

eNews Capsule

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

NYS AFCSE.org is up and running! I can't tell you how excited I am to finally have the site online. I would like to formally thank our webmaster for all her hard work and dedication for taking on this task. At first glance we thought it would be just a matter of a few changes here and there. As it turned out we had to start from scratch. Amy has done a great job in coordinating this effort. The website is still a work in progress but we felt it was important to make it available now. The board will be receiving website training at our February board meeting so please be patient as we add more pertinent information. We encourage you to log on and explore the site. Many features of the website are in the "members only" section. You will need to sign up to have access to this section. To do so just follow the directions found in the file that was sent to you along with this eNews issue. We will not have a universal password; you will create your own when you sign up.

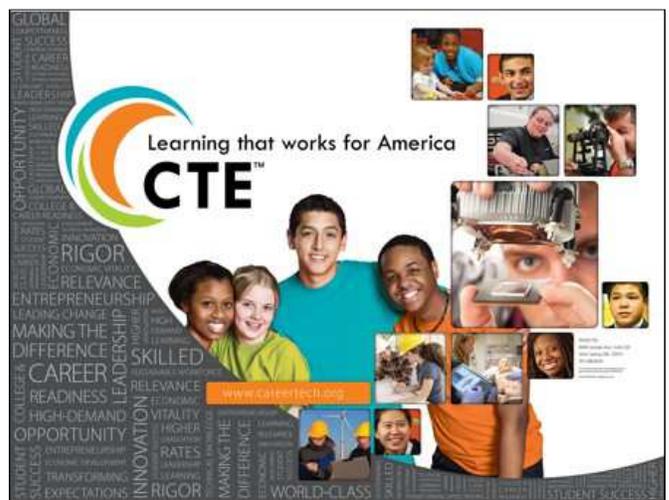
February is National Career and Technical Education month a time dedicated to celebrating CTE across the state and nation. This year's theme is "Career and Technical Education Works!" I am hoping that you are starting to promote yourself as a CTE educator. One of the easiest ways to do this is to add it to your email signature. (Something like: Career and Technical Educator in the field of Family and Consumer Sciences). If you haven't planned at least one thing for the month you still have time to do so. If you check out January's eNews you will find many links to great ideas, or you can just google CTE month if you need inspiration. I encourage you to share your thoughts and ideas on the Wiggio member page. Hopefully in the

future we will be able to use the website for this type of information sharing.

Be sure to read Dawn's Scagnelli's State Ed update. The Regents will be looking at the recommendations of the CTE Content Advisory Boards and hopefully, acting on them. We will keep you posted as to any important changes. If you would like to keep track yourself I suggest you visit the SED website under board of regents meetings.

In March, I am off to Washington DC for The ACTE National Policy Seminar to advocate for CTE nationally. As I prepare for my Capitol Hill visits maybe you could think about what you can do locally to promote your programs. I will discuss this and give you more ideas in the March eNews.

Constance Costley, NYS AFCSE President
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The idea behind CTE Month is to spend some time celebrating what career and technical education is, the benefits and opportunities it provides students, and the impact it has on the community.

Here are two CTE websites not previously mentioned in the eNews Capsule.

National Association of State Directors of Career Technical Education

<http://careertech.org/>

CTE: Learning that works for America™

Career/Technical Education (CTE) Statistics

<http://nces.ed.gov/survey/ctes/>

The Career/Technical Education (CTE) Statistics website provides information on vocational education at the secondary, postsecondary, and adult levels.

ADVOCACY TIPS FOR CTE MONTH

PUBLICIZING THE IMPORTANCE OF OUR FACS PROGRAMS

Prepared by Barb Mikler-Crandon

NYS AFCSE Past-President

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LOGOS & TAGLINES

Develop a bold professional image that stands out and gets the attention of your audience.



Bright, dynamic images, polished taglines and clear benefit statements about your programs and services create an ongoing image about your school and the quality of education available. Do you have a signature on your email? Do you put logos on classwork for the students?

Not sure what to say? Write from the heart and then use the following action words when you edit.

ACTION WORDS TO USE

Invent	Design	Create
Develop	Operate	Manage
Construct	Build	Make
Utilize	Deliver	Experience
Diagnose	Install	Troubleshoot
Repair	Assess	Replace
Upgrade	Produce	Assemble

WORDS TO AVOID

Learn	Gain	Be taught
Get	Obtain	Attain
Train	Realize	Discover
Find out	Study	Be trained
Gain knowledge of		Become skilled at

SED UPDATE

What happened at the January Regents meeting?

(Aka: It's all about Engagement)

January 14 and 15, 2013

There were two career and technical education (CTE) items presented to the Board of Regents on January 14 and 15, 2013. The first was an update on the Regents CTE Content Advisory Panel entitled, "CTE Content Advisory Panel Recommendations." As expected, the discussion of the panel recommendations was held off, possibly until the February meeting.

The second item, "Innovative CTE Program Models" introduced four best practice CTE programs that function within current regulations. During the January 14 meeting, five practitioners representing these model programs discussed how their programs prepare students for future career pathways and for college study. The programs and practitioners were:

- Jessica Williams - Home and Career Skills teacher from Newark Valley Middle School That's right! Another well-prepared FACS professional addressed the Regents and reminded them of the importance of our middle-level CTE course! Jessica described the project and problem-based career exploration experience she has designed for her seventh graders. Great job, Jessica!

- Kate Boulamaali - Assistant Principal from NYC High School for Fashion Industries
Ms. Boulamaali highlighted the post-secondary articulation agreements and the business/industry/alumni connections that help to insure smooth transitions for her students from high school to college and career. It was great that the featured NYC program was focused on the textiles and design strand of CTE FACS!

- Matt Champlin and Tracy Musso - CTE and ELA co-teachers from Cayuga Onondaga BOCES

These teachers emphasized the strength of the collaborative teaching model in integrating Common Core ELA standards into a two-year computer systems and network administration program that also offers students college credits. Enhanced ELA skills help students pass nationally-recognized industry-standards based credentialing exams at the end of their junior and senior years.

- Mark Harris - CTE teacher from Ulster BOCES

The business/industry involvement in this computer design and manufacturing program has insured that it has stayed current with the workforce development needs in the Hudson Valley. Integration of academics allows students to earn a final credit toward graduation in ELA, math, and science.

It's all about engagement

Although each presenter used information and examples from his/her own CTE context, a common theme ran throughout the presentations. What was that theme? "It's all about engagement." According to the panelists, career and technical education programs engage and motivate students because students are "immersed in high interest, relevant learning activities" where they can see "immediate application" and so they are "really willing to buy in". College and community connections show students "direct connections to the next steps" because students are "side by side connecting with real people in the real field." When "students are engaged they are willing to learn and that is the CTE difference." Regent Tilles added that when students are already motivated when they come into high school, they are more likely to want to succeed and to move

ahead. He said he'd like to see New York create motivation beginning in seventh grade; "an intro course in CTE makes it all fit together."

The "Innovative CTE Program Models" discussion was an important step because it showed that the Board is ready to move beyond philosophical issues to discuss practical considerations school districts must make in order to implement a CTE graduation pathway. Although the Board expressed general support for CTE, the Regents identified a number of challenges to replication of the model programs, such as:

- Aligning CTE programs to college expectations and to workforce needs
- Building business/community/alumni partnerships
- Providing access through distance learning, blended learning
- Revising teacher preparation programs and requirements
- Identifying funding sources to allow access for all students

The Board will most likely view the recommendations for a CTE graduation pathway, including those made by the CTE Content Panel, through the lens of the challenges identified above.

So what is next?

In February, the Board will receive an update on the work being done to compare the rigor of CTE technical assessments with Regents exams. You may remember that there has been discussion of allowing students who complete CTE approved programs to substitute a technical assessment for one of the required Regents exams for graduation. It is possible that the Regents may discuss the recommendations presented by the CTE Content Panel in the item "CTE Content Advisory Panel Recommendations". You can access this item to read the recommendations by going to <http://www.regents.nysed.gov/meetings/>

As always, I'll keep you posted!

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Ask a Pro

Dear Pro: Last semester I had a terrible time getting students to turn in homework. Before this semester gets too far along, do you have any tips I could use? JB

Dear JB: You're not alone. This problem is a constant source of frustration for most teachers. Here are some things that have worked for me.

Make sure students understand that you consider homework important and don't just give busy work assignments with no purpose. Towards this end, HW should always be graded and recorded. If it's something you plan to go over in class the next day, you can give a grade of 100 to everyone who shows up with the assignment completed. Those who lose out on what they consider an "easy" grade of 100 won't make that mistake again. Obviously, don't use this strategy every time.

Show students how homework affects their grades. I have grades for Tests & Projects, Quizzes, Homework and Job Skills (one of which is getting homework done on time). Let kids figure what happens if they have 100 on T & P, 90 on Quizzes, 0 on HW and 65 on Job Skills. Point out that they actually have control of their grades.

Making your assignments fun, interesting and different helps to prevent homework boredom. For example, assignments that have students teach a skill, work with a preschooler, experiment with earth friendly cleaning products or write a public service announcement are fun and interesting and more likely to get done than assignments that are viewed as boring and routine. Instead of assigning reading, which often doesn't get done, announce that in class tomorrow, you'll be playing a game for prizes or bonus points or something. And, "by the way, all the answers will be on pages 30-35". This kind of additional incentive will motivate more students to complete the assignment.

When HW is collected I have students without theirs fill in a "No Homework Sheet" with their name, what the assignment was, why it wasn't done, when they plan to complete it and a parent's phone number. I'll admit that I probably

won't call home if only one assignment is missing. But, as soon as a student has missed more than one, it's important to give parents a heads up and see what can be done to make positive changes in the student's performance. Word gets around fast that I do that. Remember intermittent reinforcement from Ed. Psych. class? It works wonders!

Participation in certain activities can be based on completed work. If students can't participate in a foods lab until their homework is completed, the work will usually come pouring in.

How about you other Pros out there? What works for you in getting students to turn in homework on time? Send your ideas to phillip3@twcny.rr.com and we'll pass them on in another column.

As always, send me your questions and frustrations and we'll see if we can help you find answers. We're all in this together! NYSAFCSE is there for YOU!

The *eNews Capsule* is edited by Ann Coleman and sent monthly to our paid membership. If you know of a teacher who could benefit from our organization ask him or her to contact Kim DeHart, FACSmembership@nycap.rr.com
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