



Get the FACS

New York State Association of Family and Consumer Sciences Education
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Presidents Message:

As many of you know, I recently wrote a letter to the editor and submitted it to the Times Herald-Record in Middletown, NY in response to an article in their paper re: program cuts. It was a bit lengthy and they ended up running it as a "My View" feature. I would encourage all of you to submit something similar to your own local papers to continue to get the word out about the value of career and technology education. Feel free to use my words and make them your own! We should all be speaking the same message as one collective voice! Here is the message we all share in unison:

The middle level program, known as Home and Career Skills, is a required program for all students in New York State, as set by the state Board of Regents. The elimination of local high school elective Career and Technical Education (CTE) programs such as Family and Consumer Sciences, as well as technology, business and agriculture, is shortsighted and does a great disservice to a well-rounded education for our students in New York State at the very time that more attention is being drawn at both the state and national level to the importance of having our students be college- and career-ready.

I am very concerned about the disconnect that is occurring between the national and state agendas for career and technical education and what is happening at the local level in school districts. There are tremendous opportunities for engaging students in their learning with the hands-on opportunities that exist in career and

technical education at the middle school and high school levels.

Students risk losing these opportunities with the elimination of CTE courses. The lack of connection between what is taught and its application to the real world often leave students without a sense of purpose; CTE courses provide this real world "connection" for many students by answering the frequently asked question "Why do I have to know this?"

Research has shown that the key factor in student success is engagement. Students who are not engaged are less likely to perform well in school, more likely to fail classes, and less likely to graduate.

As all school districts face economic difficulties in New York, this is not the time to be eliminating the very courses that are critical to building a strong foundation of career readiness through CTE courses that build mastery of academic, employability and technical skills.

I invite all parents, community members and school administrators to really examine the proposals being made in all our school districts to be sure they are not making long-lasting and limiting decisions for short-term benefits.

Continue to be positive, professional and proactive!

Barb Mikler-Crandon, NYSAFCSE President
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What Happened at the Regents Meeting?

The Board of Regents discussed Career and Technical Education (CTE) again at their March meeting. Each time CTE is before the board, I will provide you with a summary and some suggestions for action you may wish to take. The more informed we are, the better able we are to discuss Regents reforms with confidence and authority.

March 19, 2012

The CTE team presented an item, "Expansion of Career and Technical Integrated Course Options" to the P-12 Education Committee of the Board of Regents. Because the Board sees the value of offering academic credits through CTE approved programs, the Board is interested in the possibility of expanding the number of academic credits students can earn toward graduation through the CTE route.

Discussion focused on:

- the number of integrated credits currently available through approved programs;
- the number of integrated credits that could be available to students with minimal revision to existing regulations;
- a phase-in plan and timeline; and
- other issues related to the challenges district face where no approved programs are in place.

The "Phase-In Timeline Recommendation" section and the "Other Issues" section of the item contain the newest ideas presented to the board. For example, the phase-in includes a recommendation (by June 2013) for "Program Extensions" that would link non-approved CTE coursework in high schools to approved BOCES programs to establish college and career readiness pathways that expand integrated opportunities. Many of our FACS high school programs are non-approved.

The "Other Issues" section includes suggestions for restructuring middle school CTE programs (i.e., Home and Career Skills, Introduction to

Technology) to prepare students for a fully integrated high school program. There was no Regents' discussion on this section; details on middle school suggestions will be presented at a future meeting.

We expect there will be a CTE item at the April 23-24, 2012 Regents meeting focusing on CTE teacher certification issues.

What action might the FACS field take?

Please read the Regents item referenced above available at <http://www.regents.nysed.gov/meetings/>. It is especially important that you take note of the "phase-in" and "other issues" sections. We have been talking about networking with our BOCES colleagues; now is the time to create partnerships: invite BOCES colleagues to area meetings, go to BOCES open houses, send ENews to BOCES colleagues and administrators. BOCES will need to know what your high school program offers and visa versa so that program extension linkages can be made.

Likewise, we need to be aware of the suggestions for potential changes at the middle level. Start to identify places where your Home and Career Skills learning experiences are tied to academic standards, particularly in ELA and math. Advertise these connections to students, parents, administrators, and board of education members. If middle school CTE is to be restructured, we want to position Home and Career Skills to serve as the "pattern" by showing its rigor and relevance.

Work on getting CTE approval for your FACS program! The Board sees the approval process as a quality-control measure. As this item points out, future flexibility in meeting graduation requirements is more likely for students in approved programs.

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SAVE THE DATES:

May 4-5, 2012: Professional Development Team; NYS AFCSE Board meeting

July 30, 2012: Professional Develop Team meets in Owego, NY

July 31- August 1, 2012: Summer in-service opportunities for teachers @ FCCLA Summer Leadership Training in Owego, NY

October 11, 2012: Professional Development Team; NYS AFCSE Board meeting

October 12-13, 2012: Unified NYS Conference of Family & Consumer Sciences, Albany, NY

ALSO...

We are still in immediate need of a Webmaster for NYS AFCSE. Please contact President-Elect Connie Costley at conniebv@hotmail.com immediately with your interest in this position, or the suggestion of a member whose talents could be tapped for this important position.

Ask a Pro

Dear Pro: When teaching a unit on parenting in a high school Child Studies class, how do you address a student who claims that her parents disagree with everything she shares with them? For example, as one of my students was leaving the room, she told me that her father disagreed with everything that had been taught in regard to how to effectively guide children's behavior.

What a great question! There's not a child development teacher around that doesn't need to deal with this sensitive issue. The facts that people tend to parent the way they were raised, many parents have had no training in parenting skills, many parenting decisions are religious or culturally based and people feel threatened when something as personal as their parenting skills are criticized all contribute to this problem.

Yes, I know you are not setting out to criticize parents, but you need to consider the lack of tact of many teenagers. As a new teacher, I once had to deal with an irate parent because I taught the students to measure using liquid and dry measuring cups and to sift flour before measuring it. I never dreamed there was anything controversial there, but apparently the student went home and told her mom that she was doing everything all wrong and therefore was a terrible cook. I quickly learned the importance of dialog.

During school open houses or beginning of the course letters, you can point out that you will be teaching research based, appropriate techniques (for any course) but that you will also point out to students that there is often more than one way to accomplish a goal. Invite parents to dialog with their teens about their feelings on the topic. In class, point out that there is often more than one way to accomplish something. Let them know why the techniques you are teaching are recommended but also suggest to students that they ask or talk with (not accuse) their parents about their thoughts on various topics. Invite open discussion in your classroom of all viewpoints as you help students look at all the facts they will need to make decisions. Ultimately, how they deal with children in their professional or personal lives will be something they will each need to decide for themselves.

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 the next month's issue, just ask. NYS AFCSE is there for YOU!

Get the FACS (eNews) is edited by Ann Coleman and sent monthly to our paid membership. If you know of a teacher who could benefit from our organization ask him or her to visit www.NYSFACSE.org for membership details.

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