



eNews Capsule

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

March is typically the month that the president of NYS AFCSE goes to the ACTE National Policy Seminar in Washington, DC. The main purpose of this trip is to visit our representatives on Capitol Hill. Usually, the focus of this visit is Perkins funding for CTE program innovation and improvement. So you may ask why we should care about Perkins funding when our program may not directly benefit from Perkins. As Dawn Scagnelli and I frequently say, we all fit under the umbrella of CTE. Strong CTE programs in BOCES result in continued support for CTE in our local schools. If the federal government doesn't support CTE in general our value on the local level is perceived to be less. Therefore, what is good for Perkins supported programs is by association good for us. Furthermore, as CTE educators we understand the value of CTE, and should support other CTE programs regardless of where or by whom they are implemented. So when emails and tweets are sent asking for support of CTE legislation it is in our best interests to respond and to do what is best for the students in New York State.

Another issue that directly affects Family and Consumer Sciences Education is the Health, Hunger-Free Kids Act of 2010. This bill addresses the nutritional standards for "competitive foods" sold during school hours such as: food sold in vending machines and a la carte items sold in cafeterias. The main purpose of the bill is to hold vending machines and a la carte lines to the same standard as the school lunch program. This is a great idea except that no provisions were made for Culinary or entrepreneur programs run by high school CTE FACS programs or BOCES that sell the food products they prepare as part of the curriculum.

Fundraisers are exempt as long as they are "limited in frequency". Shirley will be attaching to this eNews Capsule several fact sheets that will further explain the Perkins and the Health, Hunger-Free Kids Act of 2010. That information will allow you to advocate for CTE and FACS programs.

The keynote speaker, Dr. Anthony P. Carnevale suggested that during our Capitol Hill visits we tell our legislators that they don't need to create a new jobs program because we have a system in place called CTE education. As a matter of fact it is the most efficient program we have. Dr. Carnevale is an economist and the statistics that he quoted were interesting. I won't take up space here to list them but the overall message is: "What you make depends on what you take?" No longer will those with a BA/BS degree automatically make more than those with an Associates degree or certification. Earning power depends more and more on one's career path. Statistics show that the more education you have the more money you make, but it is now possible for those on certain career paths to make more money than those with a higher degree. This is an interesting turn of events, one that as CTE FACS educators we will want to continue to explore.

Constance Costley, NYS AFCSE President
conniebv@hotmail.com



Pictured above are NYSAFCSE President, Connie Costley and Past-President, Barbara Mikler-Crandon with their certificates of completion for the ACTE 2-Year Leadership Development Program.

SED UPDATE

Initiative Fatigue

This week I came across a term that was new to me: initiative fatigue. This business term, first applied to the education setting in 2006, was introduced to me through the article, "Educators Feel Initiative Fatigue" published in the New York State School Boards Association's *On Board Online* (see <http://www.nyssba.org/>). Initiative fatigue describes the feeling of weariness that occurs when there is an expectation to do more with a certain amount of time, energy, resources, and personnel than was done previously. In initiative fatigue, each new initiative (whether a good idea for needed change or not) receives less emotional energy than is required for its success because the initiative is being added to an already full plate.

Family and Consumer Sciences (FACS) teachers are comfortable with full plates. Many have six classes each day each semester; most have multiple preparations, multiple grade levels, advisorships, mentorships, and school duties. This school year added the Regents Reform Initiatives: the Common Core Learning Standards, SLO's and APPR, and data-driven decision-making. From the start of the school year FACS teachers have attacked these initiatives, which are designed to improve students' readiness for college and careers, and have also managed their previous roles and responsibilities. Like all teachers, FACS educators are expected to do more to meet the needs of their learners as resources have remained constant or dwindled.

And...here we are in March. March is the month when school districts solidify their master schedules and their district budgets. Teachers' positions are in jeopardy as dollars are stretched, and school leaders seek creative solutions. This month taxes our ability to invest emotional energy in the reform initiatives because we are in

survival mode. Through your calls and email I am feeling your initiative fatigue.

Since it is unlikely that the Regents Reform Initiatives will (or should) go away, what can we do to combat initiative fatigue? I have two suggestions:

1. Identify some things you can selectively drop. Have you tried to keep most of the content and all of the favorite activities in your courses even as you've introduced "Common Core" lessons and devoted class time to pre- and post-testing? Don't be afraid to prune.
2. Celebrate your attempts at reform. Let yourself be proud of the progress you've made so far and allow yourself to let that progress be your success for this school year. Let satisfaction replace fatigue.

Regents Update

When the Board of Regents met on February 11, 2013, there was one CTE discussion item, "CTE Technical Skills Assessment Review Panel Update." You may remember that the Regents have commissioned a study, led by researchers from Cornell and Harvard, to compare the rigor of CTE technical assessments with the rigor of Regents exams. 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. This study will recommend 10-25 technical assessments as potential substitutions for Regents exams.

The first meeting of the research group took place in New York City on January 10, 2013; a second meeting is planned for April; recommendations are expected in June. Visit <http://www.regents.nysed.gov> to read the item. We do not expect to have a CTE item on the March Regents agenda.

Dawn B. Scagnelli
CTE FACS Associate
NYSED
dscagnel@mail.nysed.gov
<http://www.p12.nysed.gov/cte/facse/>

Special Request

Our webmistress, Amy Boutet is asking everyone to take a few minutes to check out the new NYS AFCSE website and to register as a member for access to the "member's only" page.

Ask a Pro

Dear Pro: With March being National Nutrition Month, I'd like to use it to help my students have better diets. However, they think "that eating healthy stuff is just something people are trying to force on you and that they're healthy enough." How do I combat this mentality? Frustrated

Dear Frustrated: The trick to dealing with teenagers is to tie into what they think is important. Without ever mentioning nutrition, ask them who would like to be a better athlete, or dancer or skateboarder? Ask who would like to get better grades without studying more. When they find out nutrition can help them do any of the above, they're suddenly more interested.

Here's a great demonstration that always gets the attention of athletes (or anyone that uses their muscles.) You'll need 2 volunteers. One should be the biggest, strongest kid in class. (They should not be diabetic or have an athletic event in the next 4 hours.) The other should be the smallest, weakest girl in the group. Have the strong volunteer stand facing the class with their dominant arm down to their side. Instruct them to keep their arm down. Have the small volunteer take hold of the strong person's wrist and try to raise their arm. Obviously, they won't be able to budge it. Then give the strong volunteer a teaspoon of sugar. Now, have the small volunteer try to lift their arm again. This time they will be successful since sugar is digested in the mouth and weakens muscles. Size doesn't make a difference. I once had a class right after lunch and because of consumption of chocolate milk and cookies and ice cream, nobody in class could keep their arm down. The 6'5" ex jock guidance counselor was walking down the hall so I had him come in to help and a 4'11" girl raised his arm. If someone is really big, you might need to give them a bit more sugar. (I found this activity in a book called "All About Food in 32 Bites" by Marilyn Burns.) The effects last about 4 hours. Discuss what foods

and snacks contain sugar and what should be avoided 4 hours before a game or recital or anytime you need to use your muscles. Finish with "by the way, you just learned some nutrition" and it gives kids a whole new perspective.

One of the keys to better grades is not having low blood sugar. The symptoms of low blood sugar include hunger, tiredness, irritability, headaches, restlessness, the inability to concentrate, weakness, queasiness, dizziness or even fainting. People without these symptoms can learn things faster and easier than those with low blood sugar. When people wake up we are all at the verge of low blood sugar. If we don't eat anything, we get more and more of the symptoms till we eat and raise our blood sugar. To the people that think that just grabbing a bagel or cookies will work, point out that carbohydrates are digested within 2 hours and then they too will be in the low blood sugar zone. (Also, remind them of the effect of sugar.) People that have a good breakfast that includes whole grains and protein will not enter the low blood sugar zone for 4-6 hours by which time they can have lunch. (Make a graph showing these 3 types of breakfasts to include a few math skills in your lesson.)

We truly are what we eat. Help students discover how food can help them be what they want to be and the negative attitudes will disappear.

As always, send your questions and frustrations to phillip3@twcny.rr.com and we'll see if we can help you find answers. We're all in this together! NYS AFCSE 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
Distribution: SWare@nscsd.org