

Family and Consumer Sciences National Standards 3.0

Rationale for Family and Consumer Sciences National Standards

Today's students are the future leaders and members of tomorrow's families, workplaces, and communities. They need to develop social, emotional and character maturity to be able to act responsibly and productively to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

Family plays a very important role in our individual lives and in society and is widely recognized as the context in which its members learn about relation to and caring for others, acquire attitudes about learning and work, build communication and reasoning skills, learn right from wrong, and form patterns of responsible citizenship. Family members learn to work together within the family and with other families to improve conditions in the home, workplace, community, and world.

Vision and Mission – A Foundation for FCS Standards

The vision and mission statements have been widely publicized and utilized and have made significant impact on the directions taken by Family and Consumer Sciences curriculum and program development at the national, state, and local levels.

Family and Consumer Sciences Vision Statement: Family and Consumer Sciences empowers individuals and families across their life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for success, including:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Managing life, employment and careers successfully.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

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Historical Perspective

The foundation for the development of national standards was laid in March 1992, when vision and mission statements for Family and Consumer Sciences Education (FCS Ed) were developed by FCS administrators, educators and others during a strategic planning session in Washington, DC. In October 1993, leaders from the many segments of the FCS profession convened in Scottsdale, Arizona, to explore and redefine future directions for the field. The definitions and directions developed in Scottsdale were in harmony with the vision and mission statements that had been developed for Family and Consumer Sciences Education, and the work was merged. The modified vision and mission statements were officially adopted in December 1994.

The National Association of State Administrators of Family and Consumer Sciences Education (NASAFACS) first began to consider development of national standards for family and consumer sciences at their spring meeting in 1994 and initiated the standards development project in the spring of 1995. The project to develop national standards created an atmosphere that celebrated the variety that exists among state philosophies and blended multiple approaches to standards and educational delivery systems.

The resulting work became a powerful tool for showcasing the transitions that had occurred in this field and the shift from the philosophy of home economics and its emphasis on technical homemaking skills, to Family and Consumer Sciences, with its focus on broader family and society issues and careers in Family and Consumer Sciences, and provided significant guidance for the field. The first edition, *National Standards for Family and Consumer Sciences Education* (NASAFACS, V-TECS 1998), provided a strong and clear conceptualization and a common direction for Family and Consumer Sciences Education at the national, state, and local levels.

In May 2005, NASAFACS initiated a project to update the national standards, utilizing a highly participatory process to collect recommendations from a wide variety of stakeholders. Over 1,000 reviewers, including FCS educators and subject matter specialists from all states, along with representatives of external organizations, business and industry, agencies with direct connections, and other stakeholders, reviewed the *National Standards* and provided recommendations for the second edition. Workgroups chaired by NASAFACS leaders analyzed feedback to revise and update the standards and competencies to create the *National Standards for Family and Consumer Sciences Education, Second Edition* (NASAFACS 2008). The *National Standards 2nd Edition* reconfirmed the Vision and Mission for Family and Consumer Sciences Education as the basis for national standards, continued the format that highlights competencies and process questions and alignment with FCCLA programs and added alignment with Career Clusters and 21st Century Skills.

In May 2014, NASAFACS initiated a project to update the national standards again, utilizing a highly participatory process that has involved well over 2,000 stakeholders providing recommendations for the third edition. The *Family and Consumer Sciences National Standards 3.0* (NASAFACS 2018) continues the proud tradition of providing the framework for national,

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state, and local programs that prepare students for family life, work life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenges of living and working in a diverse global society.

The FCS National Standards in Action

The process to develop national standards for Family and Consumer Sciences Education has occurred concurrently with the development of standards in several other areas of education. Goals 2000: Educate America Act initiated development of national educational standards as a means of encouraging and evaluating student achievement and provided for voluntary skill standards related to Career Clusters (e.g. Human Services, Education and Training, Hospitality and Tourism, Visual Arts) to encourage youth and adults to be better prepared to meet demands for high-level skills and updated technological requirements.

Standards development that has occurred since then has focused on higher standards for all students and has identified what learners should know and be able to do in discipline-specific content and in thinking and process arenas as well. Reference the [FCS Body of Knowledge](#) to expand the understanding of the philosophies foundational to Family and Consumer Sciences.

The *Family and Consumer Sciences National Standards 3.0* presents a vision for the future and provides FCS educators with a structure for identifying program outcomes; that is, what learners should know and be able to do at the end of a program of study or sequence of courses. Components of the *FCS National Standards 3.0* include Areas of Study, Comprehensive Standards, Content Standards, Competencies, and Process Questions, which are described on the Standards & Competencies portion of the LEADFCS (formerly NASAFACS) website.

The *FCS National Standards 3.0*

- Are based on knowledge and skills needed for home/personal and family life as well as those needed to succeed in related careers;
- Develop the context for many of the individual career areas within Family and Consumer Sciences Education (e.g. dietetics, early childhood, facilities maintenance, food service, hospitality, interior design, and so forth);
- Provide an excellent system for meeting the needs of individuals preparing for life in a global society while simultaneously preparing for careers;
- Are comprehensive and collectively provide the structure for an integrated approach to Family and Consumer Sciences Education;
- Adaptable and essential to developing an FCS program framework to meet specific needs and courses of study; and
- Address the expectations for quality FCS programs and curriculum design;
- Identify the standards for individual FCS career areas through focused and enhanced content detail and additional direction for specific career paths;
- Apply to all students regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations.

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FCS, like other disciplines, is concerned with the integration of academic knowledge and achievement in a contextual approach. The *Family and Consumer Sciences Education National Standards 3.0* form a comprehensive structure designed to accommodate varying state philosophies (e.g. competency-based, conceptual and process perspectives) and multiple issues related to standards and delivery systems.

There is wide variation in what, how much, and when concepts in Family and Consumer Sciences Education are introduced to students and in the level of depth to which any particular standard or competency may be developed. Different students will achieve understanding in diverse ways to different degrees of depth and breadth, depending on interest, ability, context, and age of learner.

It is expected that delivery will vary; however, inquiry based, project based/problem based instruction with community engagement and real-world applications are embedded. Family, Career and Community Leaders of American (FCCLA www.fcclainc.org) is considered best practice for the authentic application and demonstration of skills developed through FCS classroom learning.

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