

# eNews Capsule

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

### Holiday Greetings!

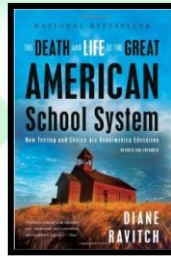
On December 3 families around the nation participated in preparing and eating a dinner at home. Initiated by the American Association of Family and Consumer Sciences (AAFCS) and inspired by the work of Ellen Swallow Richards, each of us celebrated the *First Annual Family and Consumer Sciences Day!*

Various educators, groups, and communities honored our tradition of family and healthy food choices by sharing dinner at home, making public announcements, proclamations, and re-energizing our communities. In my own school, I created a simple historical statement that a student shared over morning announcements. This simple act of sharing our history, as well as the opportunity to prepare and eat a meal at home, created conversations that had not occurred before in my middle school. I learned that my colleague, Charles Moody, is related by marriage to the daughter of Ellen Swallow Richards. Imagine my surprise! In a recent communication, Charles shared the following link:

<https://slice.mit.edu/category/alumni-life/in-the-news-alumni-life/authors/>. Enjoy!

Earlier in November, Connie Costley and I attended ACTE's CareerTech Vision 2014 in Nashville, TN at the Gaylord Convention Center. Your membership dues allow for NYSAFCS's Leadership to attend these conferences to represent our professional organization as well as gather up-to-date information and resources to

bring back to you. Below, a few of those resources are highlighted.



This year Diane Ravitch, "America's preeminent advocate for the public school system", delivered a compelling message about the state of education in the United States. Ms. Ravitch shared conclusions she has drawn as a

result of her research on issues related to No Child Left Behind, testing, APPR, and the system itself. She believes that the current system of testing is failing our students but she does NOT believe that the U.S. Educational System is broken. For interesting reading visit Ravitch's Blog at <http://dianeravitch.net>.

Another incredible presentation titled *Project H Design* highlighted "that the future of education has less to do with content and curriculum and more to do with teachers". Emily Pilloton is the founder and director of this non-profit organization. She is credited with creating a design/build curriculum that results in student-built projects for community benefit. Ms. Pilloton featured student work that included building a farmer's market. I strongly encourage members to learn more about her work, as this is the direction of education around the nation. <http://www.projecthdesign.org/people/emily-pilloton/> or [http://www.ted.com/talks/emily\\_pilloton\\_teaching\\_design\\_for\\_change?language=en](http://www.ted.com/talks/emily_pilloton_teaching_design_for_change?language=en)

Paige Wright, of the Alpine School District in Utah, provided a colorful and comprehensive approach to Foods I at the high school level during the *FACS Division Best Practices Showcase* titled "*Classroom Tools and Strategies*". Go to <http://my.uen.org/255371> and select the *Presentations* tab. Under *My Documents* click on the *Foods I Lapbooks* and scroll down to *Presentation Handout* and click.

Paige created the documents and activities using the Foods I Standards and Objectives and the Foods I Addendum from the Utah State Office of Education. These can be found at [http://www.uen.org/cte/facs\\_cabinet](http://www.uen.org/cte/facs_cabinet). Contact Ms. Wright at [paigewright@alpinedistrict.org](mailto:paigewright@alpinedistrict.org).

Professional Development Representatives from each of your areas will receive a detailed presentation at the February meeting in Albany. In the meantime, share your thoughts and ideas as you peruse the resources listed above. Additionally I have bulleted important educational trends below. They include:

- Unique programs (Ex. Pilloton's Project H Design and Jessica Williams' in Newark Valley)
- Focus on the States Sixteen Career Clusters (<http://www.careertech.org/career-clusters>)
- Problem/Challenge-based Learning (CTE TAC, [Marsha.W.Iverson@hofstra.edu](mailto:Marsha.W.Iverson@hofstra.edu))
- Program Approval (<http://www.p12.nysed.gov/cte/ctepolicy/guide.html>)
- Multiple [Career](#) Pathways to Graduation (**Call to Action – Monday Memo**)

With those thoughts in mind, I would like to invite you to be thinking about how you might share a Best/Next Practice as we prepare for our next conference. Do you have exceptional collaboration in your building or district that has led to excellent experiences for your students? How about sharing those experiences with your NYS AFCSE and AAFCSE colleagues as we gather next year? Do you have a great lesson that will inspire a colleague? Please consider sharing! Details to follow as a new conference team is formed.

Our state is filled with FACS professional who are doing exemplary things. Will you nominate a colleague for a NYS AFCSE Award this year? Will your area have the *Teacher of the Year*, *Promising New Professional*, *Distinguished Service Recipient*, *Orchid* or *Ellen Swallow Richards Award winner*? Visit the NYS AFCSE website to find the applications and/or contact your local Area Coordinator to find out more information. Let others know about your area's outstanding educators!

I close this column with a message of appreciation for all the work each of you does in the classroom and beyond each day. Our profession is a calling! As we enter the Holidays, I wish you and yours excellent health, enough means to make ends meet, and a sense of love and belonging within your families and communities.

With warm regards,

Christine Bunn  
President, NYS AFCSE

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### CTE Program Approval Linked to Multiple Graduation Pathways

The Board of Regents approved potential changes to Commissioner's Regulation 100.5 that would allow students to earn high school diplomas through multiple pathways. Adoption of these regulation changes is expected at January 2015 meeting when the board will vote to approve the permanent language of the regulation changes.

The pathways, which can be offered in addition to the academic pathway currently required of all students earning a diploma, are: the Humanities, STEM, Biliteracy, career and technical education (CTE), and the Arts. The pathways will require that students continue to earn 22 credits to graduate and that the 22 credits be distributed as they are now (i.e., 4 credits English and social studies, 3 credits science and math, and so on). What's new is the "4+1 option" in which students may substitute one of the currently required social studies regents exams, either Global Studies or US History, with a pathway exam. A career and technical education technical assessment, approved by the Commissioner **following successful completion of a CTE approved program**, is an example of a substitution.

Since CTE program approval is a requirement of the CTE graduation pathway, let's review the components of the CTE approval process. All approved programs include: a meaningful learning strand of courses; appropriately certified CTE teachers; work-based learning opportunities; postsecondary articulation agreements; business/industry partnerships; a

technical assessment; and, credential or degree ending points.

Even if program approval is not completed, moving programs in the direction of approval is a proactive step toward being able to offer a CTE graduation pathway for students. So to begin, assess which components are in place in your school setting.

The bulleted notes below are offered as a starting point for assessing and moving your program toward approval.

### FACS Basics

- FACS content area is comprised of three components: Foods and Nutrition; Human Services and Family Studies; Textiles and Design
- State-developed curriculum is available for courses in all three components
  - See <http://www.p12.nysed.gov/cte/facse/>  
Click on “Course Offerings” tab
  - All state-developed curricula are explicitly aligned with the NYS FACS and NYS CDOS standards.  
Supporting competencies in state-developed curricula are based on the National FACS Learning Standards.
    - National FACS Learning Standards are available at <http://www.nasafacs.org/national-standards-overview.htm>
- FACS CTE approved programs are generally developed in one component area (i.e., a foods program or a human development program), though it is possible to create an “all aspects of the industry” program that crosses all components

### CTE Approval in FACS

Start with a look at course offerings

- Meaningful learning strand or a series of electives?
- Can offerings be amended to become meaningful strand(s)? Need a strand to make an approved program
  - Can the same course be used in more than one learning strand? More strands means more flexibility for students

- Ex- Lifespan Studies course could be used in a Human Services strand and also in a Child Studies strand
- Enough courses to equal at least 3 units of content beyond Careers and Financial Management (CFM), the content of which is required in all approved programs?
  - Teaching Independent Living?
    - FACS content course crosswalked to content of CFM, so this course “counts” as content and as CFM
    - Example of a course that could be used in all FACS learning strands
  - Not enough?
    - Can FACS partner with other CTE programs in school-business? Technology? Ag?
    - Could FACS accelerate grade 8 students to begin courses in middle school? Acceleration in CTE is allowed by CR 100.4
  - Really not enough?
    - Look at CTE approved program options in the local BOCES. Align FACS offerings with the BOCES options and purposefully arrange learning experiences to support a CTE pathway that culminates with the BOCES
    - BOCES CTE teachers are our colleagues not our competition ☺
- Can academic coursework /graduation requirements be satisfied through the learning strand?
  - Food Science is a state-developed course that can be used as a specialized course to meet the third unit of science requirement for graduation. It is available on the NYSED FACS “Course Offerings” webpage. It was written by FACS and Science teachers.
- Not all students in a particular course need to be students who intend to complete the approved program—class enrollment will likely be a combination of “approval” students and “elective” students. Synergy—“approval” students

make the course necessary in the school because students are using the courses for a graduation purpose. At the same time, “elective” students fill the seats required for enrollment numbers that allow the courses to run within the school.

#### Check teacher certification

- Are all of the teachers of courses in the proposed program CTE certified (FACS, business, ag, technology, trade)? Cannot have a CTE approved program without CTE teachers

#### Investigate Work-based Learning Opportunities

- Can be a registered program (such as CEIP) or a school-managed work-based learning experiences (such as on-site projects)
  - See WBL manual at <http://www.p12.nysed.gov/cte/>  
Click on “Work-based learning”
  - Registered programs require district to have a WBL coordinator with the appropriate extension on his/her CTE teacher certification. Programs are registered with our CTE office; application at site above
  - Cheryl Winstel in our NYSED CTE office is the WBL expert

#### Establish Postsecondary Articulation Agreement(s)

- Is the proposed program aligned with a postsecondary program or programs so that a student transition seamlessly into the next phase of his/her life/work/education?
- Transcribed credits are best
- Does the high school teacher need to augment his/her credentials so that he/she can be accepted as an adjunct by the postsecondary institution (ex. College or University in the High School [UHS] courses)?
- FACS teacher will have to differentiate instruction so that all students have access to the coursework, both those who will earn the college credit and those who will not

#### Choose a technical assessment

- This is a challenge for FACS programs in LEAs because most technical assessments are too narrow in focus. For example, a culinary assessment is not appropriate for a foods/nutrition program in an LEA.
- AAFCS has developed technical assessments that are more broad
  - See <http://www.aafcs.org/credentialingcenter/test.asp>
- Circles back to curriculum- adjustments to courses may be considered based on the assessment chosen
  - Check assessment blueprint to see if assessment is appropriate and to ascertain where curricular adjustments need to be made

#### Develop a Business/Industry Partnership

- CTE program approval requires an external review, so contact with related community partners is essential
- View the partnership as an important advocacy tool!!!

#### Resources

- NYSED Web resources
  - [www.p12.nysed.gov/cte/facse/](http://www.p12.nysed.gov/cte/facse/)
  - [www.p12.nysed.gov/cte/](http://www.p12.nysed.gov/cte/)
    - List of approved programs with school contact information
    - Implementation guide
    - Info on technical endorsement
- NYS Career and technical Education Technical Assistance Center (CTETAC)
  - [www.nyctecenter.org](http://www.nyctecenter.org)

I look forward to working with you as you journey through this process. Please call me or email me at my **new email** address; I'd be happy to assist you.

Dawn B. Scagnelli  
CTE FCS Associate  
NYSED

[Dawn.Scagnelli@nysed.gov](mailto:Dawn.Scagnelli@nysed.gov)  
<http://www.p12.nysed.gov/cte/facse/>

## Say YES to FCS: Alternative Pathways to FACS Certification

*submitted by Kathy Curtis, FACS Educator at Thousand Islands Middle School, Clayton, NY*

Hearing the excitement about the proposed teacher recruitment campaign at the State NYS AFCSE Conference this fall provided me an incentive, once again, to pay a visit to the High School Counselors at my school, and remind them, again, to encourage HS juniors and seniors about the advantages of getting a FACS teacher certification. However, it was on my long drive home from the conference, that I began thinking of another angle to solve the dilemma of the lack of FACS teachers. I think we should remember that sometimes FACS teachers are "born" in non-traditional ways. In other words, there may be another source of new FACS teachers out there: people who are looking for a career change, stay-at-home moms, people who have been unable to find a job in their chosen field, or even current college students who could benefit from a dual certification (i.e. Elementary along with FACS education).

Let me explain by using my own example. I have a bachelor's degree in Home Economics from the University of Illinois. When I graduated, I did not have a teacher certificate - just a bachelor's degree. I first worked for the Cooperative Extension in Illinois as a 4-H Advisor, got married and moved to NY. I couldn't find a job, we started a family and I chose the career as a stay-at-home-mom for 17 years. After the children were all in school, I wanted to pursue a job in my career field. It was suggested that I send my transcript to SUNY Oneonta. They reviewed it and told me that I would need to take one FACS Education course at Oneonta, plus two other education courses (which I was able to take through SUNY Potsdam, but at our local community college campus), plus the student teaching experience. So it took me only 1 ½ years to earn my Teacher Certificate, and I was still in my 40's.

My challenge to all of the membership in the state: Each of us has a pool of acquaintances and friends. Think about some of your favorite subs, or aides in the building who might consider having their qualifications evaluated and then

sign up to take just a few courses to become FACS certified. Do you know of college graduates who haven't been able to find a job in their career field, or are there family members or friends who are ready for a career change? Maybe a degree in child development or nutrition, or art or design, or psychology could turn into an opportunity to transfer that creativity and those skills into getting a young person ready for the workplace and for life.

At the same time the "Say Yes to FCS" campaign is being launched, the NYSED has validated the importance of CTE and ultimately Family and Consumer Sciences by adopting the Multiple Pathways approach to meeting graduation requirements. There are (and will be) openings out there. This non-traditional approach could help to close the gap of the huge need for qualified FACS teachers that is likely to come in the very near future.

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### Ask A Pro

*Dear Jessica,*  
*As a new teacher I want to connect the FACS curriculum to the rest of the content my students are learning in their other classes. I have started to incorporate the ELA and Math Common Core and just started looking at the National Science Standards. Now I hear there are new Social Studies standards! It feels a bit overwhelming to try to be an expert in the content of the core classes as well as my own FACS curriculum! How can I begin? Where do I start?*

*Elisha Kelly, SUNY Oswego Graduate, 2014*

Dear Elisha,

Howard Gardner once said that there are no modern problems that can be solved by one discipline alone. I try to remind myself of this truth when writing my lesson plans and developing my curriculum. As you know, when students see the connections between content areas, learning is richer and deeper. One of the problems in education is that many teachers isolate themselves and determine that their own specialty is the only subject they ought to know. Of course, this is no longer the accepted paradigm but some people remain stuck in that isolated space. I encourage all Family &

Consumer Sciences teachers to be familiar with Math and ELA Common Core for the grade levels they teach and to incorporate those standards into their lesson plans. You are very smart to familiarize yourself with the National Science Standards and incorporate those where you can as well.

Many people don't know that there are new standards for Social Studies. If you're feeling overwhelmed I have some suggestions:

- 1) Pat yourself on the back. You're probably

one of the first people in your District to know that there ARE new Social Studies standards. If you learn them and incorporate them now you'll be ahead of most of your coworkers. Kudos/props to you and impressive in the quest for tenure!

- 2) Keep in mind that Social Studies and FACS make great "partner subjects". Since Social Studies focuses on civic engagement, economics/financial literacy and the study of communities our subject matter has a lot of Social Studies already interwoven.

- 3) There just HAPPENS to be a huge Social Studies conference coming up and it's a special one. The Social Studies folks have invited Family & Consumer Sciences teachers to their annual conference (in Syracuse). **This is a BIG DEAL.** Can any of us remember a time when FACS teachers were invited to a Core Subject's annual conference? Believe it or not, there is a whole STRAND of workshops just for FACS teachers. You could even invite your Social Studies colleagues to attend with you! **Thursday, March 12<sup>th</sup>** is the special FACS strand of workshops. So, register for this conference. It's a great way to learn about interdisciplinary work. I know I'll be there! Click the link to register now.

<http://nyscss.org/convention/2015-convention/>.

If you're a NYSAFCSE member you'll get a discounted rate and NYSAFCSE will get a portion of your registration fee.

Good luck Elisha! I hope I see you in Syracuse! And THANK YOU for asking such an important and valuable question. All teachers need to get out of their silos and work toward multidisciplinary and relevant learning experiences for all of our students.

Jessica

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*Ask a Pro appears monthly. Feel free to ask for advice or information or to make suggestions about column topics and content by emailing me, Jessica Williams at [jrw553@gmail.com](mailto:jrw553@gmail.com). Input from our membership is critical in maintaining the relevance of this column. Please participate by sending at least one question during this school year. If you have a need an immediate response, just ask and I will respond asap.*

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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 NYSAFCSE by contacting Kim DeHart, [FACSmembership@nycap.rr.com](mailto:FACSmembership@nycap.rr.com)