**PROJECT NARRATIVE**

**2. Proposed Approach and Cooperative Linkages**

**2.a. Plan of operation and methodology.** The Project Director (PD) is the SUNY Oneonta Dean of the School of Education and Human Ecology, and the national CEO for the Family and Consumer Sciences Education Association (FCSEA). The Chief Executive Officer of the AAFCS and the Executive Director of Family, Career and Community Leaders of America (FCCLA) are grant management partners and have support staff and association officers assigned to facilitate grant projects as part of leadership teams. The leadership teams include national level education leaders from a variety of workforce settings. These leaders also represent eleven of our FCS professional and student associations and are positioned to unite the FCS-related professional associations in recruiting, preparing and supporting FCS educators. The leadership teams will use monthly conference calls, and email communications and phone calls on a more frequent basis, to assist each other with product tasks and to provide the team with progress reports on grant projects. The leadership teams will also have team meetings at least twice a year in conjunction with leadership academy summits. They will share grant projects and products with stakeholders and engage stakeholders in using their individual expertise to assess project progress and to refine and advance project productivity. The PD, her SUNY Oneonta staff, and the FCSEA officer team will be directly responsible for producing grant products 1, 2, 4, 5, 6, 8 and 9, as outlined below. Products from these initiatives will be posted on the grant project website managed by AAFCS, with links to partner websites.

**Product 1:** **Licensure Directory.** SUNY Oneonta staff will obtain and post FCS licensure requirements for each state, and use that information to create a national matrix for identifying online course bank needs. This part of the project will also include creating and posting a national directory of state licensure offices for the project website with state links that are easily accessible for educator preparation candidates and project stakeholders.

**Product 2:** **Curriculum Catalog.** Some states have produced FCS curriculum resources and reports on critical education topics for their educators and educator candidates to use but there has been no attempt to create a national library catalog of resources to share with educators in other states via web links. FCS educators who have access to national curriculum resources may be better prepared for teaching. The National Association of State Administrators of Family Consumer Sciences (NASAFACS) plays a key role in recruiting and preparing FCS educators. The Kansas state administrator, a national leader in NASAFACS and FCSEA, is representing her associations on the project leadership team to produce this product.

**Product 4:** **Online Course Bank.** The PD and a consultant will identify the courses needed for FCS licensure and invite accredited universities to submit their online courses for national bank inclusion. It is anticipated that the bank will need 12 FCS content courses for FCS certification and 12 education courses for education licensure. The consultant will work with institutions through the Board on Human Sciences, the Council of FCS Administrators, and the Higher Education Unit of AAFCS to solicit courses. Institutions that can cross list FCS content courses and cross list education courses for both levels of student needs will be given priority for bank inclusion. A searchable listing of online courses will be accessible on the project website. Institutions that lack courses essential to FCS certification on their own campus can have their campus-based students take the essential courses from the online bank. The project partners will create and implement a business model to manage and deliver FCS content bank courses and education sequence courses on a self-supporting and sustainable basis. This faculty and course sharing opportunity strengthens institutional capacities to respond to state and national needs, facilitates institutional partnerships for working collectively to address workforce needs, reduces duplication of instructional efforts, maximizes the use of resources, and increases instructional efficiencies.

**Product 5:** **Preparation Options.** The PD has experience in developing and delivering a variety of traditional and alternative educator preparation programs, dual credit programs, and programs that award credit for prior learning. The PD will collaborate with AAFCS staff to identify opportunities and the potential for the use of national pre-professional competency-based assessments as an acceptable method for awarding credit for prior learning. The PD will describe the variety of educator preparation models available to students in a website brief and post the brief, along with the national map of educator preparation programs and their contact information, on the project website.

**Product 6:** **Student Financial Support.** The PD’s staff will contact national Alliance for Family and Consumer Sciences partners and state affiliates to create a directory of available scholarships and post the scholarship information links on the project website. In the past, candidates seeking FCS scholarships had to search through multiple sites for this information. Staff will also provide links for financial aid information and loan forgiveness information for teaching in the high-need FCS field.

**Product 8:** **National Marketing Plan & Products.** As a grant management partner, the FCCLA Executive Director is chairing the marketing committee. The project will create and implement a three-year action plan for promoting FCS educator recruitment, preparation and support. The action plan will be managed by the project marketing committee comprised of stakeholder representation from professional and student associations, FCS education, FCS teacher education, Extension educators, state departments of education, business and industry, and the National Coalition for Black Development in Family and Consumer Sciences (NCBDFCS). The committee will identify and provide marketing resources and strategies representative of best practices for effectiveness in FCS educator recruitment, preparation and support. Individuals who have expressed a commitment to serve on the committee include: a Texas Tech University Family and Consumer Sciences Education (FCSE) program director and educator, who is experienced in serving Hispanic students; the national president of Goodheart-Wilcox; representatives from Learning Zone Express, Realityworks and NASCO; a state FCS supervisor and member of the National Coalition for FCS Education; the AAFCS Senior Director of Marketing and Communications; the National Extension Association of FCS (NEAFCS); and a representative of the NCBDFCS. Marketing campaign plans and products will be designed to assure brand consistency and maximize message impact for effectiveness and clarity in national use. The campaign will increase public value for FCS as an education discipline and career choice. Contemporary media preferences will be used to reach target audiences from diverse backgrounds who can be recruited to become FCS educators and administrators who can serve as advocates for preparing and hiring qualified FCS educators for the workforce. Commitments from individuals interested in becoming an FCS educator and from those willing to recruit educators will be tracked.

**Product 9:** **Northeast Support.** During the past two years, FCS professionals and school district directors from the Northeast region have contacted the SUNY Oneonta School of Education and Human Ecology with requests for assistance in recruiting, preparing and supporting FCS educators. This grant will provide access to critical resources for meeting their needs. The FCS teacher educator at SUNY Oneonta is the president of the New York affiliate of AAFCS. She worked with the PD to create a directory of potential Northeast regional partners and surveyed them on their interest level for creating a regional network for recruiting and preparing FCS educators. The project will support participation in regional conferences and other partnership activities throughout the grant period. At the first Northeast regional conference in year 1 and through follow-up electronic communications, participants will create an action plan that identifies the infrastructure and support needed for moving forward with project initiatives in project years 2 and 3.

The AAFCS will be directly responsible for producing grant products 3 and 7, as outlined below. Products from these initiatives will be posted on the grant project website managed by AAFCS, with links to partner websites.

**Product 3:** **Webinars.** In February 2017, AAFCS conducted a survey to determine the professional development needs of FCS educators and the areas and topics of most interest and need. The online questionnaire was distributed to FCS educators who were current members of AAFCS, and other national FCS professional organizations such as FCSEA and the Association for Career and Technical Education (ACTE). The questionnaire link was also distributed via several social media platforms and members receiving the link were encouraged to forward it on to other FCS educators who might not be members. While this mass distribution makes it difficult to determine the overall population, the number of responses (N=450) was promising and provided some insights to the professional development needs related to FCS content and pedagogy. The AAFCS Senior Director of Credentialing, Education, and Research manages the Professional Development Center, which includes content management, production, live events and archives for the association’s Virtual Professional Development program. This system will be utilized to provide a national electronic library of webinars that comprehensively addresses the scope of FCS content as well as the pedagogy of teaching FCS. Additionally, resources explaining the FCS Body of Knowledge will be identified on the grant website, and webinars providing explanation and guidance for practical use with FCS curriculum will be available. In addition to offering as live events, grant webinars will be archived for 24/7 complimentary access without limit. Beyond the term of the grant, webinar products will be available on an ongoing basis as part of the AAFCS Virtual Professional Development program.

**Product 7: Leadership Academy Summits.** Summits will be used to develop and implement a holistic approach to work with FCS community stakeholders as a national infrastructure for recruiting, preparing, and supporting FCS educators. The AAFCS Chief Executive Officer provided staff coordination and management for the leadership academy summits held in 2015 and 2016. Summit agendas addressed collaborative input from FCS professional associations, practice settings, AAFCS state affiliates, and communities of interest. The summits were attended by more than 100 participants per year during the AAFCS national conferences in 2015 and 2016. The information dissemination and collaborative planning during the summit resulted in a national campaign involving more than 600 commitments to involvement in FCS educator recruitment activities, more than 300 individuals committing to pursue FCS education as a career, and more than 1 million reaches through the initiative’s social media campaign.

In addition to the identified grant product areas for which AAFCS has lead responsibility, the AAFCS Chief Executive Officer will supervise the following areas of support.

Design, create, and maintain the project’s central website, which will be the point of access for all grant directories (Products 1, 2, 5, and 6), grant promotional materials (associated with multiple products), links accessing grant products/resources (Products 3, 4, 7, 8,), and links accessing grant activity promotion/registration information (Products 7, 9).

Create a website designed to recruit and increase the diversity of FCS students. Web design will appeal to this audience, and content selection will feature grant products and information specifically useful to potential FCS educator candidates.

Develop training webinars enabling participants to utilize grant products; these webinars are in addition to FCS content and pedagogy webinars (Product 3).

Provide input to the marketing committee (Product 8), which will create and implement a national marketing plan and products.

Conduct contracted grant evaluation (by the AAFCS Senior Director, Credentialing, Education and Research).