

Secondary Family and Consumer Sciences Programs in the State of Texas: A Descriptive Study of the Teachers and Courses

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This research describes the current status of Family and Consumer Sciences (FCS) Education in the State of Texas. Descriptors included the numbers of FCS teachers, the teacher certifications, and the type of FCS courses delivered. Approximately 7,235 FCS courses (grades 9-12) were taught in the State of Texas by 2,948 teachers. The majority of courses were associated with the Human Services Career Cluster. As anticipated, the field of teaching FCS was predominately female; however, some males were teaching in the clusters of Hospitality & Tourism and Human Services. Consistent with previous studies, data obtained in this study reflected a shortage of teachers. Half (50.4%) of Texas FCS teachers were eligible or were approaching eligibility for retirement. An additional 10.7% of current FCS teachers may be eligible for retirement in the next 5 to 10 years. This shortage could be critical to the implementation of FCS programs in the future.

Six years ago data were examined that described the status of the Family and Consumer Sciences (FCS) teaching profession in terms of the numbers of teachers and students taking FCS courses. Since that time, Texas has transitioned to a Career Cluster™ framework for Career and Technical Education (CTE) curricula with new courses and state-level standards implemented in the 2010-2011 school year. FCS is designated as a CTE program, and as such transitioned to offering its courses through five of the 16 career clusters.

Like many other states, Texas is experiencing a shortage of FCS teachers. The purpose of the research reported in this paper was to describe the current status of the profession including the numbers of FCS teachers, the types of teacher certifications, and the delivery of FCS courses in the State of Texas.

Review of Related Literature

In 2006, Wherhan and Way conducted a nationwide examination of secondary FCS education programs and determined nationally that there was a critical shortage of teachers. Texas was specifically identified as a state experiencing a shortage of FCS teachers. Additionally, in this study it was reported that the State of Texas had 3,218 secondary FCS teachers and 195,914 secondary students enrolled in FCS courses (Wherhan & Way, 2006).

Research reported in 2006 by the Texas Education Agency (TEA) revealed that 1,090 (approximately one-third) of these 3,218 teachers were not fully certified. Further, many of the classroom teachers were currently at or approaching retirement eligibility. Specifically, those eligible for retirement in 2006 represented 38% (1,260) of the classroom teachers with an

additional 55% (1,800) eligible in 2010 (Family and Consumer Sciences Distance Education Alliance, 2006).

An ongoing national teacher shortage in FCS has been noted over several decades. Ten years before the Wherhan and Way study of 2006, the American Association of Family and Consumer Sciences passed a resolution addressing the teacher supply and demand. The resolution identified the critical shortages of qualified FCS teachers as an area to be addressed by the profession (AAFCS, 1996). This shortage was confirmed by a national study by Miller and Meszaros (1996) that predicted by the year 2000 the national demand for qualified FCS teachers and Extension professionals would be four times the supply.

These data reflected a need to assess the current state of the FCS teaching profession in Texas. Consequently, an analysis of the statewide teaching records for the 2010-2011 academic year were analyzed.

Methodology

Through a formal open records request as prescribed by Texas Government Code, Chapter 552, a list of Family and Consumer Sciences teachers and courses taught during 2010-2011 was obtained from the TEA. Texas Government Code, Chapter 552, gives the right to access government records. All government information is presumed to be available to the public.

The data, categorical in nature, were reviewed and coded into a numerical system to examine the variables: gender, ages by range, courses taught, teachers by region, area of teacher certification, and type of initial teacher certification program type. Research questions included:

1. What is the current status of the FCS teaching profession in the State of Texas?
2. What do gender and age reveal about the teachers currently in the classroom?
3. What do the courses taught and the teachers by region indicate about FCS program implementation?
4. How are individuals obtaining FCS teacher certification in the State of Texas?

Using *IBM SPSS Version 18*, data were analyzed with descriptive statistics and organized in tables for presentation and discussion.

Results

Approximately 7,235 Family and Consumer Sciences courses (grades 9-12) are taught in the State of Texas by 2,948 teachers (Table 1). Of the teachers, 93.3% ($n=2,750$) were identified as female and 6.7% ($n=198$) were identified as male. The male teachers taught in four areas of FCS with the largest number of them teaching in *Hospitality & Tourism* 52% ($n=102$) and Human Services 28% ($n=55$). The two other cluster areas with male teachers were *Education & Training* 14% ($n=27$) and *Architecture & Construction* 6% ($n=14$).

Depending on the age at entry into the teaching profession, it can be projected that 50.4% ($n=1483$) of the Texas FCS Teachers are eligible for or are approaching eligibility for retirement. An additional 10.7% ($n=316$) may be eligible in the next 5 to 10 years (Table 1).

Table 1
Age of Teachers Teaching FCS Courses

Teachers	Course Assignment
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Age	<i>n</i>	%	<i>n</i>	%
22-25 Years Old	75	2.5	198	2.5
26-30 Years Old	239	8.1	560	8.1
31-35 Years Old	349	11.8	795	11.8
36-40 Years Old	173	5.9	458	5.9
41-45 Years Old	252	8.5	612	8.5
46-50 Years Old	316	10.7	740	10.7
51-60 Years Old	1,006	34.2	2,551	34.2
60+ Years Old	477	16.2	1,213	16.2
Not known	61	2.1	108	2.1
Total	2,948	100.0	7,235	100.0

Before 1999, the State Board for Education Certification (SBEC) issued Lifetime Provisional Certificates to all teachers. The data revealed that 46.4 % of the FCS teachers currently teaching held those certificates. Currently, SBEC issues what is referred to as a Standard Certificate, which is valid for five years, and can be renewed with completion of a national criminal background check, verification of not being in default of a student loan or in arrears of child support, and completion of the required 150 clock hours of approved continuing professional education (CPE) or 10 college credit hours (Texas Education Agency, 2012a). The Standard Certificate is held by 45.4% of the FCS teachers who were teaching in 2010-11.

Another certificate, the Probationary Certificate held by 3.5% of the teachers in this examination, is a temporary, one-year credential for an educator working toward a Standard Certificate. This credential can be renewed two times allowing the individual to teach in the classroom for three years (Texas Education Agency, 2012a). An example would be a teacher who holds Health certification and is teaching FCS courses while working toward FCS teacher certification. Additionally, this category can include FCS graduates hired by a school district who are working to pass the state certification exams. A variety of other certifications exist (Table 2), however, they are infrequently used by school districts.

Table 2
Certification Type

	FCS Teachers Teaching FCS Courses		Number of FCS Courses Taught	
	<i>n</i>	%	<i>n</i>	%
Lifetime	1,369	46.4	3,577	49.4
Standard	1,338	45.4	3,174	43.9
Professional	9	0.3	29	0.4
Standard Professional	9	0.3	14	0.2
Vocational	2	0.1	5	0.1
Emergency certified	3	0.1	7	0.1
Emergency non-certified	4	0.1	8	0.1
Emergency teaching	2	0.0	3	0.0

One Year	5	0.2	10	0.1
Probationary	102	3.5	218	3.0
Probationary Extension	17	0.6	37	0.5
Probationary Second Extension	14	0.5	28	0.4
Paraprofessional	4	0.1	5	0.1
Standard Paraprofessional	9	0.3	12	0.2
Not known	61	2.1	108	1.5
Total	2,948	100.0	7,235	100.0

Currently, the State of Texas issues three FCS-related teaching certificates (Texas Education Agency, 2012b). The Composite Certificate allows teachers to instruct the largest number of courses in FCS content (potentially 40 courses). Two specialized certificates, one in Human Development and Family Studies and another in Hospitality, Nutrition, and Food Sciences, allow teachers to instruct courses related to FCS content areas such as Child Development and Culinary Arts. Of the FCS certified teachers, those with these specialized certificates accounted for 2.8 % of the teachers in the study ($n=49$ and 30 respectively). The specialized certificates were created by SBEC in 2005 to address the teacher shortage being experienced in the state. From this data, the authors had no way to determine how many of the teachers who were teaching FCS courses without the appropriate certificate were seeking a Standard Certificate in one of the three areas of FCS certification (Table 3).

Table 3
Area of Certification Held

	Teachers		FCS Courses Taught	
	<i>n</i>	%	<i>f</i>	%
Any Home Economics Certification	1,488	50.4	4,099	56.7
Family & Consumer Sciences, Composite	740	25.5	1,923	26.6
Human Development & Family Studies	49	1.8	120	1.7
Hospitality, Nutrition, and Food Sciences	30	1.0	77	1.1
Any Agricultural Certification	8	0.2	16	0.2
Any Business Certification	194	6.5	264	3.8
Any Technology Certification	13	0.3	17	0.2
Health Science Technology	32	1.2	38	0.5
Any Trades & Industry Certification	73	2.5	164	2.3
Occupational Orientation	4	0.1	14	0.2
Any Science Certification	23	0.7	32	0.4
Any Mathematics Certification	21	0.7	27	0.3
Any Social Studies Certification	14	0.5	17	0.2
Any English Language Arts Certification	54	1.8	95	1.3
Psychology/Sociology	3	0.1	3	0.0
Spanish/Bilingual	6	0.2	6	0.1

Art / Drivers Ed / Music / ROTC	8	0.2	13	0.1
Health Education / Physical Education	40	1.3	68	1.0
Any Early Childhood Education Certification	6	0.2	13	0.2
Speech & Language Therapy	1	0.0	5	0.1
Emotional Disturbed	2	0.1	2	0.0
Generic Special Education	43	1.5	61	0.8
Learning Resources	1	0.0	1	0.0
Counselor	3	0.1	4	0.1
Educational Diagnostician	2	0.1	2	0.0
Generalist	18	0.6	30	0.4
Self-Contained	1	0.0	1	0.0
Not Known	71	2.4	123	1.7
Total	2,948	100.0	7,235	100.0

Teachers holding FCS or the previously offered Home Economics (HE) certification numbered 2,307, while 203 teachers were teaching FCS courses with other certifications that were appropriate to the course (Table 4). For example, a teacher who holds a Business certification is qualified to teach the FCS course, Dollars and Sense. It is important to note that while Business certified teachers can teach Dollars and Sense, FCS teachers can also teach Money Matters, the financial literacy course in the *Business Management & Administration Career Cluster*. There are 438 teachers who were teaching FCS courses without the appropriate teacher certification.

Table 4
Teacher Certification Held

	<i>n</i>	%
Appropriate Certification		
Yes	2,510	85.1
No	438	14.9
Total	2,948	100.0
FCS or HE Certifications		
Yes	2,307	78.3
No	641	21.7
Total	2,948	100.0

When examining the distribution of teachers by region in Texas (Figure 1), it was necessary to utilize an additional source of data. The Texas Education Agency’s public database, AskTED, was accessed to determine the number of districts and high schools in each region. Comparisons were then made between the data sources to determine regional program delivery patterns. For instance, Regions 14, 15, and 18 had fewer FCS teachers than high schools. Region 14 (Abilene) had 56 FCS teachers and 43 school districts with 65 high schools. Region 15 (San Angelo) reported 47 FCS teachers, and the region had 43 school districts with 54 high schools. Region 18 (Midland) reported 43 FCS teachers and 46 high schools (Table 5). These regions are the less populated areas of the state in comparison to other regions. The more metropolitan areas

of Houston, Dallas, and Ft. Worth had significantly larger numbers of FCS teachers available in comparison. Region 11 (Ft. Worth) is the second largest region in the state and covers an area equivalent to the size of New Jersey (Education Service Center Region XI, January 2013). Region 11 reported 315 teachers with 78 schools districts and 147 high schools. Region 4 (Houston), the most populous region in the state, showed 500 FCS teachers with 63 districts and 225 high schools that offered 1,154 FCS courses.

Figure 1. Texas Education Service Center (ESC) Map

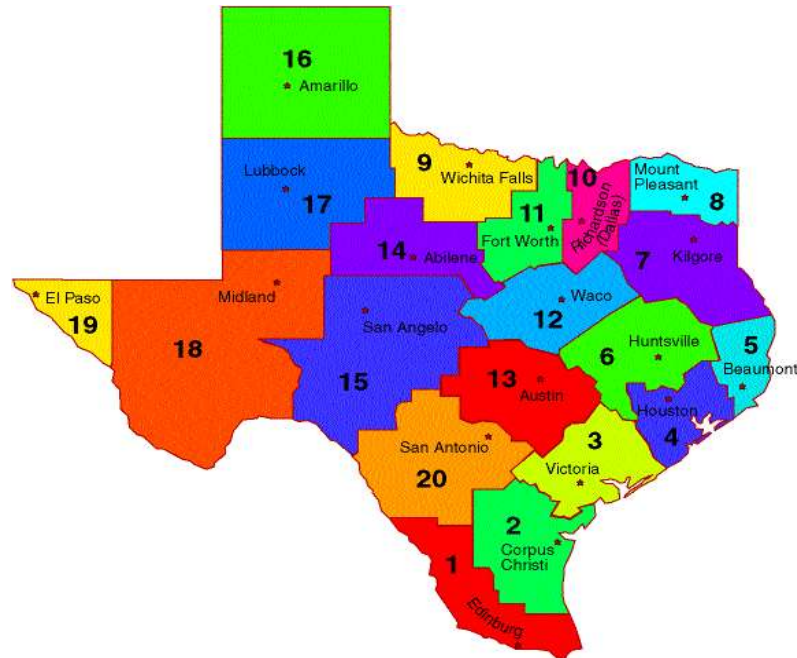


Table 5
ESC by Region

Region	FCS Teachers		Teacher without Appropriate Certification		School Districts	High Schools
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>
Region 1 - Edinburg	147	5.0	23	5.3	42	92
Region 2 - Corpus Christi	74	2.5	11	2.5	37	43
Region 3 - Victoria	38	1.3	9	2.1	32	33
Region 4 - Houston	500	17.0	60	13.7	63	225
Region 5 - Beaumont	82	2.8	26	5.9	35	40
Region 6 - Huntsville	119	4.0	19	4.3	56	65
Region 7 - Kilgore	160	5.4	40	9.1	96	103
Region 8 - Mt. Pleasant	60	2.0	16	3.7	41	41
Region 9 - Wichita Falls	47	1.6	9	2.1	38	41
Region 10 - Dallas	473	16.0	56	12.8	100	191

Region 11 - Fort Worth	315	10.7	21	4.8	78	147
Region 12 - Waco	117	4.0	26	5.9	77	89
Region 13 - Austin	174	5.9	17	3.9	64	100
Region 14 - Abilene	56	1.9	10	2.3	43	65
Region 15 - San Angelo	47	1.6	8	1.8	43	52
Region 16 - Amarillo	97	3.3	13	2.9	55	61
Region 17 - Lubbock	87	3.0	16	3.6	59	67
Region 18 - Midland	43	1.5	9	2.1	33	46
Region 19 - El Paso	84	2.8	12	2.7	15	49
Region 20 - San Antonio	228	7.7	37	8.5	61	104
Total	2948	100.0	438	100.0	1068	1654

Course Delivery in Family and Consumer Sciences

Throughout the state, there were 7,235 FCS course offerings at the high school level. The majority of courses (Figure 2) delivered through FCS programs were associated with the *Human Services Career Cluster* (53.8%) (Table 6). Human Services contains courses associated with common content areas for FCS such as Child Development, Nutrition, and Financial Literacy. The top three courses frequently offered in this cluster included Principles of Human Services (13.7%)—an introductory, freshmen-level course covering all content in Human Services—Lifetime Nutrition and Wellness (12.3%), and Child Development (11.7%). The second highest area of content delivery included courses associated with the *Hospitality & Tourism Career Cluster* (18.9%). The most frequently offered courses in this cluster included Culinary Arts (6.3%), Principles of Hospitality & Tourism (3.9%), and Restaurant Management (2.1%). The third area included courses taught through the *Education & Training Cluster*. The most frequently taught courses included Instructional Practices in Education and Training (5.4%), Principles of Education & Training (3.7%), and Practicum in Education and Training (3.6%). These three Career Clusters™ are associated with FCS in Texas, however, course offerings are available in two cluster areas outside of FCS—*Architecture & Construction* and *Arts, A/V Technology & Communication*.

Course delivery by region. All 20 regions offered FCS courses in the five related career clusters (Table 7). Consistent with state-level data, the most frequently offered cluster in all regions was Human Services. In 16 of the 20 regions, Human Services courses accounted for the majority of offerings with Region 9 (Wichita Falls) offering more than 75% of its courses in this cluster. The *Hospitality & Tourism Cluster* was offered more frequently in regions of the state with larger cities and tourism opportunities, such as Region 20 (San Antonio). The noted exception to this offering was Region 17 (Lubbock) where only 5% of the course offerings were in Hospitality & Tourism. Region 17 includes the City of Lubbock, which has over 277,682 residents and is a regional hospitality and tourism hub (Texas Department of State Health Services, 2013). Region 1 (Edinburg) had the most offerings from the *Education & Training Cluster*.

It appears that 86% of the FCS courses were taught by FCS or HE certified teachers (Table 8). Another 14% of the courses were taught by teachers certified in areas other than FCS or HE, and 9.5% of those courses were taught by teachers without the appropriate certification to teach the courses.

Figure 2. Percentage of FCS Course Delivery by Career Cluster

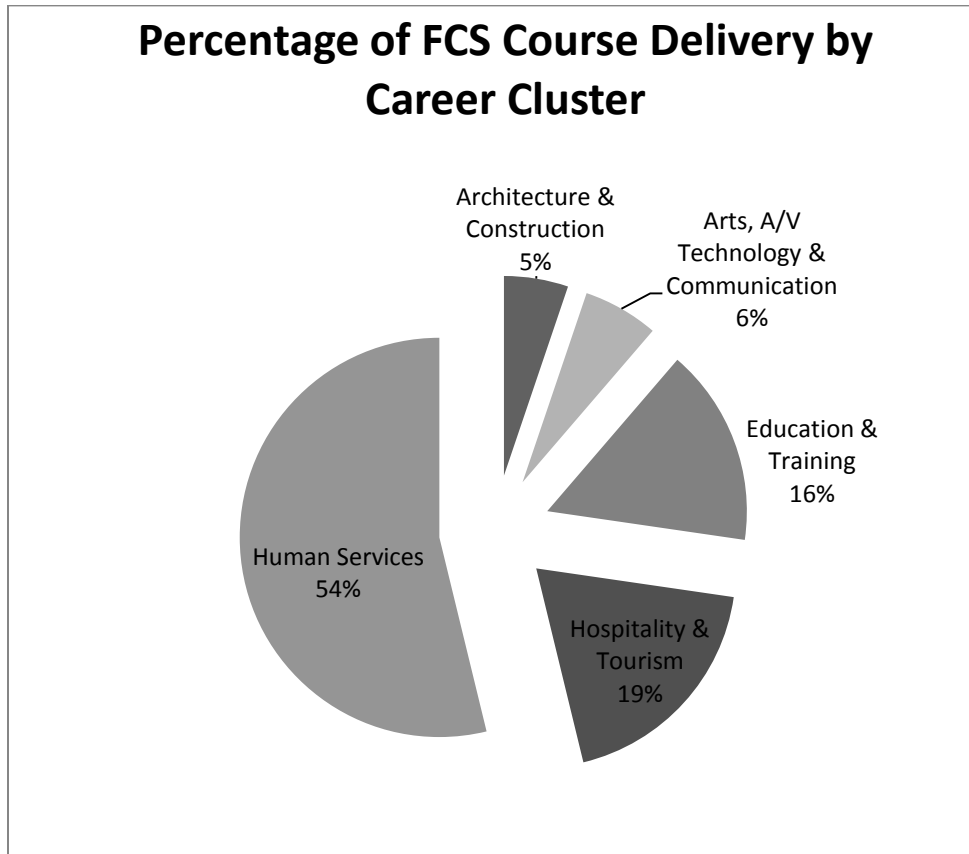


Table 6
FCS Courses Taught by Career Cluster

	<i>f</i>	<i>%</i>
<i>Architecture & Construction Career Cluster</i>		
Interior Design	346	4.8
Advanced Interior Design	21	0.3
Practicum in Interior Design	5	0.1
Practicum in Interior Design II	1	0.0
<i>Arts, A/V Technology & Communication Career Cluster</i>		
Fashion Design	392	5.4
Advanced Fashion Design	41	0.6
Practicum in Fashion Design	5	0.1
<i>Education & Training Career Cluster</i>		
Principles of Education & Training	265	3.7
Human Growth & Development	211	2.9
Instructional Practices in Education & Training	394	5.4
Practicum in Education & Training	260	3.6

Practicum in Education & Training II	32	0.4
<i>Hospitality & Tourism Career Cluster</i>		
Principles of Hospitality & Tourism	284	3.9
Hotel Management	40	0.6
Restaurant Management	151	2.1
Travel & Tourism Management	51	0.7
Culinary Arts	453	6.3
Practicum in Culinary Arts	195	2.7
Practicum in Culinary Arts II	41	0.6
Hospitality Services	83	1.1
Practicum in Hospitality Services	60	0.8
Practicum in Hospitality Services II	8	0.1
Food Science	*	*
<i>Human Services Career Cluster</i>		
Principles of Human Services	1001	13.7
Dollars & Sense	322	4.5
Interpersonal Studies	303	4.2
Lifetime Nutrition & Wellness	887	12.3
Counseling & Mental Health	68	0.9
Child Development	844	11.7
Child Guidance	216	3.0
Family & Community Services	119	1.6
Practicum in Human Services	105	1.5
Practicum in Human Services II	31	0.4
Total	7235	100.0

* Course taught for science credit by FCS teacher or science teacher. Data requested from Texas Education Agency did not include science courses.

Table 7

FCS Courses Taught by Region

Region	Architecture & Construction Career Cluster		Arts, A/V Technology & Communication Career Cluster		Education & Training		Hospitality & Tourism Career Cluster		Human Services Career Cluster	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	4	1.2	11	3.4	85	26.3	67	20.7	156	48.3
2	9	4.5	11	5.5	30	15.0	25	12.5	125	62.5
3	7	6.0	8	6.9	10	8.6	17	14.7	74	63.8
4	75	6.5	73	6.3	197	17.1	286	24.8	522	45.3
5	11	6.0	14	7.7	34	18.6	25	13.7	99	54.1
6	18	5.7	27	8.5	35	11.0	53	16.7	185	58.2
7	18	4.0	18	4.0	85	18.7	81	17.8	252	55.5

8	5	3.0	14	8.3	21	12.5	26	15.5	102	60.7
9	6	5.2	3	2.6	9	7.8	7	6.1	90	78.3
10	66	6.0	65	5.9	183	16.6	217	19.7	572	51.9
11	36	4.5	41	5.2	168	21.1	162	20.4	388	48.8
12	15	5.2	18	6.2	34	11.7	45	15.5	178	61.4
13	27	6.2	29	6.7	76	17.5	84	19.4	218	50.2
14	2	1.3	9	5.7	15	9.6	24	15.3	107	68.2
15	8	5.9	8	5.9	23	16.9	23	16.9	74	54.4
16	11	4.7	12	5.1	25	10.7	33	14.1	153	65.4
17	14	5.9	12	5.0	28	11.7	12	5.0	173	72.4
18	8	6.5	9	7.3	8	6.5	18	14.5	81	65.3
19	6	3.6	7	4.2	27	16.2	41	24.6	86	51.5
20	27	5.1	48	9.1	67	12.7	126	24.0	258	49.0

Table 8
Courses Taught by Teacher

	<i>f</i>	%
Appropriate Certification		
Yes	6,551	90.5
No	684	9.5
Total	7,235	100.0
FCS or HE Certification		
Yes	6,219	86.0
No	1,016	14.0
Total	7,235	100.0

FCS Teacher Certification

The majority of FCS teachers were trained through a standard baccalaureate teacher preparation program (52.3%, $n=1,543$). An additional 5.8% ($n=173$) were certified through a university post-baccalaureate teacher preparation program offered through a teacher preparation program. These individuals accounted for the teaching of 4,494 of the FCS courses taught throughout the state.

Alternative teacher certification programs are available in the State of Texas (Texas Education Agency, 2012b). Some institutions of higher education, large school districts, education service centers, and private entities have been approved to deliver these alternative programs. Of the certified teachers, 18.5% ($n=546$) have completed an alternative teacher certification program including the appropriate certification exams. These individuals delivered 1,156 of the FCS courses.

In the State of Texas, certified teachers with at least a bachelor's degree can add areas of certification by passing the appropriate certification exam. For instance, a teacher certified in Health can add FCS certification through examination. This group accounted for 14.7% ($n=432$) of the FCS certified teachers currently teaching 1,044 FCS courses.

Table 9
Certification Routes for FCS Teachers

	Teacher		Course Taught	
	<i>n</i>	%	<i>f</i>	%
Standard	1,543	52.3	4,063	56.1
Post-bac	173	5.8	431	6.0
Certification by Exam	432	14.7	1,044	14.4
Alternative	546	18.5	1,156	16.0
Out of State	115	3.9	294	4.1
Vocational Experience	53	1.8	94	1.3
Permit Program	11	0.4	23	0.3
Paraprofessional Program	12	0.4	17	0.2
Jamison Bill	2	0.1	5	0.1
Not known	61	2.1	108	1.5
Total	2,948	100.0	7,235	100.0

Discussion and Conclusions

As anticipated, the field of teaching for FCS in Texas is predominately female; however, some males have chosen this as their profession, especially in the areas of Hospitality and Tourism and Human Services.

Since the publication of Wherhan and Way (2006), Texas has experienced a loss of 270 FCS teachers in reported FCS positions. If the numbers of teachers who are eligible to retire in the next five to 10 years do retire, the profession could experience an unrecoverable shortage. These positions could potentially be filled with unqualified personnel or the local programs may be eliminated.

The number of teachers teaching FCS without the appropriate certification was less than 15%. While a teacher without the appropriate certification is not ideal, some school districts are continuing to meet the demand for FCS content by offering these courses locally. Further, offering FCS and other CTE courses is fiscally advantageous for school districts because in Texas these courses generate weighted funding—more funding than all other courses including core academic areas.

The most popular routes for teacher certification appear to be the traditional university programs, including undergraduate and post-baccalaureate programs. Other routes to teacher certification in Texas do exist—certification by examination and alternative certification programs—however, these individuals may not have the conceptualization of the FCS profession, yet still possess the basic content knowledge needed to pass the certification exam.

The most frequently offered course, Principles of Human Services, covers an array of FCS content and is often used as an introductory course to the content addressed in more advanced courses. The next most frequently offered courses, Lifetime Nutrition & Wellness and Child Development, reflect content that is traditionally associated with FCS. In all career clusters, advanced courses with a strong career preparation focus, e.g. Hospitality Services, Advanced Interior Design, were less frequently taught. These data reflected the first year of implementation for new courses and the organization of courses with a focus on a coherent

sequence reflected in a program of study, which could explain why enrollments in advanced level courses were lower.

Recommendations

The FCS classroom would be enriched with more diverse teacher representation. Recruitment efforts need to include male images and perspectives more often than at present. Successful male FCS teachers could be highlighted in program marketing. Attention could be paid to recruit male teachers from the related college majors as well as the related industries.

The specialized certification options should be considered as a strategy for recruiting new teachers from the specialized undergraduate majors and business and industry. These potential teachers have the content coursework and/or experience needed to meet certification requirements for the more specialized or career cluster specific courses. Specialized certification options should be developed in states where the only route to a FCS teaching certificate is a comprehensive program, sometimes referred to as a generalist degree.

The FCS teaching professional organizations should make a concerted effort to reach out to those individuals who obtain certification by alternative routes and promote opportunities for professional development and networking within the FCS profession.

Efforts should be made at the state level to list FCS as a critical shortage area, similar to listings for Special Education and core areas such as Math and Science. A critical shortage of qualified FCS teachers limits the number of courses offered by a local district, which in turn negatively impacts the fiscal resources available locally. Comparing data from several years would allow the researchers to determine which school districts have closed their FCS programs.

Locally, programs should offer FCS courses in coherent sequences as identified on the state recommended programs of study (AchieveTexas College and Career Initiative, 2013). These sequences provide students with early career exploration experiences that culminate in advance courses with a career focus. In addition, school districts course offerings should mirror business and industry needs of the local economy. For example, it was found that while Region 17 is a hospitality and tourism hub (Texas Department of State Health Services, 2013), the high school course offerings were not addressing hospitality and tourism to the extent needed by local industry. A recommendation is that local program advisory boards and school boards use work force data to develop responsive education programs that address industry needs. This structure can contribute to a student's overall readiness for college and career opportunities. For instance, internships and practicum experiences are more available when education programs collaborate with local business and industry.

Course delivery data by region could be helpful in expanding local programs and partnerships. Teachers could use regional data to identify opportunities and additional course offerings for students. For instance, school districts in Region 9 and Region 17 might be interested in expanding course offerings beyond Human Services; however, targeted professional development and program development ideas might need to be more fully explored. Expansion opportunities and professional development could be supported with postsecondary partnerships. Each of the regions has potential postsecondary partners that could be utilized to offer content-based professional development for teachers and dual-credit courses for students. Local corporate partnerships should also be explored.

In order to obtain a national perspective of the FCS teaching profession, other researchers are encouraged to replicate this study by requesting state-level information that is available

through an open records request. A multi-year analysis would be encouraged so that data could be compared and yearly program changes could be noted.

Limitations

Data obtained by the researchers did not include information on teacher ethnicity; therefore, there was no way to determine ethnicity in the FCS teacher profile for the State of Texas. The data set included local information for 2010-2011, which limited interpretations to that year only. Therefore, there was no way to determine which districts were no longer offering an FCS program.

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