

eNews Capsule

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

This month I want to take the opportunity to update you on what is happening with NYSACTE and the position paper that we have been working on. You may recall that NYSAFCSE signed off on the NYSACTE white paper that was to be presented to the Board of Regents. Due to some other more pressing issues the paper was put on hold. At the CTE leadership conference held this August, all of the presidents of each of the seven CTE groups came together to discuss NYSACTE, its role in NYS, and how to move forward with CTE education. If you recall last month's eNews I stated that much of this discussion happened at dinner with Eric Suhr, Bureau Chief NYSED, Career and Technical Education Team. We decided that with all of the CTE discussion by the Board of Regents, now was the time to make a strong move on behalf of CTE.

The seven presidents met in Syracuse to begin the discussion on how to make the white paper shorter, to the point and more powerful. We decided that we would structure the paper into three sections— vision, mission, and goals and strategies.

The complete paper will appear shortly on our website but I thought I would cover some of the key points now. The first is the tag line "Careers – Get Ready" this reinforces the position of NYSACTE that we are the ones who prepare students to be career ready. The Regents have requested a clarification of what exactly it means to be career ready and we have done this in our Vision Statement.

NYSACTE 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 Practices embodied in an employability profile,

A defined Career Pathway Plan, and

Earned advanced standing and/or dual credit in a postsecondary institution.

We are asking the Board of Regents to recognize CTE as a rigorous path to graduation and therefore pursue exams that require students to apply concepts and understandings that reflect real world problems. Because we all know that what gets measured gets priority in schools we are seeking to have CTE placed on the school report cards.

In order to carry out our vision statement we believe the following actions should also be taken: 1) adopt the sixteen Career Clusters model and the Common Career Technical Core, 2) work with SUNY and CUNY to provide a universal articulation agreement, 3) enrich and broaden middle level and early high school programs, and 4) work with NYS government to incentivize businesses to support high quality CTE for all, and to increase opportunities for workplace observation and shadowing.

In support of what NYSACTE is doing for CTE-FACS in New York State I am asking that you consider joining ACTE this school year as you renew your NYSAFCSE membership. We are working on many other initiatives to further the CTE vision and need your support in order to carry out the tasks we need to accomplish.

The exciting result of this effort is that the leaders of NYSACTE have a meeting scheduled with Commissioner King to discuss the position paper and the important issues regarding CTE. We will be moving in a direction that will truly make our students college and career ready!

Constance Costley, NYSAFCSE President
conniebv@hotmail.com

Member Survey Reminder

Currently, the NYSAFCSE Executive Board is developing a comprehensive strategic plan that will direct, invigorate, and transport our membership and profession into the 21st Century ensuring that NYSAFCSE is meeting the needs of professionals who deliver Family and Consumer Sciences courses. To this end, a survey has been developed to address member needs.

The survey is concise and organized and takes no longer than 10 minutes. Members are able to access the survey on the NYSAFCSE website and through the Monday Memo. **The survey will close on Wednesday, OCTOBER 9TH.**

Here is the link: <http://goo.gl/93CpH6>

We request your participation, honesty, and timeliness, as the results will be compiled in time for the October 18th NYSAFCSE Board Meeting in Albany. Thank you in advance for your willingness to be part of this process. A credible and validated survey will result when a maximum number of professionals participate.

SAVE THE DATE!!

Unified FCS Conference

Albany, Holiday Inn

October 17-18, 2014



What Happened at the Regents' Meeting?

The Board of Regents met on September 16, 2013 and considered one career and technical education (CTE) discussion item. The piece, "CTE Policy to Enhance Student Credit Options for Graduating College and Career Ready," suggested three strategies for increasing student access to integrated credit.

You will recall that "integrated credit" refers to approved CTE coursework that includes sufficient commencement-level academic content, such that the CTE coursework can be used to satisfy academic graduation credit requirements. Commissioner's Regulation 100.5 currently allows students in approved CTE programs to satisfy up to four academic credits toward graduation through their CTE coursework (i.e., one each in ELA, math, science, and social studies). In practice, current regulation means that most CTE students must wait until the end of their high school careers before they can use the CTE option to meet academic graduation requirements. For some students, this is too late. This Regents item pointed to three ways younger students might acquire academic credits toward graduation through integrated CTE coursework. Each of the three is predicated on the existence of CTE within the school.

The first suggestion for increasing student access to CTE targets eighth graders. If adopted, it would require that any eighth grade accelerated CTE course be an integrated option. Implementation would necessitate a change to current middle-level regulation concerning acceleration as current regulation does not require accelerated CTE to be integrated. According to the item, "an integrated CTE course in 8th grade would provide many students with a head start on high school coursework and exploration of possible career interests." So, what might an eighth grade accelerated CTE course look like? Picture a CTE FACS course focused on fashion history serving as an integrated option to fulfill a ninth grade global studies academic requirement.

The second suggestion targets high school students. As mentioned above, current regulation

allows for a total of four integrated credits in approved CTE programs; one each in ELA, math, science, and social studies. The item suggests regulatory change “permitting up to two units of credit to be earned for a particular subject area, with the total number of integrated course credits remaining at four.” Why? The content of an approved CTE program may lend itself more to a particular academic area, therefore warranting an additional integrated credit in that academic area. For example, a CTE FACS human services program could include sufficient common core literacy standards in the technical subjects to allow for two units in ELA, while at the same time not including experiences appropriate for an integrated unit in math.

The third suggestion for increasing student access to CTE integrated credits bridges middle school and high school and particularly targets students in grades 8, 9, and 10; grades where demands on student schedules often preclude CTE. The suggestion is for 10-week and/or 20-week “online/blended/alternative course models, project-based learning (PBL), work-based experiences, internships, and independent study opportunities that combine academic and technical content.” Schools could tailor these mini-CTE courses to student scheduling needs; students could use them to satisfy approved program requirements and to earn graduation credit. Students would have the opportunity to engage in relevant high-interest CTE coursework even when their schedules keep them from traditional CTE classes. It seems that CTE FACS content topics such as career development, community connections, and the four process skills (communication, leadership, management, and thinking) could be strong starting points for the development of mini-CTE courses.

Since this was a discussion item, no action was taken by the Board of Regents. There seemed to be general agreement that a need exists to increase student access to CTE integrated credits earlier in students’ high school careers. Two concerns were expressed: one that these suggestions can most easily be implemented in schools already offering CTE programs, so would greater access actually result; the other that Commissioner’s Regulations would be changed “piecemeal,” rather than as a part of the multiple graduation pathway discussion. The next step

will be a “symposium convened by the Board of Regents...in the fall of 2013 [November] to discuss additional changes that could be implemented to provide greater access and opportunity.”

As a CTE FACS teacher, I encourage you to stay abreast of the ongoing Regents discussion of CTE. The item summarized above can be found in full text at <http://www.regents.nysed.gov/> . Please note that the suggestions in this item are grounded in the CTE approval process. If you have not yet familiarized yourself with the approval process, please do so by visiting <http://www.p12.nysed.gov/cte/ctepolicy/> .

Finally, 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!

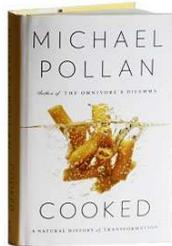
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Career Education

As you know career education is an integral part of our Family and Consumer Sciences curriculum. We are interested in posting your middle school and high school best practices regarding career education on our website. If you have any great lessons, projects, strategies or other ideas on different ways to infuse careers into your FACS classroom please share them with us. It would be great to have a bank of innovative resources that we could all access! No idea is too small. Please send all materials to conniebv@hotmail.com.

Worth Reading by Connie Costley

This book has a great intro that I plan to use in my beginning foods class (common core). I am a great fan of Michael Pollan and suggest you take a look at any of his other books as well.



I have posted a Food Rules power point and lesson on our website under classroom happenings. Feel free to use it as you wish.

In *Cooked*, Michael Pollan explores the previously uncharted territory of his own kitchen. Here, he discovers the enduring power of the four classical elements—fire, water, air, and earth—to transform the stuff of nature into delicious things to eat and drink. Apprenticing himself to a succession of culinary masters, Pollan learns how to grill with fire, cook with liquid, bake bread, and ferment everything from cheese to beer. In the course of his journey, he discovers that the cook occupies a special place in the world, standing squarely between nature and culture. Both realms are transformed by cooking, and so, in the process, is the cook. Each section of *Cooked* tracks Pollan's effort to master a single classic recipe using one of the four elements. The reader learns alongside Pollan, but the lessons move beyond the practical to become an investigation of how cooking involves us in a web of social and ecological relationships: with plants and animals, the soil, farmers, our history and culture, and, of course, the people our cooking nourishes and delights. Cooking, above all connects us.

The effects of not cooking are similarly far reaching. Relying upon corporations to process our food means we consume large quantities of fat, sugar, and salt; disrupt an essential link to the natural world; and weaken our relationships with family and friends. In fact, *Cooked* argues, taking back control of cooking may be the single most important step anyone can take to help make the American food system healthier and more sustainable. Reclaiming cooking as an act of enjoyment and self-reliance, learning to perform the magic of these everyday transformations, opens the door to a more nourishing life.

Ask a Pro

Dear Pro: How can I address the topic of bullying in my classes? I want to be seen as a provider of solutions for this problem.

Wondering

Dear Wondering- October is National Bullying Prevention Month and a great time to focus on anti-bullying related activities in your classroom. Also, schools are working hard to implement new legislation that now includes cyber-bullying. Administrators appreciate teachers who help to bring about needed change, and if you're including this important topic it makes the school and FACS look good. Important learning for students and good PR at the same time; it doesn't get any better than that.

A great source of information on this topic is <http://www.stopbullying.gov>; it can be used by teachers, parents and even students. Other good resources are <http://www.nea.org/neabullyfree> and <http://www.aft.org>.

Problem solving, decision making, personal development, concerns of adolescents and communication skills are all great places to incorporate this topic. One of the best speakers I ever had on bullying was a local police officer. After all they deal with these types of people all the time. He taught the students assertive communication skills and had them role play with him as the bully. After practicing these skills on a police officer, their peers seemed a lot less threatening. The State Police also have Public Information Officers who will speak to and work with local groups. You can contact your local Troop Headquarters for information. They also have booklets available on their website that can be downloaded.

School Counselors also make good speakers. Kids are often hesitant to go to the school counselor because they don't know them. Once they get to meet them and hear what they have to say, they seem a lot more approachable and having someone to go to is really important for kids. Even letting students know that you are open to helping them makes a big difference, especially to middle school students. I don't mean you should try to deal with it by yourself. But just listening and/or offering to take a student to the counseling center can be a help.

Things always seem worse when you feel you're in it alone.

Another good activity is having your students create videos, pamphlets or comic books for younger kids on the topic or even more generally dealing with peer pressure. They'll learn while they're doing it and hopefully help others at the same time. They could also write articles for the school newspaper or create posters to display in the halls.

Let the parents know what you are doing in class and stress the importance of their role in talking with their children and monitoring their computer and social media activities. Be sure to let them know about the stopbullying.gov website as a resource for them. This would also be a good topic for a PTA or Parent's Group if your school has one.

Safe and responsible use of technology is also something which should be stressed—a lot. Not putting out personal information, using privacy controls and not believing everything you read on the internet are all critical skills for this generation. Because cyber bullying seems to be such an anonymous activity, kids also need to know that there are no “take backs”; once something is out there, it will be there forever. They also need to know that posts and emails can be traced to their source and a person is responsible for what they do.

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