



eNews Capsule

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

Dear Colleagues,

Finally! ... I saw a robin ... spring is literally in the air! I don't know about you but springtime inspires me to reorganize, rethink, and renew my efforts to live my life in a way that honors my best intentions to better serve the space and time that I occupy. That space and time can be within our home, with friends and neighbors, our profession, our community, and more broadly, our world.

Family and Consumer Sciences educators have the skills, tools, and knowledge to transform our world everyday in small and large ways. As educators we are often challenged to work our magic and passion within a given timeframe, budget, perception or policy. So, I pose a question:

"What is the point of being alive if you don't at least try to do something remarkable?"

— John Green (Novelist and Blogger)
(www.forbes.com/sites/ekaterinawalter/2013/12/30/30-powerful-quotes-on-failure/)

In the March eNews, Dawn Scagnelli stated that "the leadership of NYSAFCSE, along with the leaders of our other CTE professional associations, will guide the formal efforts for educating our new Regents about what we do and why. You can help position our field for these advocacy efforts. Make your courses and classrooms the models of best practice in CTE: FACS so that we have many examples of strong

programs to share with our new Board members."

There is no doubt that FACS professionals need to demonstrate exemplary courses and programs across the state so that our new Regents are able to strongly support Family and Consumer Sciences education, however, for me, there is a more compelling reason.

There is an ongoing need to support children and their families in a holistic sense. Students need to have access to education that enables them to examine and plan for a life that is balanced in the areas of self, family, work, and community. It is not merely enough to survive ones' life, but rather, it is necessary to strive towards the expression of ones' fullest self in all dimensions of the life journey.

Family and Consumer Sciences educators deliver such instruction by sharing our authentic selves. Sometimes, in the haste of daily life, we forget that we are the most powerful tool(s) in our toolbox.

As we edge towards the end of the school year, I would like to encourage you to reflect on what went well this year by asking:

- 1) How did I care for myself and my students during high and low moments in my classroom or district?
- 2) Did my lesson and activities inspire me and my students?
- 3) Did my lesson and activities bring my students closer to realizing their hopes and dreams for the future?
- 4) Did I create a learning environment that ultimately bolsters my students' sense of self, family foundation, workplace skills, and/or community?
- 5) Did I and my students develop or strengthen relevant life skills?
- 6) Could I have handled those "tough" moments more effectively?

- 7) What else can I do this school year to better prepare my students to create the lives they desire?
- 8) As an educator, with whom do I need to partner to grow both personally and professionally?
- 9) Finally, as an impassioned educator, what will I do to show others that the work FACS educators do is not frivolous but rather is the foundation for all successful decision making throughout ones' life?

And so, I come back to Dawn's request: "Make your courses and classrooms the models of best practice in CTE: FACS so that we have many examples of strong programs..."

As your NYSAFCSE State President, I ask each of you to do three things:

- 1) Go through the process of CTE Program Approval in your school to demonstrate that students are receiving the highest quality CTE: FACS course or program in your school district. (Quality and Consistency)
- 2) Step up to a leadership role within NYSAFCSE so that you may be part of a driving force that continues to direct the activities and initiatives making Family and Consumer Sciences education what it needs to be in the future. (Directing the future of CTE: FACS)
- 3) Finally, embrace the notion to "at least try to do something remarkable" within the field of Family and Consumer Sciences leaving a lasting imprint on the face of education in NYS, the U.S. and perhaps, the world.

As NYSAFCSE President, YOU, a FACS educator, are the best tool in my toolbox to make our association and profession a relevant and driving force in New York State. I need your time, talent, and incredible ideas. Please step up to ask what help is needed by emailing me at bunnncs@gmail.com. There is room for everyone to contribute.

With respect and admiration,

Christine Bunn
President, NYSAFCSE

A Call for Proposals

Best and Next Practices are needed for a one day conference in Fall 2015. Be on the lookout for more information in a Monday Memo describing the details. NYSAFCSE will accept lesson plans in both the Best Practices format and a district-approved format. We are looking for new and innovative strategies to use in the classroom and community.

Contact: Christine Bunn - bunnncs@gmail.com

NYSED Update

April Regents Meeting

The Board of Regents met on April 13-14, 2015. There were no career and technical education (CTE) items considered by the Board this month.

Dignity for All Students Act (DASA) Transgender and Gender Nonconforming (GNC) Students

New York State's Dignity for All Students Act (DASA) provides that "no student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or students on school property or at a school function." DASA includes gender as a protected category and defines gender as "a person's actual or perceived sex" and includes a person's gender identity or expression. Each school has an obligation to provide all students with an environment free from harassment, bullying and discrimination.¹

Many Family and Consumer Sciences (FACS) educators serve on their school districts' Discrimination Prevention and Intervention Coordinating Committees. These district-wide

¹ N.Y. EDUC. LAW § 11(6). For an extensive resource on the implementation of DASA please see the New York State Education Department (NYSED), The Dignity Act, A Resource and Promising Practices Guide for School Administrators & Faculty available at <http://www.p12.nysed.gov/dignityact/resourceguide.html>

committees assist school administrators in developing and implementing procedures on the early identification of harassment, bullying and discrimination, and help in developing preventative strategies. This month, the Board of Regents considered a discussion item entitled, “Transgender and Gender Nonconforming Students Guidance Document,” which provides specific information for schools in developing policies to prevent gender-based bullying and discrimination. This item included a resource guide for schools’ Discrimination Prevention and Intervention Coordinating Committees to use in developing policies to create cultures in which transgender and GNC students feel safe, supported, and fully included.

While prepared for DASA committee use, this draft document provides succinct information on gender identity issues faced by students, including terminology and illustrative examples and frequently asked questions. You may wish to review this guide as a starting place for understanding the challenges faced by transgender and GNC students, and the responsibilities for schools to build supportive communities for all.

Transgender and GNC students are enrolled in our schools and, because of the possibility of misunderstanding and lack of knowledge about their lives, may be at a higher risk for peer ostracism, victimization, and bullying. As FACS educators, we understand our essential role as advocates for promoting the well-being of all students in our school settings.

Pathways to Graduation

NYSED has official launched a webpage devoted to the Multiple Pathways to Graduation initiative. It is available at <http://www.p12.nysed.gov/ciai/multiple-pathways/> . Information specific to CTE appears near the bottom of the page.

Resources

- NYS Board of Regents
 - www.regents.nysed.gov/
- 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
CTE FCS Associate
NYSED
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<http://www.p12.nysed.gov/cte/facse/>

Ask A Pro

Dear Dr. Williams,

Recently, several of my undergraduate students who are majoring in Human Development have asked how they can become a Family & Consumer Science teacher. How can I best advise them?

*Sincerely,
Dr. Lawson*

Dear Dr. Lawson,
Thank you for inviting me to speak at the University this month based on your inquiry. It was a great opportunity to share my love of classroom teaching with your undergraduate students. More FACS teachers should reach out to their local colleges and Universities to promote the profession.

Many Family & Consumer Sciences teachers start their education by earning bachelor’s degrees in one of the content areas (Human Development, Fashion Design, Culinary Arts, Interior Design, etc.). There are several programs in New York State that offer a Master’s degree in Family & Consumer Sciences Education.

These include City University of New York at Queens College, Hofstra University, SUNY New Paltz and SUNY Oswego. Your students could enroll in one of these programs after finishing their degree in Human Development. As I explained in my presentation to your class, the average age of a FACS teacher is 48, and many of us will be retiring soon. Our profession is facing a critical shortage of qualified individuals to fill teaching positions and we really need enthusiastic, energetic people to step into these roles.

Before sending your students off to graduate school, partner with local schools and allow students to observe in FACS classrooms. Talk about public education as a viable, meaningful and rewarding career path that allows people to share their passion of a particular discipline with the next generation. Finally, encourage students and young professionals from other disciplines to learn about the profession as well. For example, the School of Education at your University (that is prepares early childhood educators) might encourage their students to pursue dual certification. Involve the whole University community – even recent grads – in continued conversation about the role of Career & Technical Education in public schools today. Thank you again for being a willing partner in our promotion of Family & Consumer Sciences education. As you know, I find it tremendously rewarding work and am hopeful that some of your students will come visit me in my classroom soon!

Sincerely,

Jessica



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 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 NYSAFCSE by contacting Kim DeHart, FACSmembership@nycap.rr.com