**President’s Message**

**Time of Opportunity!** For many in educational settings, fall is the start of a new year. After, hopefully, some time of reflection during the summer, fall presents a **time of opportunity** to start with a clean slate and to implement new ideas with new and returning faces. With this same fresh-start spirit, CA-AFCS is gearing up this fall with a new slate of officers and committee members. The Executive Committee and Board of Directors met through a couple of conference calls early in September. The Extended Education Fund (EEF) scheduled two meetings in October – including a face-to-face meeting in Sacramento to better consider the financial investments of the EEF.

As AAFCS is implementing its more streamlined governance approach, we at the affiliate level are seeing greater need (and opportunity) to engage our membership in issues that concern the quality of life of the individual, family and community. Dr. Gus Vouchilas is heading up an effort to inspire members from the Millennial Generation. Student leader Kendra Hennegan is talking with other student leaders about a one day student leadership conference to be held on Saturday April 25.

More now than perhaps ever, we have a rich blend of generations in CA-AFCS leadership roles – some of whom are fairly new to CA-AFCS. With the AAFCS imposed streamlining, responding to the question of why we do things a certain way brings about a new urgency and often the consideration if something is, in fact, important to our mission.

Dr. Nanci Schindler (CA-AFCS VP Communication & Contempo Editor) and I recently attended the 2014 AAFCS Fall Leadership Conference in Alexandria Virginia which was titled, **Fostering the Symbiotic Relationship between Affiliates and AAFCS**.

At the conference, past AAFCS President Dr. Peggy Wild opened a discussion platform to identify the driving concerns for the next AAFCS Strategic Plan (2015-2020). Delegates at the conference confirmed the following: professional development, FCS body of knowledge, credentialing, collaboration, and advocacy. From the discussion that ensued, it was evident that many FCS professionals and leaders embrace the tenets of the FCS Body of Knowledge, but are not quite fluent in using its language to convey why their heart is truly in the profession (moral attentiveness). We are in the field because we care about improving the quality of life!

In this time of opportunity and change, our FCS Body of Knowledge provides a lens to view professional practice. We care about the meeting of human needs, through individual wellness, family strengths, and community vitality. We each may have our lens focused on different aspects of this common core, but see our profession as an integrated and synergistic whole. It is this attentiveness to individuals, families and communities combined with our holistic approach that makes us unique from other professions and areas of study. It is this uniqueness that makes us irreplaceable in making a difference. We also have the resiliency to bounce back and maybe sometimes ask ourselves “Why?” …perhaps we might learn something!

I look forward to serving as your president as this new year gets underway. I look forward to hearing about and seeing how YOU will embrace this great **time of opportunity**!

Sincerely,

Dr. Jody L. Roubanis, CFCS 2014-2016 CA-AFCS President

www.aafcs-ca.org
The Affiliate Leadership Meeting, held in Arlington, VA, on October 10-12, seemed fast paced and extremely engaging to me. This was my second opportunity to attend—this time along with our new CA-AFCS President, Dr. Jody Roubanis. I found it to be very different from the first. The weather was a little dampening but the spirits of the attending leaders from all over the states were anything but. But then AAFCS, as an organization, is at a different place than it was a year ago. Work done at last summer’s National Convention has appeared to set us on a much more settled course. You could really feel it in the tone of the meeting and fervor by which attendees responded to the information and tasks assigned.

At the meeting we learned that AAFCS now has two primary priorities to focus on. The first is to streamline. The organization has worked to streamline itself in a number of important ways. Membership categories have been limited to three basic areas: Emeritus (for retired individuals, 60+ years of age); Professional (with a special discount offered to 1st year Professionals); and, Student (for collegiate/post-secondary level individuals). The Bylaws, Article IV in particular, have received attention; Article IV in particular. States do not have to mirror National structures as long as the principle intent of mission is maintained.

In relation to other aspects, the Leadership Council has been limited to the following units: Affiliate Presidents, Assembly of Higher Education, Student, Past Presidents, and the AAFCS Board of Directors. The roles of the Leadership Council have been condensed as follows: a) Provide leadership in areas such as program initiatives and actions on issues; b) Advise the Board of Directors; c) Appoint the Nominating Committee; d) Identify candidates for the Board of Directors; and, e) Elect the Board of Directors. Standing committees have been redesigned. Two remain top priority (i.e. Finance and Awards & Recognition) with other committee work being completed in ad hoc committees or in the newly constructed Community Units.

I was especially excited to learn about the recent development of Communities. We were told there are currently 19 in place. These Communities serve as a conduit of professional action, dialogue, and promotion of AAFCS members. I, personally, was unaware of their existence and really unknowing of how I could be involved. Apparently, this is the case for many of us since it was reported that only 15% (approximately) of our current membership have joined one or more of these communities. More obviously needs to be communicated in the future if we are to significant action going in these important areas.

The second main objective of our organization at this time appears to further expand our collaborative efforts with national initiatives. The Family & Consumer Sciences Alliance, formed in 2006, is emerging as the main conduit through which this work can be accomplished. The purpose of the Alliance is to bring all FCS organizations together to leverage resources and expertise for maximum positive impact in improving the quality of life for individuals and families. An impressive group of partners are already joined together consisting of individual members, FCS-related institutions, Honor Societies, Career and Tech student organizations, and governmental agencies. As Jody mentioned in her President’s letter, this is such a time of opportunity!

One exciting initiative coming up is National “Family & Consumer Sciences Day” which is scheduled to take place on December 3, 2014. A flyer notice has been included in this issue of the Contempo. Be sure to take some time to get the particulars and contact local news stations, etc. to get the word out. Wouldn’t it be great to have so many focused on food, nutrition, relationship, and FCS at one unifying moment.

By Dr. Nanci Schindler
CA State Department of Education Update

WERE YOU AWARE…..that the following has occurred? Melissa Web, Home Economics Careers and Technology Education Programs Consultant and FHA-Hero Region Advisor, wants you to be informed as to what has taken place and/or will be happening through State Department action. Melissa is currently serving as CA-AFCS Secretary and provides the following summary.

Home Economics Careers and Technology

The 2014 HECT Professional Development Schedule is available on the HECT Web site at the following link http://www.hect.org/profdev.php. There is a list of webinars as well as a downloadable PD brochure.

New Ag. and HECT Manager: Dr. Lloyd McCabe who was previously the Manager of the CTE Leadership and Instructional Support Office, has taken this leadership position on.

California Common Core Standards:

HECT reinforces and enhances CCCS.

Industry Recognized Certifications: This is the latest buzz topic at the CDE. New legislation has been proposed in Sacramento requesting student data, graduation rates, course passage rates, and other measurements of success. We are encouraging HECT teachers to provide certifications for their students (Ex. ServSafe, CPR, Pre-Pac with AAFCS, National Occupation Competency Testing Institute: National Assessment for Fashion Merchandising).

Financial Literacy and AB 166:

This legislation mandates financial literacy be integrated in K-12 curriculum. Common core and financial literacy provides opportunities to reinforce concepts across disciplines. HECT teachers are at the forefront of financial literacy education. Financial Literacy programs supported by CalCPA; Dollars and Sense (age 18), HS Financial Planning Program (grades 9-12), and Financial Smarts for Teachers. The program is free and staffed by volunteers who are licensed CPA’s.

Note: Manage your Money Week was Oct. 18-25. It is a project of the State Controller’s Office. Visit www.calcpa.org/fl to learn more or contact David Lo at david.lo@calcpa.org to schedule a visit. Make sure to have the time/date, location, type of audience and number, and specific topics to be covered.

UC a-g: Three hundred and seventeen (317) HECT UC a-g approved courses are currently in place at 214 High Schools (a 7.5% increase).
CDE Update

Melissa is a member of the National Association of State Administrators of FACS. The two infographics included in the center of these pages are to alert you to the need to encourage students to become HECT/FACS secondary teachers.

Credentialing: Supplemental Single Subject Home Economics Credential requirements are now in place. Applicants must take and pass all 3 sections of the CSET and also take and pass a HECT Methods course at an approved college/university. There are also new changes to Designated Subjects CTE Industry Sector Credentials: titles, career pathways, and occupations.

Funding: Districts are funded in the Local Control Funding Formula (LCFF), Perkins Federal Funds allocations. The Specialized Secondary Program Grants include 40 planning grants up to $35,000, 20 implementing grants up to $100,000 for LEA’s that received a planning grant last year. Applications were due October 24, 2014.

CA Department of Education Update

STATUS OF SECONDARY FAMILY AND CONSUMER SCIENCE PROGRAMS

50% OF STATES REPORT A SHORTAGE OF HIGHLY QUALIFIED FCS SECONDARY TEACHERS TO BE A CONCERN

50 DATA PROVIDED

JOB OUTLOOK FAIR

JOB OUTLOOK STABLE

CURRENT/FUTURE SHORTAGE

DISTRICTS, UNABLE TO HIRE QUALIFIED FCS TEACHERS, MUST DECIDE TO EITHER CLOSE A PROGRAM OR HIRE TEACHERS WHO ARE NOT PREPARED FOR THE SCOPE OF WORK OF FCS TEACHERS

26% DECREASE IN FCS TEACHERS SINCE 2003

LACK OF FCS TEACHER PREP PROGRAMS LOW ENROLLMENT IN REMAINING PROGRAMS

LEAVE VERY FEW POTENTIAL FCS TEACHERS TO FILL JOBS

MIDDLE SCHOOL

HIGH SCHOOL

3,427,601 STUDENTS ENROLLED IN FCS CLASSES

51%

49%

64%

36%


www.aafcs-ca.org
California Career Pathways Trust Grants (CCPT): $250 million of competitive grants: $15 million, $6 million, and $600,000. The grants must target 1 or more of 5 areas:

* specialize in work based learning to build partnerships,

* establish collaborative partnerships with business and post-secondary,

* develop pathway curriculum that is high need and growth,

* provide articulated pathways to post-secondary aligned with the local economy,

* build on existing structures and resources.

These need to be unique, new, and innovative programs. A school district, county office of education, a direct-funded charter school, and a community college district may apply for a CCPT grant.
First Annual

Family & Consumer Sciences Day

When will Family & Consumer Sciences Day take place?

December 3rd to recognize AAFCS Founder Ellen Swallow Richards, first woman graduate of MIT, whose birthday is December 3rd.

What is Family & Consumer Sciences Day?

A specific opportunity to promote family and consumer sciences programs, tools, and professionals that support family mealtime. We’ll ask families to make and eat a healthy dinner together on December 3rd.

Why was "Dining In" for Healthy Families chosen as the theme?

There’s a nationwide obesity epidemic, especially in children and teens, and a lot of that has to do with unhealthy eating and lack of food preparation knowledge.

Research has shown that the whole family benefits from family mealtime by having better nutrition, improving family communication, fostering family traditions, and teaching life skills, such as meal planning, budgeting, and food preparation.

Encouraging families to prepare simple, healthy meals and eat together supports the essence of family and consumer sciences: "Creating Healthy and Sustainable Families."

What are the goals of Family & Consumer Sciences Day?

200,000 families will make and eat a healthy meal together on December 3rd.

Family and consumer sciences organizations, programs, resources, and professionals will experience increased visibility and recognition.

How can our Affiliate get involved?

Ask your local and state legislators to identify December 3, 2014, as Family & Consumer Sciences Day. A sample resolution will be provided to you.

Watch AAFCS communications for more specific plans on how to spread the word. Check out www.aafcs.org/FCSDay for more information.

www.aafcs-ca.org
Call for 106th Annual Conference Proposals

The online proposal submission system is open!
Submit yours today!
AAFCS Proposals Due November 9th

Have you submitted your proposal for the 106th Annual Conference yet?

ALL proposals for Peer-Reviewed Sessions (formerly Theme-Based Educational Sessions), Board or Business Meetings, Showcases or Displays, Meal Functions*, and Sessions of Special Interest must be submitted by using the online proposal submission system. The submission system is now open, and will close at 11:59pm ET on November 9th, 2014.

Peer-Reviewed Session Submissions—NEW THIS YEAR!

For the 106th Annual Conference, Family & Consumer Sciences: Advancing the Field With New Technology, AAFCS is inviting family and consumer sciences and related professionals to submit Peer-Reviewed Session proposals designed to fit one of the following five tracks:

- Impact of Technology on Emotional, Physical and Financial Well-Being
- Teaching and Learning in a Digital Age
- Online Strategies for Advocacy, Awareness and Engagement
- Enabling Leadership Through Technology
- Advancing FCS Through Research, Accountability and Public Information

Read the Call for Peer-Reviewed Session Proposals in the 106th Annual Conference section of the website for more information!

Submit Your Proposal!

AAFCS staff is also happy to answer your Annual Conference proposal questions, and can be reached at 1-800-424-8080 or annualconf@aafcs.org.
Professional Contributions

Undergraduate Research: A Context to Promote Integral Thinking

Although the act of collaboration between some ivory towers of academia may ignite a territorial battle for discipline ownership, the interdisciplinary nature of FCS sets a context to approach a research question with a greater openness when considering appropriate resources and methodologies to answer a research question. Because of the integrated nature of disciplines to form a holistic FCS perspective, FCS professionals inherently see the value of looking to multiple fields of study to generate a best solution. This sort of emancipation to tackle meaningful problems or issues is fostered in the idea that an FCS researcher does not need to know all of the information to solve a problem, just how to use integrated thinking.

McGregor (2014) encourages FCS professionals to move beyond the compartmentalization of integrated thinking, to one of greater openness called integral thinking. She contrasts the two types of thinking metaphorically: Integrated thinking is fruit salad, and integral thinking is fruit juice. In the fruit salad (integrated thinking), one can still pick out the contributions of various specializations as smaller pieces of fruit. In the fruit juice (integral thinking), the contributions of the specializations are no longer distinguishable from one another and have morphed into something new. Undergraduate research offers an authentic context to model and to collaborate using integral thinking.

The undergraduate research process provides an opportunity to confront an issue when there is uncertainty. It provides a platform for students to collaborate with their professors in meaningful ways, and exemplifies the importance of continual learning for relevance in FCS practice. This willingness to embark on a course of action, when there are surmountable unknowns, parallels the premise of integral thinking. McGregor (2014) describes integral thinking as a balance of harmony and chaos, where order emerges but not always in predictable ways. This open-ended process enables generalization through the chaos and tension of complex situations.

Working with undergraduate students on research projects presents a unique set of unknowns. Because the field of FCS has expanded so vastly over the last century, FCS professionals of today have areas of specialization that each contribute to the FCS broad-field perspective, and a philosophy is embraced that all contributors bring an area of specialization to shed a new light. In the undergraduate research process, the student (often having few if any research methods courses) sheds a new, sometimes radical, perspective on looking at the issue to be addressed. Integral thinking assumes that all views are relevant (McGregor, 2014), when creating a holistic view of a complex situation. More so than with the collaboration of other more experienced researchers, undergraduate research collaborations test the boundaries of the authenticity of the inclusive capacity of integral thinking.

Within the broad-field of FCS, practitioners regularly navigate with a variety of methodologies to target an issue. This is evidenced in the breadth of research methodologies and topics that FCS students need to grasp and be able to apply. These attributes help us better understand the pressing issues that affect the issues that surround meeting human needs, and imbued to our students, these attributes provide a foundation for their future job readiness. Collaborating to conduct undergraduate research promotes the use of integral thinking to confront pressing issues.

REFERENCE

Data from 2012 indicates that 16.4% of the U.S. population is Hispanic. Twenty-one percent of the total school population is Hispanic. Primarily Spanish speaking student (ELL) increase was 11% in 2010... the fastest growing segment in the student population at that time. By 2030, 50% of the student population will be native English speakers, 50% non-native English speakers.

Currently 82% of teachers are Caucasians. Teachers lack cultural knowledge of Hispanic learners. Mainstream values and norms create a "cultural incongruence" when working with clients and students from diverse cultures. We need to make that connection to have a positive relationship.

Hispanics cherish family relationships, have strong community bonds, and have the church as an integral part of their lives with a strong sense of tradition.

The family or "La Familia" has strong ties, harmony, sense of obligation, tradition and respect for authority. The church is an integral part as well. The family structure extends beyond nuclear and blood relations. It includes other relations, godparents and spiritual role models.

Children play a central role in marriage and family. They have a collectivist orientation that family is more important than the individual. Hispanics are religiously observant (most Catholic) and families celebrate religious feasts together.

The family has a strong work ethic and put family and children first. Parents have high aspirations for children and value education even though their own might be limited. Due to the lack of the parent education or language barriers, many are apprehensive about getting involved in their child’s education. Parents believe the education of their children should be left to the schools and teacher.

First generation students work well in classes that incorporate stories and traditions that reflect their oral traditions. Use of terms of endearment, "nicknames", are commonly used, as well as holding hands and open displays of affection. Working together in groups is helpful as children are used to working in groups.

School is hard on the first generation as they must learn a new language and a different family lifestyle than what was instilled in them from their family "roots".

Over the course of several generations, children loose former traditions and assimilate into their adopted culture. Becoming "Americanized" creates conflict between young people and their parents. With acculturation there is a change in the family dynamic and a power struggle ensues. Parents depend on children to translate and help them function in their new culture. Dramatic differences between first and second generations students result in an increased dropout rate. First generation parents can’t help their children because of the language barrier.

Hispanic students are more likely to thrive in a cooperative environment. Peers mentor each other; keep each other involved, engaged, and achieving. Classes that are interactive and tactile result in more success. Strategies that are not dependent on language, but visual aids and incorporating native language promote academic achievement.

Submitted by Amber Bradley
Value Added Experience

I had the opportunity to attend the National AAFCS Conference in St. Louis, MO this last June. I enjoy the conference experience—all the information I learn, the comradery of reconnecting with friends and making new ones. One very timely set of sessions I attended was on accreditation. California State University, Northridge (CSUN), where I teach, is going through the accreditation process and I felt I needed another “dose” of information. While I have participated in sessions covering similar content for the two years previous to this, each time our department was at a different step in the process and now I have an even better idea about the entire process!

Another session I attended about sustaining FCS programs in higher education spoke to the necessity of strong programs. The AAFCS accreditation process helps create stronger FCS programs. As an example, you now see information about enrollment and graduation rates when you visit the websites of our California State University accredited programs at San Francisco State, Cal State Long Beach, and CSUN. This allows prospective students to make more informed decisions. At CSUN we have worked very hard to prepare for our accreditation review, so please think and send good thoughts our way this spring as the accreditation team visits CSUN.

During one of the accreditation sessions I met Dr. Ujang Sumarwan, who teaches at a University in Indonesia. He wanted to come to visit our campus, so we set up a time just before the 4th of July holiday while he was visiting California and I was able to give him a tour of our campus. Luckily, the day before a holiday, our then acting chair (Dr. Terri Lisagor), our incoming chair (Dr. Sandra Chong), and the dean of our college (Dr. Sylvia Alva) were all available for short meetings and introductions on the day of his visit. What an incredible connection and friendship we formed! It turns out that Dr. Sumarwan and I had another connection—we both had studied at Iowa State University!

Sometimes we are so focused on our own district activities (or even state and national activities) that we do not always remember we are part of a global community and that the principles of Family and Consumer Sciences are taught around the world. This example of global interdependence, along with other sessions I attended on sustainability, use of technology, wellness, and capacity building, made me realize that my conference experience had spanned each of the cross-cutting themes in our Body of Knowledge. If you have the opportunity to attend a national conference, take it! In spring of 2016 the Los Angeles District will host the California AFCS Biennial Conference. Please watch for upcoming news and plan to see how our Body of Knowledge influences our own lives and the lives of our families and communities.

Submitted By
Diane Lewis-Goldstein

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5 Tips To Make The Most of Your Food Bank Donations

Thanksgiving kicks off the giving season for many people. If participating in a food drive or giving to a local food bank is on your to-do list, get the most bang for your buck by following these suggestions.

1. **Ask what is needed before you give.**

   Sometimes what we want to give—holiday foods, homemade jam, or cake mixes—may or may not be what is needed for hungry families. Check the website of your local food bank or call to see what foods they currently need. Generally, the most needed items are:
   - Peanut butter
   - Canned meats such as tuna or chicken
   - Cereal
   - Canned and dried fruit
   - Canned vegetables
   - Macaroni and cheese
   - Canned soup.

2. **Choose a more nutritious form of the food you want to give.**

   For example, select:
   - Fruit canned in its own juice rather than syrup
   - Vegetables canned without added salt
   - Cereals that are high in fiber and don’t have much added sugar
   - Whole grains such as brown rice, whole wheat pasta, and quinoa
   - Low sodium soups and low-sodium versions of other products such as pasta sauce
   - Lean protein, such as beans and canned tuna.

3. **Check the use-by or expiration date on foods you plan to give.**

   If donating food items from your own pantry, check the freshness date. Most food banks will not give out food that is past the use-by or expiration date printed on the container. (*Use-by and expiration dates refer to the quality of the food, not the safety.*)

4. **Avoid giving foods in glass containers or damaged packaging.**

   Some food banks don’t accept food in glass containers—even baby food or infant formula—because they chip and break easily. Inspect the packaging of an item. Avoid dented or bulging cans. Food banks won’t accept damaged or open paper or plastic containers. Only donate commercially prepared foods. Food banks cannot take home preserved foods.

5. **Give with the food bank clientele in mind.**

   Are the clientele homeless? If so, they probably don’t have access to storage or refrigeration. **Dr. Lucia Kaiser**, Nutrition Specialist at the University of California Cooperative Extension, suggests giving easy-to-prepare and ready-to-eat foods such as:
   - Pop-top cans of stew, chili, and soup
   - Shelf-stable milk and cheese
   - 100% fruit juices in single serving boxes
   - Convenience foods like granola bars, packaged crackers (low fat), beef jerky, and single-serving packages of nuts.

Programs for children may want single serving sizes of foods, such as:
   - 100% fruit rolls
   - Raisins
   - Graham crackers
   - Unsweetened applesauce
   - Fruit cups
   - Low-sugar cereal
   - bowls
   - Pretzels

**Ideas to help you plan a food drive**

Request donations by meal (breakfast, lunch, or dinner), by food group (fruits and vegetables, dairy, protein, etc.), or by recipes. Another option is a SuperFood Drive where participants donate items on a list of nutrient-dense foods that you provide. Or, help potential donors identify a wide variety of healthy foods to consider, by giving them Dorothy Smith’s food bank gift list (at the end of the article).

To healthy living and giving during the holiday season!

Submitted By: Dr. Patti Wooten-Swanson
FHA-HERO: The California Affiliate of FCCLA: The 2013-14 SB 1070 allocations of $62,032 went to 45 chapters to use for this school year. This year we celebrate 68 years of leadership and career development. The 2014-15 theme is *Spirit of Adventure*. The 2014-15 State Officers’ goals include: Publicize to Energize and Spread the Red. The 2014-15 State Projects Thrusts include: Think Green, Feed a Friend, and Fill the Need.

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Leading Yourself,

Home Economics Careers and Technology

Professional Development

Registration Deadline Extended
New Deadline, October 31, 2014

Culinary Arts Skills:
Update and Renew Your Industry Skills
November 14-16, 2014
Los Angeles Trade Tech College

Common Core and HECT Workshops
Available at the Following Locations

San Bernardino – Monday, December 8, 2014
Santa Clara – Friday, December 12, 2014
Los Angeles – Monday, January 12, 2015
Stockton – Friday, January 16, 2015

Food Safety and Sanitation: ServSafe Workshop
February 20, 2015, Citrus Heights

Opportunities are Knocking in
Fashion and Interior Design Workshop
March 26-27, Burbank

A registration form is attached. Please fax (559-278-7824) a copy of the completed form before sending to your school district.

Sent by,
Pam Custer, Project Secretary
Home Economics Careers and Technology (HECT)
Curriculum and Professional Development Project
California State University, Fresno
5300 N. Campus Dr. Rm. 214 M/S FF 114
Fresno, CA 93740-8019
(559) 278-4236 FAX (559) 278-7824
pcuster@csufresno.edu
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www.aafcs-ca.org
National Campaigns

Taking It To The Streets Update

Preventing Obesity Campaign.

This spring we connected with student organizations of FCCLA looking at their Project Thrusts through Health in a Heartbeat. A local chapter of FHA-Hero, a California Affiliate of FCCLA @ A. B. Miller High School in Fontana, CA, ended the year with promoting the Rethink Your Drink Campaign by selling BPA free Infusion Cups that could hold hot or cold water. Along with the cups with school colors and a new logo were 50 recipes to personalize your flavored water, encourage teens and adults to drink more water, and invite participants to make the pledge at Rethink Your Drink. The simple act of choosing water as your "go to" drink is a healthy choice that everyone can make with the option of personalizing your flavor. We all seem to know what we should do, but with our busy lives don't always have the habit of choosing correctly.

In combating obesity groups have focus on promoting walking, biking, and skateboarding to school; adapting recipes to bake and not fry, not automatically adding more sugar--stop and taste first, and cutting down on stress by "being a friend" to classmates and those in need. Our chapters form a support group in class and out to be healthy and Reach for the Stars!

by Cynthia M. Figueiredo., M.A., CFCS, CFLE

SCHOLARSHIP ACTIVITY

Los Angeles District had its Scholarship Luncheon at Ciao Christina’s in Burbank on Saturday, October 11, 2014. Our two scholarship winners, Emily Byars (Graduate in FCS Education) and Elroma David (Undergraduate in Nutrition and Dietetics) and their guests celebrated along with two CSUN students (Silvia Juarez Viveros and Jocceline Hernandez) who represented Dr. Terri Lisagor, who was one of our Teacher Grant recipients. LA District helped to Sponsor the costs of Dr. Lisagor’s group, who presented research findings at the San Francisco Conference.

Reported by Diane Lewis-Goldstein

www.aafcs-ca.org
Applications for Teacher of the Year 2015

Applications for Teacher of the Year 2015 have been simplified. Do you know someone in your district who has been an outstanding teacher in the field of Family and Consumer Sciences? Significant changes have been made to apply for this honor for the year 2015. The application is due on the second Monday of January. For 2015 that means the application is due January 20, 2015. To encourage more applications this award is now available to full time FCS Teachers who have retired within twelve months of the AAFCS National Nomination date.

The categories have been combined so the number of pages must be 15 rather than 23. These new pages include the completed on-line nomination form, 2 pages giving specific information related to the curriculum focus, an 8 page maximum which describes your school/curriculum and specific setting, goals and outcomes, impact figures/tables and media clippings which illustrate and further explain the curriculum. Key pages will include four letters of support and an attached photo. The guidelines for the URL are listed under the National Teacher of the Year Guidelines.

The 2014 Biennial Conference Committee is requesting your input!

If you attended the Biennial Conference last year in San Francisco and didn’t have an opportunity or the time to complete a survey related to the conference……here”s your chance! The survey will be reissued and we are asking that you respond. Wonderful things are being planned for our next Biennial Meeting. But the planners need more input as to what was helpful, what worked, and, also, what would be good to improve on. If you didn’t share your thoughts earlier, please take the time to do so when the next e-mail campaign arrives!

CA-AFCS Student Leadership and Research Conference

Save the Date: April 25, 2015
Kendra Hennegen, Student Community Chair

Calling all students and student advisors! Plans are underway to have a CA-AFCS Student Leadership and Research Conference on Saturday April 25th, 10:00 a.m. to 3:00 p.m. We are still in the process of deciding the best location. Point Loma Nazarene can host the event, but we are concerned that that San Diego may be too far for some to attend. Please weigh in! Would you be more likely to attend if the event was in Long Beach or Northridge? If you have an opinion, want to be part, or just want to find out more inform contact Kendra Hennegen (2014-2016 CA-AFCS Student Community Chair) at khenne-gen313@pointloma.edu.
Calendar

December 3, 2014
FCS Dine at Home Day!

April 25, 2015
CA-AFCS Student Leadership and Research Conference

June 24-27, 2015
106th AAFCS Annual Meeting in Jacksonville, Florida

Visit us online at www.aafcs-ca.org

Students

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