as a promising and impactful career field.

Preparing the Next Generation

Supporting agriculture through education is a centerpiece of NIFA's mission. NIFA offers many funding opportunities for advancing the FCS profession with respect to student development, professional development, and program development and improvement. This support has had a substantial impact on our field because it has allowed grantees the opportunities to: 1) provide students with experiential learning opportunities to build their proficiency in their discipline and practice 21st century skills for the workplace; 2) increase student recruitment and retention leading to a more culturally diverse and dynamic family and consumer sciences workforce; 3) create or develop high-quality educational curricula for programs; and 4) strengthen education and research capacity to discover innovations and generate exceptional ideas for solving societal challenges.

Program Development

With support from the 1890 Capacity Building Grant Program (CBG), North Carolina A & T University (NCAT) developed an online Master's in FCS to expand access to students around the state, particularly those wanting to pursue teacher certification. With FCS enrollment generally low in undergraduate programs across the country and decreasing numbers of individuals entering the field as teachers, it is essential to develop new and effective approaches to attract more individuals into the profession. NCAT recognized that there are many individuals in North Carolina and across the nation who have degrees in a specialized area of FCS who would like to become certified to teach in the public schools, but have barriers to doing so. Using a primarily virtual platform, NCAT's program provided an accessible and convenient option for obtaining an advanced degree and completing licensure requirements for teaching FCS from Grades 7-12. Twelve students were provided scholarships towards the completion of their degree requirements increasing the number of qualified teachers to fill the vacancies in North Carolina schools for certified FCS teachers.

Fostering collaboration between FCS extension professionals and FCS teachers has had a positive impact on each group as points of intersections and resources are identified (Abdul-Rahman, Bartley, Cummings, and O'Brien, 2013). Through another 1890 CBG project, Kentucky State University is developing a new FCS degree to increase the number of graduates and to also strengthen linkages between extension and the academic unit. The new major will reach a diverse student base and train students for careers in our field. The project will provide students opportunities to engage in various experiential learning opportunities alongside extension personnel, certified teachers, and other professionals in the field. Key intended outcomes are to increase undergraduate extension knowledge and educational opportunities in the field to strengthen the utilization of land grant resources in support of academic programs, expand collaborative efforts between extension and academic programs, and create a new pool of

diverse students trained to meet the needs and improve the well-being of individuals and families.

Understanding Our Families, Our Communities, and Our Field

NIFA funds research in the field of FCS which generates knowledge to improve the capacity of researchers and practitioners to work effectively with families, farms, and communities. Many of NIFA's competitive projects are integrated and provide the opportunity to include a combination of research, education and extension. The Agriculture and Food Research Initiative Competitive Grant Program for Childhood Obesity Prevention (USDA NIFA, n.d.) is an example of an integrated program, which focuses on reducing the prevalence of overweight and obesity among children and adolescents.

Through NIFA's Hatch Act Capacity Grant Program, researchers at land-grant institutions are enabled to engage in wide range of basic, applied, and developmental research on family life and human development spanning topics. Topics such as food insecurity strategies, online parenting education, healthy social-emotional development, health disparities, fatherhood programming, and military families have been investigated through funding provided by this program.

NIFA also supports small businesses to develop science-based technological innovations which are beneficial to the public through the Small Business Innovation Research (SBIR) program. An important objective of SBIR is to increase private sector commercialization of innovations derived from USDA-supported research and development efforts. In 2012, KickinKitchen.TV (KNTV), an innovative, digital, interactive educational program focused on nutrition, cooking and active lifestyles, was funded through a Phase II SBIR grant. This project combines digital technology, nutrition education, and research strategies to address NIFA's goal for childhood obesity prevention. KNTV is designed for middle school educators and after-school and community programs for use with students ages 10-14 to increase their awareness, knowledge, and skills related to healthy eating habits and sustainable changes in personal behaviors that will lower risk factors for childhood obesity. KickinNutrition.TV has demonstrated efficacy and commercial success reaching educators and students through the distribution of the KNTV curriculum to over 15,000 students in New York City, Massachusetts, and Florida within the school setting. KNTV has also been featured in New York City taxicab screens and NBA Cares has also promoted the curriculum. KNTV continues to make a positive impact on students, parents, and educators.

Focusing on Engagement

In addition to developing and administering grants programs, DFCS engages in leadership roles and collaborative efforts to prepare the next generation of FCS and human sciences professionals. One internal effort is working with colleagues in the Division of Community and Education to review requests for education grants to identify opportunities to elevate or include opportunities for FCS projects. For example, NIFA's Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants (SPECAs) Program is an ideal funding opportunity for FCS teachers. SPECAs seeks to: (1) promote and strengthen secondary education and two-year postsecondary education in the food, agriculture, natural resources and human sciences in order to help ensure the existence in the United States of a qualified workforce to serve the FANH sciences; and (2) promote complementary and synergistic linkages among secondary, two-year postsecondary, and higher

education programs in the FANH sciences in order to advance excellence in education and encourage more young Americans to pursue and complete a baccalaureate or higher degree in the FANH sciences. We also work to communicate these opportunities to FCS leaders, researchers, and practitioners across the country through webinars, workshops, and stakeholder meetings.

National programs leaders also participate in the FCS Alliance, which is a unifying body of FCS organizations who seek to advance the field through a cohesive voice. Guided by the leadership of the American Association of FCS, a major success of the Alliance was to create the FCS Branding Initiative (American Association of FCS, 2015). The FCS Brand provided the field with a common visual identity through a logo and a common language to share our story. DFCS actively promotes the brand in the land-grant university system leading to its adoption by a substantial number of university partners.

DFCS also seizes opportunities to work with the dynamic members of the Family, Career, and Community Leaders of America (FCCLA) student organization. Annually, DFCS hosts the FCCLA “Red Jackets” at NIFA, giving them a platform with senior leadership and staff to share the impact of their national programs and how their work intersects with food and agriculture. NIFA colleagues also share information about their backgrounds and career paths with the FCCLA students creating a space for impromptu mentoring. NIFA staff outreach to students also includes hosting interns from throughout the year and speaking to students in various settings about careers in FCS.

Conclusion

The United Nations Department of Economic and Social Affairs (2015) estimates there will be over 9.7 billion people living on this planet in the year 2050. Each person will need to be fed, clothed, sheltered, cared for, and protected in an economically and environmentally-sustainable manner. Professionals in the FCS utilize their collective expertise to innovate and continually examine the strengths and influences of interlocking human and environmental systems to address these challenges. The education, research, and outreach in which we engage is reflective of global challenges related to health, hunger, poverty, the environment, diversity and the intellectual foundations of FCS. For this work to remain a cogent force in effectively addressing our most pressing challenges, we must ensure a thriving, diverse, well-trained workforce in FCS. USDA continues to positively impact FCS and offers many opportunities to advance this work and support for efforts to fill the pipeline for a new generation of educators and researchers.

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A One-Day Campus-Based Recruitment Event for Agricultural and Family and Consumer Sciences Education

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The iTeachU recruitment event was developed in 2011 in response to growing concerns about the nationwide shortage of teachers in agricultural education and family and consumer sciences (FCS) education. To strengthen recruitment and retention efforts at South Dakota State University in these program areas, a one-day, campus-based program was designed and implemented. Conducted annually, the event provides attendees an opportunity to explore the teaching profession, learn about agricultural education and FCS education programs, and experience the environment and climate of a college campus. Such recruitment efforts are essential to meet the demand for teachers in South Dakota, the region, and the nation. As a result of this effort, participation in this recruitment event and enrollment in each of these programs has increased. Additionally, a high percentage of enrolling students have been retained through degree completion.

Introduction

Career and technical education (CTE) programs have the potential to lead to employment in high-skill, high-wage, and high-demand occupations or professions (ACTE, 2010): Such employment is critical to the economic development of South Dakota and the region. However, in South Dakota, agricultural and family and consumer sciences (FCS) education programs at South Dakota State University (SDSU) serve as the only in-state programs that prepare future teachers in these (CTE) fields.

A review of data on teacher shortages across the nation indicates critical shortages of agricultural and FCS education teachers throughout the Midwest. Particularly, South Dakota, Minnesota, Nebraska, North Dakota, Iowa, and Wisconsin have reported an inadequate supply of teachers in one or both of these areas in recent years (Office of Postsecondary Education, 2015). In effort to address the inadequate supply of future teachers in South Dakota, the Critical Teaching Needs Scholarship Program was established during the 2013 South Dakota Legislative Session under Senate Bill 233 (South Dakota Board of Regents, n.d.) The purpose of the scholarship program is to encourage South Dakota's high school graduates to obtain postsecondary education in teaching, remain in the state upon college graduation, and contribute to the state and its citizens by working in a critical need teaching area (South Dakota Board of Regents, n.d.) In addition, South Dakota data suggest that a shortage of teachers exists in CTE, broadly defined (Office of Postsecondary Education, 2013). A national survey of secondary

programs in FCS education from 2010-2012 found that 26 of the 36 reporting states faced a shortage of FCS teachers (Werhan, 2013). Despite the recognized demand for teachers in agricultural and FCS education in South Dakota, SDSU has struggled, in recent years, to supply an adequate number of program graduates to fill available positions.

The gap between the supply and demand of graduates in agricultural and FCS education may exist for a number of reasons. First, similar to other areas of education, a large portion of the workforce in these two areas is comprised of “senior teachers” who are at, or nearing, retirement. Looking forward, the National Commission on Teaching and America’s Future (2009) projected that more than half of teachers teaching in the United States in 2009 could retire by 2019.

To address the deficit and ensure an adequate number of highly qualified graduates complete teacher preparation programs in both agricultural and FCS education, focused and intentional efforts must be made in recruitment and retention. Both of these content areas are often smaller programs, in terms of enrollment numbers and faculty size, and this may contribute to their limited visibility due to a reduced capacity to engage in recruitment and promotional activities. However, to meet the need for agricultural and FCS teachers, these programs must become more visible among the early childhood, elementary education, and secondary teacher preparation programs on college campuses.

iTeachU

Program Goals

The iTeachU program was developed as an intentional and focused recruitment activity for both agricultural and FCS education. While increasing the visibility of each program on and beyond the SDSU campus, the primary purpose of iTeachU was to recruit students to agricultural and FCS education. The purposes of the program were to:

- Identify current 9-12th grade students in South Dakota and surrounding states who have demonstrated an interest in one or both of these career areas and/or have been nominated by someone for possessing the potential to be an effective teacher of agricultural or FCS education.
- Host a one-day, campus-based program for iTeachU attendees that allows for connection with faculty, students, and the college environment.
- Develop a personalized approach to follow-up with iTeachU participants to further develop relationships with prospective students, thereby increasing the likelihood of application to the teacher preparation programs.

iTeachU Recruitment and Scheduling

The inaugural iTeachU event was held in the spring of 2011, thanks to supportive funding through an institutional grant. Despite enthusiastic promotional efforts, only 12 students attended. Since the initial year, attendance at iTeachU has consistently increased to 53 students in 2015. As a result, the program which began as a means to provide prospective students with an authentic experience in the fields of agricultural and FCS education has expanded to include prospective students interested in other areas of teacher preparation as well.

From 2011-2013, the event was held during the spring semester. Initially the program was hosted during finals week, which allowed for greater access to campus facilities and more flexible schedules for college students assisting with the event. While beneficial in some ways, this timing did not allow attendees to experience a typical college day or attend class sessions.

Additionally, the end of the year timeframe created challenges for some secondary teachers wishing to attend with their students. In 2014, the event was moved to the fall semester. This move allowed for coordination with a fall meeting for cooperating teachers. Participation in iTeachU increased as a result of this move. Secondary teachers participating in the cooperating teacher seminar were encouraged to bring students for iTeachU. Some teachers indicated that it was easier to obtain administrative approval to attend because of the streamlined scheduling of the two events. This alignment allowed for shared transportation, eliminating what had been a barrier for some students prior to the change.

A letter of recommendation from a current teacher, counselor, or administrator have been submitted as a part of the application process since iTeachU began. In this process, students have identified the area of secondary education they are interested in, shared why they have an interest in education, and described their personal involvement in education, leadership, and community. Applications and recommendations have been reviewed by faculty at SDSU, and students selected were sent congratulatory letters through email by university faculty members. Up to this point, no applicants for the program have been turned away from the event.

In 2014, the scope of the recruitment event also expanded to include prospective students with an interest in any area of secondary education. As another change at that time, rather than requiring a nomination, each student simply applied to participate.

Activities During iTeachU

On the day of the event, secondary students are involved in an action-packed day. From 9 a.m. to 3 p.m., students are on campus participating in the day's activities. Current undergraduate students in agricultural and FCS education serve as hosts for the prospective students and interact with them throughout the day. Through this interaction, prospective students are able to hear firsthand the opportunities available to them in these program areas, and opportunities available at SDSU, generally. This interaction has certainly been a valuable component of the recruitment event. In addition, a variety of interactive sessions are included in the day's agenda. These sessions vary from year to year, but include activities such as charades to identify qualities of effective teachers, a human scavenger hunt, team-building activities facilitated by undergraduate students, and a "field trip" to the university dairy processing facility and campus ice cream store. Each year's agenda has also included lunch at the student center and a panel of teacher candidates who share their own passion for education and answer questions.

Program Evaluation

Student participants of iTeachU and secondary teachers in attendance have been asked to evaluate the program on an annual basis. A brief, paper-and-pencil evaluation has been distributed to participants of the event to gain immediate feedback. Students provided insight about what they enjoyed most about the day, and make recommendations for future events.

One student stated, "The iTeachU event was very helpful for me. I learned a lot about my future career and I loved the whole day. I really enjoyed hearing from the students. They were very helpful and I really enjoyed them." Another added, "It was a great time meeting new friends, and viewing SDSU. I had a great time actually going into a classroom and listening to the teacher give a lecture and being involved." A secondary teacher in attendance echoed the impact, sharing, "It provided my students, who are nontraditional students, to experience a college setting. Many of my students have not ever been on a college campus and this provides them an opportunity to experience what it is like first hand."

Conclusion

Overall, the iTeachU event has been a tremendous addition to the recruitment efforts at SDSU. Each year, faculty and current students look forward to the event as an opportunity to showcase the academic programs in secondary teacher preparation and encourage others to pursue teaching careers. Secondary teachers indicate that this event allows them to identify prospective teachers, and provide a way for their students to learn more about what it takes to be a teacher. Student feedback indicates that they enjoy the day, with several students expressing interest in returning for a second year. In response to this feedback, a two-track approach to the event was implemented in 2015. Track 1 served as an introduction to education and the teaching profession, while Track 2 involved a more in-depth experience for returning students. Each Track 2 participant had the opportunity to attend a college class and engage in a facilitation workshop.

While the long term impacts of the iTeachU program have not been completely realized, several of the students who have participated in iTeachU event have enrolled in agricultural or FCS education programs at SDSU. A small number of participants from earlier years of the event are nearing completion of their undergraduate degrees in one of the two programs.

Discussion

iTeachU, a one-day, campus-based recruitment event, can easily be replicated by other teacher education programs and institutions seeking to recruit students to agricultural and FCS education, or any teacher preparation program. For SDSU, not only did iTeachU bring prospective students to campus for a visit, it also provided for additional contact with current teachers, and encouraged collaboration between faculty in agricultural and FCS education and general secondary education faculty.

As this event continues and its impact expands, it should continue to reach more students and increase the size and scope of teacher preparation programs in agricultural and FCS education at SDSU. Further, as the availability of highly-qualified agricultural and FCS education teachers increases, awareness of the opportunities that CTE offers for hands-on learning and employment in high-skill and high-wage areas should increase among secondary-level students.

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Creation of a New Family and Consumer Sciences Education Program at Oklahoma State University

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The family and consumer sciences education program at Oklahoma State University (OkSU) was developed through collaborative efforts to help meet the ongoing need for professionals in the field. Program enrollment has steadily grown since the program was launched through focused and innovative recruitment strategies. OkSU's premier recruiting event is the Family and Consumer Sciences Education Academy held in the summer to immerse high school seniors in the profession and campus life. Students in the undergraduate program participate in activities and professional development meetings throughout the year to strengthen their preparation as a public school teacher and/or Cooperative Extension educator.

The College of Human Sciences at Oklahoma State University (OkSU) was given authorization by the Oklahoma State Regents for Higher Education to implement a family and consumer sciences education (FCSED) program in 2010. Students were admitted to the program with the first graduates completing their degrees in 2013. Through the use of innovative and traditional forms of recruitment, the program has steadily grown, producing highly-qualified graduates to fill positions as family and consumer sciences (FCS) educators in public schools and the Cooperative Extension Service (CES). However, several years of collaborative work were needed before the program was approved and in place. This discussion highlights OkSU's experience with the new FCSED program and offers suggestions for others who are seeking to achieve a similar goal at their institution.

Background

There is a long and rich history at OkSU for preparing professionals in FCSED. Domestic Sciences classes were first taught on campus in 1908. With continued growth and impact, teacher training became the Department of Home Economics Education by 1926 (Keeler-Battles, 1989). In 1929, the first Master of Science in Home Economics Education was awarded, and in 1952 a Doctorate of Education in Home Economics Education was available, followed by an interdisciplinary Doctorate of Philosophy in 1978. With strong leadership, the department provided students, graduates, and faculty with diverse opportunities to work with others in public education and CES positions at the local, state, national, and international levels. The program flourished for many years in the Division/College of Home Economics and then the College of Human Environmental Sciences, changing its name in the early 1980s to the Department of Home Economics Education and Community Services (Keeler-Battles, 1989).

However, by the late 1980s program enrollments were low and the department could not be sustained. Students already in the program were allowed to complete their degrees, and then the department was closed (OSU Office of the Registrar, 1994).

Collaborative Efforts

As shortages of highly-qualified FCS education professionals were seen in Cooperative Extension (CE) and public schools since at least the 1980s (Atiles & Eubanks, 2014; Miller & Meszaros, 1996; Tripp & Hollarn, 2016; Werhan, 2013), FCS professionals in Oklahoma began to realize the urgent need for a program at the state's land-grant institution. Leaders in the OkSU College of Human Sciences met with state FCS leaders from the CES and the Oklahoma Department of Career and Technology Education (ODCTE) to determine strategies for initiating such a program. Later, a planning committee was assembled that included representatives from administration, 4-H, agricultural education, the College of Human Sciences, CES and the College of Education. A curriculum, the FCSES and FCSSED Plans of Study (OkSU Department of Human Development and Family Science, n.d.), was developed and approved through departmental, college, and university committees before receiving final approval from the Oklahoma State Regents for Higher Education to launch the program. A proposal was developed to request funding for a faculty program coordinator position which was funded by the university Provost's office.

Building the Family and Consumer Sciences Education Program

Work of the Coordinator

With the arrival of a new FCSSED coordinator in May, 2013, early efforts focused on building relationships and garnering support for the new program. Personal visits, telephone calls, and electronic messages were utilized to facilitate on-campus meetings. Support was sought during campus visits with the Department Head and faculty where FCSSED was housed; the College of Human Sciences Associate Dean for Academic Programs and Services, Dean and Associate Dean for Extension and Engagement; the College of Education's Coordinator of the Career-Technical Education program; and the Department Head and Teacher Educator of the Agricultural Education, Communication and Leadership program in the College of Agricultural Sciences and Natural Resources. Students already admitted into the program met both individually and in small groups with the new program coordinator. Introductions of the program coordinator were made during on-campus meetings of the Oklahoma CES Executive Council, the College of Human Sciences faculty meeting of CES state specialists, during Oklahoma 4-H Roundup, and during the ODCTE FCSSED New Teacher Academy.

Off-campus visits were made with the state FCS Program Manager at the ODCTE and the State FCCLA Adviser. The coordinator also attended and was introduced during the Oklahoma CES Home and Community Education (OHCE) annual meeting and the ODCTE annual meeting of FCS teachers. Each of these visits was designed to build awareness of the new program while also forming networks with which the coordinator would work while growing the program.

In addition to program coordination, the coordinator also teaches several courses each semester. In some cases, courses are taught online to provide more flexibility for the coordinator to dedicate time to continued FCSSED program development. An active research program is also maintained as is participation in department, college, and university committees.

State-Level Preparation

At the same time, the state was evaluating the FCS program to determine if it was meeting the expectations of preparing students for the state content competencies. The new coordinator gathered data from faculty who taught the courses in the FCSSED degree plan, those

who worked in the public schools with the student teachers, and those who collected evaluation data. Upon review of the report, the Oklahoma Commission for Teacher Preparation determined that the FCSED program met the criteria for full state certification. A few months later, the program was evaluated by the National Commission for the Accreditation of Teacher Education and received full accreditation.

Student Organization

Students in the program expressed a desire to have an organization for their major, so they worked with the coordinator to develop a constitution and by-laws for the FCSED Club. Officers were elected and all members became involved with projects and activities. Upon completion of the review process, the organization received recognition from the College of Human Sciences Student Council and the OkSU Student Government Association. Members continue to be active in productive meetings, learning more about the profession from guest speakers and from members who have participated in internships and other pre-professional activities. In addition, they serve as judges for FCCLA STAR Events, are involved with 4-H activities, and visit with secondary FCS students during exhibits at FCCLA and 4-H meetings.

Advisory Board

An advisory board was formed for the purpose of reviewing program goals, activities, plans, and make recommendations to further strengthen the program. Members of the board include secondary FCS teachers, the program's academic advisors, current students, and alumni of the former OkSU Home Economics Education program, as well as FCS CES District Program Specialists and the state FCS Program Manager for the ODCTE. This advisory board meets annually in person and as needed electronically.

Scholarships

To strengthen retention efforts and bolster recruitment incentives, students receive scholarships from College of Human Sciences as well as state and national sources. Additional scholarships are being pursued to provide financial assistance that will help offset the rising costs of a university degree.

Service Opportunities

OkSU has a long and rich heritage of international service. To better provide global learning experiences for students in the FCSED program, opportunities for student teaching abroad were facilitated in the College of Human Sciences with the Associate Dean for Academic Programs and Services who engaged in an agreement with the United States Department of Defense Education Activity. To date, one student has participated in international student teaching at a military installation in Europe.

Recruitment Efforts

Family and Consumer Sciences Education Academy

The premier event for building awareness of the FCSED program and for recruiting students is the FCSED Academy. This five-day event immerses high school students in the FCSED profession and OkSU campus life. Students who are high school juniors apply for the Academy. Selection is based on their statement for students' plans related to the FCSED profession, their letters of recommendation, their leadership and other activities, and their

eligibility for admission to OkSU. The only costs to those who are accepted to the academy is their round-trip transportation to the OkSU campus plus any incidentals they choose to purchase while they attend. The program has been carefully constructed so that participants interact with FCS professionals with the CES and the ODCTE, develop and present a lesson, and tour exemplary FCS programs of county CES and public schools. In addition, they tour the College of Human Sciences, visit summer classes, interact with current FCSED students, and tour athletic facilities. Students who attend the academy may join in games and activities planned for them during the evenings.

Participants are housed in a campus village suite, sharing a common kitchen and lounging area. Three meals and access to snacks are provided each day, including visits to popular local restaurants. Breakfasts are prepared by members of the county CES OHCE and delivered to the residence hall by the county's FCS CE educator. The week ends with a special recognition luncheon in the Student Union. Participants' parents and their county CE FCS educator and FCS public school teacher, and the state FCS Program Manager from the ODCTE are invited to join the College of Human Sciences Dean, Associate Dean for Academic Programs and Services, Associate Dean for Extension and Engagement, and FCSED program coordinator as participants' perspectives of their Academy experiences are shared and completion certificates are received. Those students who attend the Academy and enroll in OkSU, major in FCSED, and maintain a satisfactory GPA, are awarded a \$1,000 scholarship after their first semester at OkSU.

Other Recruitment Efforts

Several varied recruitment activities are undertaken throughout the year. The FCSED program coordinator periodically reviews state FCCLA and 4-H calendars to determine those events where a presentation and/or exhibit should be visible for enhanced program awareness. When possible, travel is coordinated with the College of Human Sciences Prospective Student Services Coordinator, such as for FCS Day at the Capitol and the FCCLA State Convention.

Program materials are available in print form for distribution and information is also available online. The program coordinator demonstrates the need for FCSED professionals by displaying a state map on her exterior office door of current openings in county CES offices and in public schools. Removable dots are used on this poster-sized map that was created to provide an immediate visual display for students, staff, faculty, administrators, and parents that walk by.

On campus, the program coordinator and available students participate in events ranging from College of Human Sciences Discovery Day and Junior Day to Welcome Week. With their exhibit as the basis for sharing information, they visit with interested students about the FCSED program.

The FCSED program coordinator has also delivered presentations at the district, state, national, and international levels to promote the program. During these sessions, information about the program is shared, primarily by showing students participating in classes and activities. The focus of each presentation relates to its audience. If a presentation is for secondary students, it includes an engaging combination of topics related to the Academy, projected shortages of professionals, university admissions information, freshman learning communities, course requirements, campus organizations and activities, scholarships, opportunities to study and teach abroad, internships, and expected career prospects upon graduation. When a presentation is given to a professional organization or adult interest group, its focus shifts to program development and growth, achievements of students, and the need for additional scholarships in addition to some of the topics listed above.

Conclusion

The process for developing and implementing a new academic program at a land-grant university requires the dedicated efforts of many persons both on- and off-campus. Resources needed to accomplish this goal include generous amounts of time by key administrators to focus on generating documents that portray the need for the program and its benefits to the state, developing academic degree plans, and creating and filling a new faculty position. Specific budgetary commitments must also be secured early in the process. Once in place, concentrated and ongoing stakeholder relationships further strengthen growth and development, as will having physical and electronic presence at sites where secondary students and their teachers, counselors, administrators and parents as well as FCS professionals are located.

With the shortage of professionals documented to continue for at least ten more years, but likely much longer due to expected retirements (Atiles & Eubanks, 2014; Tripp & Hollarn, 2016), resolving to build similar programs at other institutions is a pressing goal. Ongoing organization and management of the process is critical for successfully providing an avenue for the profession of FCS to flourish.

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