



eNews Capsule

New York State Association of Family and Consumer Sciences Education
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President's Message

On November 22 I had the opportunity as the NYS AFCSE representative, along with other members of the New York Association for Career and Technical Education (NYSACTE) to meet with Commissioner John King, Assistant Commissioner Chuck Szuberla, and CTE Bureau Chief Eric Shur. This meeting was brought about as a response to the position paper produced by NYSACTE. I suggest before you read my report that you read the position paper that follows in this eNews issue. Familiarizing yourself with the paper will help you to better follow my report on this meeting. Keep in mind that this is a policy level paper and is about CTE in general and is not specific to FACS. FACS is an integral member of the CTE family. It is important that we support this message and work to promote the importance of all CTE programming. As a result of this initiative there will be several calls to action from NYSACTE asking all areas of CTE to support the promotion of CTE for our students in NYS.

I would like to thank Connie Spohn for taking notes on this meeting and allowing me to use them in my report. If you refer to the position paper numbers you will see that they correlate to the numbers at the end of the paragraphs to help you follow the points to which the commissioner was responding.

Chuck Szuberla opened the meeting by talking about the Regents Proposal that will encourage additional enrollments for CTE. SED recognizes that the data shows a high rate of graduation for CTE students, deep engagement, and the application of knowledge to the CCSSS through CTE.

He also stated that the Commissioner is looking at multiple pathways such as the CDOS Credential as provided for students with disabilities (SWD).

Commissioner King started the meeting by saying that he was in agreement with the paper but that there were some practical obstacles to some of the proposals.

The Commissioner would like to see multiple pathways to the graduation requirement, and supports the idea of having the CTE assessments replace one of the required regents exams. The work that needs to be done is garnering support from the 17 Board of Regents, administrators, NYSUT, and the public. (1)

The Commissioner stated that a lot was heard in protest about the substitution of CTE technical assessments for the Global Regents Exam, but nothing was heard in support of using the technical assessments. **ADVOCACY is IMPORTANT.** He noted that the set of issues NYSACTE is forwarding are "invisible". NYSACTE needs to get NYSCCOS, NYSBA and SAANYS along with other groups, such as businesses, parents, and alumni to support the work of NYSACTE. (2)

There are many challenges apparent with implementing the above. In the ESEA waiver SED is sending to the federal government they are looking to provide full credit for CTE in the College and Career Ready thresholds. Proposing five 65's and CTE credential to get credit (diploma). The problem here is that the data quality is not always consistent or accurate. For example: Buffalo overstated the assertion about CTE participation. There is confusion about who is a completer and who should be counted. He stated a few times that inconsistent or non-existent data was a problem in the area of CTE. Increased integrated credit is also part of the proposal, but who teaches the courses, where do they work, and who do they work for become big

questions because of their financial and student access implications. The concern is that if students get a large part of their credit at BOCES what will happen to the teachers at the component school and that may result in schools pulling back from BOCES. This is not the intent of NYSACTE at all and we must be conscious of this problem. (3,4)

Articulations are already part of the approval process. The federal government has supported this with provision on Perkins to develop articulation. The process needs to be more collaborative and there needs to be more assurance that students will get the promised credit from the articulation. In the case of P-Tech programs, there is a concern about who pays for the college program and how the P-Tech activities are sustained. We stated that with the SUNY system in place this should be an easier process than it is. The Commissioner stated that the consistency within CTE programs was an issue. (5)

The Commissioner stated that the Regents are not responsible for taxation. That role belongs to the legislature, but they do submit their State Aid Proposal. He feels that getting business to come to the table is a good way to get things like the Jobs for the Future projects and P-Tech implemented in more areas. The Regents have not heard a strong enough voice from the business communities in support of CTE. I feel this is something that we will need to start working on. (6)

The Commissioner realizes that if too much flexibility is allowed or mandates are removed, there will be a lot of pushback around the middle-level requirements. (From the CTE associations we represent, it looks like we have done our job well in the past.) I stated that we were looking more at the enriching and broadening of this area such as, Business also being represented at the middle level and the possibility for more 8th grade enrichment and advancement. It was also brought up that there was a gap in the ninth and tenth grade areas. I let him know that if he wanted to explore any changes all he needed to do was ask and we would be more than willing to work with him. (7)

The Commissioner sees the “multiple pathways as being important.” CTE is currently seen as an extra rather than core to the graduation options.

He reminded the group that College & Career Readiness as SED is talking about it includes not only the academic skills, but soft skills, and career awareness.

Terry Hughes responded with an emphasis and clarification on the vision statement included in the paper. Doug Leavens then provided more information and clarification on the first three points of the paper to ensure the Commissioner knew what NYSACTE was trying to say.

The Commissioner said he “was happy with seeing the paper” and will try to help to increase accountability with data collection on the report card. We discussed a bit about how things that were measured were often valued more.

In the Commissioner’s travels he has found that the Business Council believes in multiple pathways. BOCES administrators and teachers, school district personnel, CTE alumni, and community college presidents and faculty need to show their support so that he has support in trying to push the pathways forward. Business needs to let the BOR know they think multiple pathways are important. The BOR has not heard from business. Ed Shafer mentioned that they have not yet “gotten their voices” and are about to do so. Encouraging this support from business is work that we will need to do.

The Commissioner was receptive to the idea of getting a business panel in front of the BOR at one of their meetings.

As we had a brief discussion after the meeting we all realized that this was just the beginning and time is of the essence. We must do what we can to get the word out about all of the great things CTE is doing across the state. We need to get business and the public involved in the message of CTE. I know in FACS many of you have been adding CTE to the tag of your emails. I am asking the rest of you to help us in spreading the message that FACS is CTE and that all CTE is important to our students. Please stay tuned for many advocacy messages to follow; we will be asking for your action and support.

Constance Costley, NYSAFCSE President
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**A Position Paper of the
New York State Association for
Career and Technical Education
CAREERS - GET READY!**

“A Diploma and Something Else”

College and Career Readiness is a set of student attributes that are not defined by but enabled through a variety of strongly supported educational programs and structures which include Career and Technical Education. The member organizations of the New York State Association for Career and Technical Education (NYSACTE) embrace the following vision for all students as a demonstration that they are College and Career Ready for our 21st Century high innovation economy.

VISION STATEMENT

All students upon graduation from high school will have the academic ability to persist and succeed in postsecondary education including corporate training, the military, apprenticeships, certificate programs and degree bearing programs and possess:

***Earning power in the form of an industry approved entry-level certificate,
Career Ready Practices¹ embodied in an employability profile,
A defined Career Pathway Plan, and
Earned advanced standing and/or dual credit in a postsecondary institution***

In order to achieve this Board of Regents should:

1. Recognize and validate CTE as set of educational programs and structures that deliver an equally rigorous path to high school graduation.
2. Continue to pursue changes in the academic assessment system in grades 3-8 and Regents examinations that require students to apply

concepts and understandings to real-world predictable and unpredictable problems.

3. Amend the school accountability system with additions to School Report Cards that make explicit the number of students who earn industry certificates, possess career ready practices, have a Career Pathway Plan and earned postsecondary advanced standing or dual credit. The intent is to enhance existing accountability measures and bring greater balance to the accountability system designed to ensure both College and Career Readiness are equal areas of focus and measured.

Supporting Actions

4. Adopt the Career Clusters Model and the Common Career Technical Core inclusive of the Career Ready Practices, provide non-mandatory CTE curriculum guides, extend the ability of students to earn integrated credit and provide CTE assessments as an alternative to Regents examinations.
5. Work with SUNY and CUNY to provide universal articulation agreements for all education programs including CTE that meet common standards and course content.
6. Work with the Executive and Legislative branches to incentivize businesses to support high quality CTE for all students by using the BOCES and Big 5 district superintendents to create regional level business engagement, to provide tax incentives for business participation and to permit every teacher to have experience observing or shadowing in a local workplace apart from school.
7. Enrich and broaden middle level and early high school programs through the Commissioner's authorization of pilot career oriented programs and service models using variances allowable under Part 100.2(n) of the Commissioners Regulations.

¹ National Association of State Directors of CTE Consortium, Common Career Technical Core

CTE TAC – Resources for You!

The Career and Technical Education Technical Assistance Center of NY (CTE TAC) provides resources and services to CTE teachers and administrators across NYS free of charge! Access our website now at www.nyctecenter.org. By doing so, you will have access to many resources focused on CTE. Here are a few that may pique your interest.

Webinar: Blue Prints for Pre and Post Assessments

Overview:

Creating and following an assessment blueprint will make pre and post assessments more valid. This professional development webinar will provide an opportunity for educators to learn how to create an assessment blueprint based on a simple template. Participants will also see an example of how to package pre and post assessments for students and administrators.

Presented By: *Rosemarie (Rie) Posillico*, District Director of Career & Technical Education and Health Education, and Coordinator of the Career Exploration Internship Program (CEIP) in the Burnt Hills-Ballston Lake School District. Rie has also been a consultant for NYSED since 1986 in the areas of standards, curriculum and assessment, and presented on the local, state and national level. <http://www.nyctecenter.org/spn/article/entry/Webinars/Blueprints-for-Pre-and-Post-Assessments->

Career Development: Career Instructional Model

Developing students into successful career ready graduates depends on how teachers teach. The important career ready traits such as good work habits, independence, resilience and creativity result from related instructional practices. The Career Instructional model identifies six instructional elements that are essential to career readiness. To learn more about the Career Instructional Model watch this video presentation. This page also contains links to 6 career instruction surveys.

<http://www.nyctecenter.org/spn/article/ctop/Webinars/10/1>

Community Connection: Food Pantries

A weak economy, high unemployment and underemployment, and cuts to federal food assistance programs have resulted in growing numbers of families turning to their local food banks for help.² In recent years, food banks have evolved to better serve their clients. Two major changes characterize today's food pantries: nutrition education and client food choice.

The May 2013 Family and Consumer Sciences Research Journal includes a research report titled, "Food Pantry Nutrition Education about Whole Grains and Self Efficacy." The study examined the effects of nutrition education on food bank clients' perceptions of whole-grain foods. The sample included 205 food pantry clients who participated in the study and 204 food pantry clients who were the control group. The 205 participants tasted a chicken-and-whole-grain pasta dish and then were given the ingredients to prepare the recipe at home. The 204 members of the control group did not receive the intervention. In interviews with subjects at one-month and three-month intervals following the study, results suggested that nutrition education consisting of tasting a food followed by preparing it at home did influence food bank clients to choose, prepare, and eat more whole-grain foods.³

In New York City, the Bed Stuy Campaign Against Hunger provides families with a "client choice food pantry". "Instead of picking up a readymade bag that may or may not contain food the customer wants or needs, client choice pantries let shoppers tailor their food choices based on their own tastes, cultural background, or dietary restrictions..."[Clients] take what they want. "There's less waste."⁴ Choice food

²Katie McDonough, Food pantries struggle to meet rising demand in wake of federal food aid cuts, available at <http://www.salon.com/2013/11/26> . Accessed 12/06/13

³ Yao, P., Ozier, A., Brasseur, K., Robins, S., Adams, C. and Bachar, D. (2013), Food Pantry Nutrition Education about Whole Grains and Self-Efficacy. *Family and Consumer Sciences Research Journal*, 41: 426–437. doi: 10.1111/fcsr.12028

⁴ Bringing Customer Choice to Food Pantries, available at <http://www.gothamgazette.com/index.php/socialservices> . Accessed 12/06/13

pantries empower clients to make their own shopping decisions and often allocate foods based on a points system that takes family size and dietary needs (such as diabetes) into account. In Ohio, many choice food pantries are integrating nutrition education programs to encourage food bank clients to choose, prepare, and eat foods following My Pyramid.

At this time of year, many students in Family and Consumer Sciences classrooms are participating in service projects to assist their communities. Students can meet competencies for the Community Connections and Nutrition and Wellness content topics in our Home and Career Skills curriculum through projects focused on local food pantries.⁵ Learning experiences that begin in Home and Career Skills can introduce students to relevant community nutrition needs and to ways these needs are being addressed. One way to get started on this topic (and to include some informational text) might be to share the Indiana Society for Nutrition fact sheet, “Role of Nutrition Educators in Enhanced Choice Food Pantries” with your students. It is available at www.sne.org and is set up in a Q & A format. This fact sheets also links students to a youtube video visit to an Ohio choice food pantry.

Regents Update

There was one CTE Regents item presented to the Board of Regents at the November 2013 meeting. It was a discussion item titled, “Career and Technical Education Teacher Pipeline.” It suggested expanding the options available for people wishing to become certified in CTE content areas, including FACS. As the board continues to consider the possibility of a CTE graduation pathway, members seek to understand all aspects of that potential pathway, including whether there are/will be sufficient numbers of CTE teachers to provide instruction. Further discussion of CTE teacher certification is expected at the December symposium. To read

this item, please visit <http://www.regents.nysed.gov/meetings/>.

You might consider becoming a member of the NYSED mailing list to receive “News and Notes” from the department. Each month features a message from Commissioner John King. Please see <http://visitor.r20.constantcontact.com/manage/optin/ea?v=001SaUdxCuRF01fmBTxBILeQQ%3D%3D> for more information.

As always, I’ll keep you posted!

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2014 Unified FCS Conference

The 2014 Unified FCS Conference is rapidly approaching. We need help! If you or anyone you know is available or interested in helping out, please contact Jane More, Teresa Steflik, or Deborah Hall. The following areas are in need of assistance:

1. Technology- We are looking for someone who will coordinate laptop/projectors for workshop presenters. Familiarity with and skill in setting up this type of equipment would be an obvious asset.
2. Awards- We are looking for someone to coordinate the Awards Luncheon where we will recognize our special award recipients for this past year.

The call for Workshops/Presenters is coming shortly. Look for registration information in the spring. Titled, "FACS: The Passport to Healthy and Sustainable Families", the Unified FCS Conference will be held at the Holiday Inn at Wolf Rd in Albany, NY on October 17-18, 2014. We are excited about this event and hope that you plan to attend and refresh and nourish your professional needs at the Unified FCS Conference next fall.

⁵ CC.1.1Identify community goals, resources, and systems of support available to individuals and families
NW.2.6 Identify the governmental, economic, and technological influences on food choices and practices.

eNews Position Opening

Terri Phillips, our “Pro” is officially retiring from this position. We will miss her insight and inspiration! We are in need of an experienced teacher to take over her monthly eNews column. The position requires writing the ten monthly eNews columns responding to questions submitted by our members. This is not a board position and doesn’t require you to attend board meetings. For a more complete description of the position or more information contact Terri Philips.

Ask a Pro

Dear Pro: Career Readiness is constantly being talked about. Our classes are full of these skills but how do we make that known or prove to others that we teach these skills?

What a great and timely question! Integrity and teamwork are not going to show up on a written test but here are a few suggestions.

Make a Skills List which includes: reading for information, applying math skills, locating information, getting work done on time, following the rules, working well with others, communicating orally, communicating in writing, managing time, helping others, using good manners, and following safety procedures. You'll notice I simplified the language of the Foundational and Behavioral Skills to make them more understandable even to middle schoolers. You can even add other more FACS specific skills to this list. I like to use- set goals, explored careers, used resources in a way that will not harm the environment, acted as a leader, measured, did comparison shopping, read labels, interacted with young children, interacted with adults, and used community agencies.

At the end of every project or unit, have students check off the skills that they used. This makes them aware of what these skills are and that they are using them. They usually feel quite proud of themselves. You can get parents involved by having them initial their child’s list. This way parents will clearly see what their child is learning. Of course, share the skills lists with your administrators to make them aware that in

addition to planning and preparing healthy meals or creating career posters, etc. students are also learning important career readiness skills.

After hearing a student say, "If these skills are so important, why don't they count in our grades?" I decided to make them count more. I made a list of 10 Job Skills: 1) being on time for work (class), 2) having all necessary materials for work (class), 3) having all work done on time, 4) working neatly and carefully, 5) using correct spelling/grammar in all communication, 6) trying your best at all times, 7) following all workplace (class) rules, 8) participating in class in a positive way, 9) using good manners at all times and 10) working well with others. At the end of each week, students rated themselves (0-10) on each skill. I then checked them over and made any necessary adjustments. At the end of each marking period, their Job Skills average became 1/5 of their grade. Even struggling students can be good workers and this rewards their efforts. And of course, students doing all of the above will be less of a distraction and will learn more.

Some teachers have these skills posted around the room. Others use them as bell-ringers at the beginning of class. You can also write an article for the school newsletter highlighting how students develop these skills in Family & Consumer Sciences.

Ask a Pro appears monthly. If you'd like information, suggestions or advice from a seasoned FACS veteran, just email phillip3@twcny.rr.com If you'd like an answer sooner than next month's issue, just ask. NYS AFCSE is there for YOU!

The eNews Capsule is edited by Ann Coleman and distributed by Barbara Mikler-Crandon. It is sent monthly to our paid membership. Interested teachers can join NYS AFCSE by contacting Kim DeHart, FACSmembership@nycap.rr.com