



eNews Capsule

New York State Association of Family and Consumer Sciences Education
Vol. 9 Issue 6
February 2014



President's Message

Last fall a colleague of mine had a discussion with a NYS Regent about Career and Technical Education and its importance. He told me that the Regent said he was supportive of CTE but did not see how Family and Consumer Sciences was a part of CTE. I have spent much time pondering how to respond to this Regent. It occurred to me that if he didn't see the connection between FACS and CTE then there were others who might not see the connection either; possibly some of our own members are unclear about the role of FACS in CTE. As this is CTE month I will take this opportunity to address this issue and begin to craft my response to the Regent.

According to the Association of Career and Technical Educators website CTE is described as follows:

CTE is at the forefront of preparing students to be "College and Career Ready".

CTE equips students with:

- Core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities.
- Employability skills (such as critical thinking and responsibility) that are essential in any career area.
- Job-specific, technical skills related to a specific career pathway.

So how does FACS fit into the larger CTE picture? First and foremost FACS has always been under the CTE umbrella and our courses are specifically designed to equip students with "College and Career" readiness skills. FACS begins the CTE path with our foundation course, Home and Career Skills. This course with its ten content topics is all about exploring careers and exposing students to the process skills. The four process skills, communication, leadership, thinking, and management (employability skills) are at the core of everything in the Home and Career Skills curriculum.

Our high school content area courses provide students with relevant "real world" applications of core academic skills. These courses also focus on many skills related to specific careers (job specific, technical) while continuing to stress the importance of the process skills (employability skills).

More than any other discipline FACS addresses the self, family, career, and community and prepares students to function effectively in and out of the workplace.

As I continue to ponder this topic I find that the more obvious question is "How is Family and Consumer Sciences NOT a part of Career and Technical Education?" I hope that this helps to clarify for some and reinforce for others how we are CTE and how we fit into the big picture. For further information or clarification I suggest you take a look at a few of the fact sheets that have been sent as attachments to this eNews Capsule and take advantage of the resources found on the ACTE website.

I hope you will use CTE month as an opportunity to promote FACS as CTE and that you will continue to promote your programs while being positive, professional and proactive in your advocacy efforts.

Constance Costley, NYS AFCSE President
conniebv@hotmail.com



Call for Presentation Proposals

**NYS Unified Family and Consumer Sciences
Conference 2014**

**FACS: The passport to healthy and
sustainable families**

October 17-18, 2014, Albany, New York

Do you have a program or topic that you can share with FACS professionals?

We are looking for clear, concise and relevant presentations about how your program or topic benefits individuals, families and communities and/or promotes the FACS profession.

Go to NYS AFCSE.org for proposal applications. Submissions must be post marked by March 1, 2014 and sent to: Shirley Ware, POB 704, Manlius, NY 13104 sdwarehouse94@yahoo.com Applicants will be notified of the selection committee's decision by April 1, 2014.

Presenters who are members of the 3 sponsoring organizations are asked to register for the conference.

If your proposal is chosen you will receive a 30% discount on conference registration.

Opportunities to Serve FACS

We are in need of a Membership chairperson and an Awards person to serve on the NYSAFCSE board. These are critical roles. Please consider contributing to your profession by volunteering to serve.

The 2014 Unified FCS Conference is rapidly approaching and is still in need of help!

And lastly, we are still looking for one experienced teacher or a committee of such teachers to take over the monthly eNews *Ask a Pro* column.

Please contact Connie Costley for more information.



Legislative Update: President Obama Delivers the State of the Union Address

President Obama delivered his annual State of the Union address which centered on a broad-based agenda to improve the level of opportunity available to most Americans. The President emphasized education as one of the core components to achieving this commendable goal. Although there were no new educational initiatives announced during his speech, he stressed the important role education has in preparing students for entry into the 21st century workforce and highlighted some of his Administration's initiatives already underway.

One of the most encouraging aspects of the address was the President's announcement that Vice President Biden would lead reform efforts aimed at improving existing training programs. According to President Obama these efforts are designed to "train Americans with the skills employers need, and match them to good jobs that need to be filled right now." Closing this skills gap was an overarching goal for the President as he highlighted the successes manufacturers have had in Detroit and elsewhere in using some of these services. In particular he stressed the need for "more on-the-job training, and more apprenticeships that set a young worker on an upward trajectory for life" while urging businesses and postsecondary institutions to "design training to fill their specific needs."

The President urged Congress to "concentrate funding on proven programs that connect more ready-to-work Americans with ready-to-be-filled jobs" and also highlighted his Administration's ongoing work to "redesign high schools and partner them with colleges and employers that offer the real-world education and hands-on training that can lead directly to a job and career."

Taken together, these statements are encouraging for CTE. Through the combination of experiential learning opportunities and rigorous technical and academic instruction, CTE programs are providing students at all levels with

relevant, real-world opportunities in and out of the classroom to better prepare them for both college and careers. As Congress considers the reauthorization of the Carl D. Perkins Career and Technical Education Act—the sole piece of federal legislation which supports CTE programs in the United States—it will be important to build on this success in order to ensure students have the necessary skills and knowledge to be successful in today’s global economy.

Following the State of the Union speech, President Obama announced travel plans to highlight many of the priorities outlined in his remarks. Among the many sites and cities on his itinerary, the President will speak at McGavock High School in Nashville, Tennessee—a school which has received honors for its CTE programs. This selection only further demonstrates the central role CTE will have in achieving much of the President’s 2014 agenda. The National Association of State Directors of Career Technical Education Consortium applauds this planned event and looks forward to further engagement with both the Administration and Congress to further support and improve CTE programs throughout the country.

Steve Voytek, NASDCTEC Government Relations Associate

The National Association of State Directors of Career Technical Education Consortium



Superhero PSA Contest Winners

Looking for a great way to kick off a discussion in your classroom about the benefits of FACS/CTE? The ACTE link below has two videos that promote the CTE month theme of

Superhero’s as well as other ideas to “spread the word” in your school and classroom during CTE month. Both videos use a graphic novel format that students will enjoy.

<https://www.acteonline.org/ctemonth/#.Uu0s9ygyA20>

Supporting New FACS Colleagues

School districts across New York are planning for the 2014-15 school year by preparing budgets and scheduling students. These activities can stress Family and Consumer Sciences (FACS) educators as district discussions about the allocation of scarce resources often lead to discussions of program reductions. The budget season may be the tipping point that pushes newer colleagues (whose positions are most vulnerable) to evaluate whether they will “fight the fight” to stay in the teaching profession. As veterans, we cannot eliminate the budget process as a stressor for our newer colleagues. We can, however, support them as they face other beginning teacher stressors, and so minimize the impact of the budget season. Retaining new FACS educators is essential as a significant number of experienced FACS educators are near, at, or beyond retirement age.

Teaching is one of the few fields in which new professionals have as much responsibility as their experienced colleagues. As a result new teachers often feel ineffective and overwhelmed. A recent article in the *Journal of Family and Consumer Sciences Education* reported on problems faced by beginning FACS teachers and suggested solutions to improve retention rates.¹ According to Arnett, problem areas included student management (discipline and motivation), facility management (equipment and budgeting), instructional management (curriculum, multiple preps, time management, lab management), and external relations (advocacy and administrative support). Poor experiences in one or more of these areas can decrease new teachers’ satisfaction prompting their exit from the FACS profession.

¹ Arnett, Sally E. “Problems Encountered by Beginning Family and Consumer Sciences Teachers,” *Journal of family and Consumer Sciences Education*, 30(2), Fall/Winter 2012

Veteran teachers can support their novice colleagues by serving as formal or informal mentors, even when this means reaching across school districts. An emotional support suggested by the article is the sharing of authentic “case studies” by veteran teachers. When the veteran teacher tells her own challenge story, this can be an instructional tool for exposing new teachers to potential problems they might encounter.

According to Arnett, “Conversations about dilemmas prior to their occurrence can help novice teachers identify multiple solutions or consequences in handling problems, sharpen their decision-making skills, and improve their confidence.” Letting the beginner see that the veteran survived early teaching challenges, and that the veteran became a stronger teacher as a result, can help the new teacher feel connected to the profession.

Giving beginning teachers an outlet to safely express concerns or seek advice can improve their success and satisfaction in the classroom. Regardless of how busy we all are, let’s take the time to share our challenge stories with our newer colleagues to bolster their confidence and their connection to our FACS community.

Regents Update

There were no CTE Regents items in January. The Regents meet again on February 10 and 11, 2014. There are no CTE items for the February meeting.

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!

Dawn B. Scagnelli
CTE FACS Associate
NYSED

dscagnel@mail.nysed.gov

<http://www.p12.nysed.gov/cte/facse/>

CTE Support From the Field

The January eNews Capsule announced a new advocacy campaign designed to garner support for CTE from the business field through a letter writing campaign. Teacher friendly materials are being developed for this project and will be available soon. Stay tuned to your Monday memos.

Ask a Pro

Dear Pro: There's always a lot of press about February being National Heart Month. Seems like a good time to get some PR for my program before all the spring budget votes. Any ideas?
Pam

Dear Pam: How smart to get some good PR now to help your program and your school now and Heart Month is a perfect tie in with our discipline. I heard a comment recently that with all the talk and national interest in health issue, nobody seems to be making the connection that FACS is already part of the solution. We should all try to help them make that connection.

Reading labels and modifying menus and recipes are two obvious ways to start. To make more of a visual impact on students, try using solid shortening to illustrate the actual amount of fat in various foods. You could even have a school wide heart health question of the day with the answer posted on your door in the afternoon. How about a "Heart Healthy Challenge"? Ask students to create something to use to teach people how to be more heart healthy. It's amazing what they come up with—comic books, computer and board games, public service announcements, artery models made of clear tubing clogged with “cholesterol build-up” caulk and filled with red water to show how cholesterol impacts blood flow. These can be displayed at a Nutrition Fair, in the library or placed around the school. Be sure everything has a label that it was created by Family & Consumer Sciences students at (school name). Don't forget to write a news release to your local paper about National Heart Month and what your students are doing.

The American Heart Association web site (www.heart.org) has many resources. There is

even a section for "Educators" that includes lesson plans for various age groups.

Don't forget that February is also CTE month so try to mention Career and Technical Education in whatever you 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

