



eNews Capsule

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

Dear Colleagues,

Encouraged, refreshed, and excited...this is how I feel after gathering our NYSAFCSE Board together to continue the work of our profession and organization. As this eNews edition heads to editor, Ann Coleman, I hope that you are settled into the new semester with a sense of renewed purpose in the work that we do as Family and Consumer Sciences Educators.

If you will remember, the January eNews focused on *Quality and Consistency* concerns in FCS and CTE programs, in general. To recap, programs and courses vary to such a degree that confidence is at times affected among policy makers at the state level as well as at the district and building level. As a result, a request has been issued to each NYSAFCSE member to address these concerns with colleagues for the benefit of students throughout the state. Family and Consumer Sciences Educators have the ability to curtail these concerns by addressing quality and consistency. Since there is stiff competition for educational resources, every FCS and CTE course or program must be seen worthy to benefit from the use of limited funding sources. All school districts and educators have a responsibility to prepare students to enter into a highly innovative and competitive workforce as well as the new economy.

During the board meeting, several groups were established to begin work in the following areas:

- FCS/CTE Quality and Consistency
- Fall 2015 Best/Next Practices Conference Day

- Summer 2016 Joint CTE Conference
- 2015-2016 Budget
- Insurance Coverage
- Strategic Plan
- NYSAFCSE Website – Member Communication
- Wiggio – Board communication

In this issue I wish to primarily address the *Quality and Consistency* workgroup. The following bullets establish a baseline for continuous improvement. This includes:

- Developing a checklist of components for a high quality program.
- Peer evaluation
- Publish checklist on NYSAFCSE website
- Exemplars on NYSAFCSE website
- Bulleted list created for administrators
- Alignment with APPR expectations
- Recommendations for content delivery re: scheduling consistency (grade levels, time, etc.)
- Best practices for project/problem-based learning
- Evaluate/Update middle school state curriculum
- Common Career Technical Core
- Align curriculum with technical assessments

Goal/next steps:

- Start with a middle school curriculum update.
- Utilize Survey Monkey re: questions about changes needed.
- Place the survey on list serv.
- Create a committee for revision.
- Encourage NYSED leadership to support mission.
- Communicate the process through Monday Memos.

Oscar Wilde is credited with stating, “Consistency is the hallmark of the unimaginative,” however, **consistency** does not mean boring or all the same. The purpose of consistency, in this case, is to be sure every student has essentially the same skills and knowledge upon leaving a FCS/CTE course or program. It does NOT mean that every program or course is designed to look like a cookie-cutter model.

Additionally, a **quality** program or course is not the same to all stakeholders. The intention is to provide guidelines that are an indication of exceptional 21st Century Skills (<http://www.P21.org>) including:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

Be on the lookout for the *Monday Memo* to inform you of the opportunity to express your ideas and opinions about our move to address quality and consistency via continuous improvement. The energy and passion at the board meeting created the momentum for our work. I am bursting with hope, pride, and purpose for Family and Consumer Sciences in the days ahead. Our students are so fortunate to have talented educators escalating the promise of success in the future.

As I close for today, I wish to encourage you to:

- 1) Make every effort to recognize outstanding colleagues by nominating them for a **NYS AFCSE award**. Submissions are due by April 1, 2015.
- 2) Step forward to a **leadership position** in NYS AFCSE. Training and mentoring is provided. Stretch yourself into exciting new territory! Contact me at bunnncs@gmail.com to express interest and/or ask questions. All experience levels welcomed!
- 3) Consider attending the **NYS Council on Social Studies Conference** with a strand specifically designed for FCS and SS collaboration. Registration is now open for the 77th annual convention in Syracuse, March 11-14, 2015. Visit <http://www.nyscss.org/convention/2015-convention/> for more information.

Finally, be aware that you have colleagues around the state that work on your behalf to ensure Family and Consumer Sciences, in the context of Career and Technical Education, is at the forefront of meaningful policy change. Each of us has an obligation to step forward to advocate for FCS/CTE. Constance Costley, Kim DeHart, and I will join our colleagues in Washington, DC, at the ACTE National Policy Seminar to educate policy makers about the important work of CTE and to request reauthorization of the Perkins Act. Please educate yourself about ACTE by visiting <https://www.acteonline.org>.

In solidarity and with respect,

Christine Bunn
President, NYS AFCSE

Multiple Pathways Passed by Board of Regents

The Board of Regents met on January 12, 2015 and approved changes to Commissioner’s Regulations 100.2 and 100.5 allowing for multiple pathways to graduation. The five pathways are: STEM, the Humanities, Biliteracy, CTE, and the Arts. You will recall that the regulations will:

- maintain requirements that students must earn 22 credits in order to graduate
- continue requirements that the 22 credits be distributed as they are currently (i.e., 4 credits English and social studies, 3 credits science and math, and so on)
- provide a “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

The vote was taken after discussion of public comments, received in November and December, responding to the proposed regulation changes. Approximately 180 comments, representing a cross-section of

stakeholders, were received. The majority were favorable. Concerns focused on CTE access for all students, financial resources (State aid), approved technical assessments, and the role of academically-certified teachers in CTE pathway programs. Public comment also questioned the comparability of the five pathways. For example, the CTE pathway requires an SED approved CTE program and assessment, while the Humanities pathway matches requirements that have been in place since 2001.

Regents had questions concerning the availability of approved assessments for both CTE and the Arts as department-approved assessments are required for these two pathways (STEM and Humanities rely mainly on Regents exams; Biliteracy was not mentioned). Regent Young expressed concern that the 13 approved CTE assessments represent only 9 of the 16 career clusters. The assessment concern was addressed in two ways.

First for CTE, NYSED has an agreement with Cornell University to continue the review process that was used to create the list of approved technical assessments. Additions should be made to this list prior to the end of the 2014-15 school year. Further, CTE programs should be designed around relevant rigorous coursework that facilitates student attainment of both academic and technical skills. Assessment choice should follow program design, not the reverse. Chancellor Emeritus Bennett asserted that the department should assist districts in designing and implementing approved CTE programs so that students can access the CTE pathway outside of the BOCES system.

Second for the Arts, Chancellor Tisch stated that the Board is committed to an Arts pathway that would “mirror the quality of CTE programs.” She is appointing a panel led by Regent Tilles to “move forward with the Arts pathway ASAP.” Regent Tilles suggested that AP and IB exams be fast-tracked as approved assessments for the Arts pathway for the 2014-15 school year. The Board is expected to discuss this possibility at their February meeting.

A copy of the Regents item and accompanying slide presentation are available on the Regents webpage at <http://www.regents.nysed.gov/>. Select “Proposed Amendments to Sections 100.2 and 100.5 of the Regulations of the Commissioner of Education Relating to Pathways to Graduation, Global History and Geography Course Requirements, and the Global History Regents Exam” and the “Pathways To Graduation” PowerPoint.

Resources

- NYSED Web resources
 - www.p12.nysed.gov/cte/facse/
 - 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

I look forward to working with you. Please call me or email me at my **new email** address; I am happy to assist you.

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

Ask A Pro

Dear Former Students,

I need a favor. Can you please post what the most valuable or memorable thing you learned in FACS here please? I need your answers ASAP...it is for an article I am writing. The more eloquently written the better but I will take any thoughts you are willing to share.

*Sincerely,
Dr. Williams*

Dear Dr. Williams,

We know you spend a lot of time these days wondering about the future of Family & Consumer Sciences. Specifically, you want to ensure that the content area and the content strands within it remain timely and relevant to our lives. You may have your own ideas about which content strands are the most critically important but we're not so sure you're right. So, in your typical 'Dr. Williams way' you conducted an experiment and we participated. We saw your Facebook post at 6:00 p.m. asking the above question.

In less than twenty minutes just as many of us responded. Some of us just wrote a sentence and some wrote multiple paragraphs of heart-felt thoughts sent to you via private message. We know that twenty students isn't a fair sample considering that you have taught for eight years (yes, we remember that from the 'Research Methods course' you taught). However, we hope that what the twenty of us did say will give you an opportunity to reflect on what mattered most to us:

One of us wrote about the importance of understanding her personal finances, three wrote about cooking skills and understanding nutrition, two wrote about gaining a deeper understanding of parenthood and the responsibilities associated with it and four wrote about career development. We're sure you are pleased with all of that since you spend a lot of energy on teaching those topics. However, we thought it was important that you notice something else about what we wrote:

EVERY SINGLE ONE OF US wrote about the importance of FACS for our own personal development. We claimed that Family & Consumer Science class helped us to:

- expand our dreams for the future
- tame uncontrollable, negative emotions
- deepen our ambition
- appreciate the people who love us and care for us
- respect our own bodies, minds and hearts
- respect diversity
- have compassion for others and
- maintain our own ideals and sense of self.

In November YOU wrote in this very column that the Family & Consumer Sciences curriculum is “deeply personal; asking students to consider their values, their own families, their dreams for the future, how they treat other people and so on” but you never internalized that it was **THIS** that we were taking away from your class more than anything else. In short, we use FACS class as a way to reflect on our own personal development and to improve ourselves in the ways we feel are necessary.

As you and other FACS teachers cultivate new FACS programs you must keep in mind that we *desperately need* the content strands related to personal development to be an integral part of the classroom experience. We need opportunities not just to learn skills but to reflect on ourselves, our known world and our life experiences. We need the chance to talk through goals and ambitions and plans for the future, to critically reflect on how we treat others. You must not stop pushing us to question our understanding of the people in our own circle as well as our understanding of the world around us.

Most Sincerely,
Jessie, Makayla, David, Ryker, Cherish, Jordan, Becki, Jared, Holly, Amber, Josh, Mariah, Waylon, Carlton, Emily, Madyson, Savannah, Austin, Hannah & Morgan

Dear Former Students,

*I always have so much to learn from my students.
Thank you so much for the reminder.*

-Dr. Williams

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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. 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.

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