



The NEWS in Missouri Family Consumer Sciences & Human Services

Fall Newsletter

Volume 29, Issue I

From the Director

How Do You Know You Succeeded?

Cynthia K. Arendt, Ph.D., Family Consumer Sciences and Human Services

Everything we do these days must be measured. Yet, I am reminded what a wise man said, “Not everything that can be counted counts and not everything that counts can be counted.” (*Albert Einstein*) While I think this is very true for some of the values and content in the Family and Consumer Sciences discipline there are things we must be accountable for like it or not. How to do that is the essential question.

We expect our elected officials to be accountable for the decisions they make and how they spend our hard earned tax dollars. As educators, we are public servants and recipients of some of those tax dollars. With fewer and fewer dollars to go around these days, accountability and measuring things that can be counted whether they matter or not is becoming the mantra.

I find some of the comments made in an article written by Joan Schmidt in 2005 when she was president of the National School Boards Association and a school board member of the Fairfield, Montana School Board, worth recalling. “A meaningful vision for student achievement must see beyond test scores to the broader attributes that describe the fully-functioning person in the world of the future. That vision demands a full, rich curriculum that educates the whole child. In this scenario, Family and Consumer Sciences (FCS) stand as an essential component. What could be more foundational to the educated person than a solid grounding in essential life skills?” (*Journal of Family and Consumer Sciences*, p. 2, Vol. 97, NO. 2, 2005).

One of the unfortunate consequences of No Child Left Behind, with its mandate for annual testing in mathematics and reading, is that it has elevated the status of these subjects to the detriment of other programs. In this time of limited resources districts are faced with economic decisions and serious consequences for low performance on these two subjects.

There is no question that being able to read and comprehend and to be adept in mathematics are essential skills. In today’s economic climate, the focus on these essential skills leaves few resources to address higher-order thinking skills. These skills are essential when scientific advances raise difficult ethical issues challenging traditional beliefs about human life and the world as we know it. Students need the ability to think independently and creatively as well as having a high level of interpersonal skills called for by employers. Students also need to develop skills like team-building, networking, critical thinking and solving practical problems. Ms. Schmidt recognizes, “that virtually every career path requires a set of life skills ranging from basic self-care to financial management to interpersonal relationships.” She makes the connection that is well known and supported by research, “those employees who lack the tools for managing their own lives have a profoundly damaging impact in the workplace. And when work pressure results in failed families, society pays a heavy price. We must educate the whole child.”

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Click here to contact our staff:

http://www.dese.mo.gov/divcareer/facs_staff.htm

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James D. Moran III, Vice President for Academic Affairs at the University of Tennessee, in a guest viewpoint for the April 5, 2005 *School Board News* also advocated for educating the whole child. His daughter, age 18, was graduating from high school. This significant milestone caused him to ask some significant questions related to accountability. “How do we measure the sum total of 18 years?” “How has school prepared her for the next step?” “Can she extend what she has learned in school in the context of everyday life experiences?” “Can she evaluate the long-term implications of her everyday decisions?” These are questions to be asked and answered about every student as they progress through the educational system.

How well will students be able to demonstrate “learning in context” not just in the classroom? According to Dr. Moran, “contextual learning is the essence of educating the whole child.” This concept should be very familiar to Family and Consumer Sciences professionals.

The Family and Consumer Sciences Education National Standards, the Vision and Mission statements all stress the need to integrate multiple life roles and responsibilities. This need for integration also appears in many of your school district and program philosophies and program rationales. Students should be able to “apply knowledge...to the issues of individuals, families, consumers, and communities in the environments in which they function.” As Dr. Moran states, “individual health and wellness, sustainable and functioning communities, and family resource management are daily applications of the reading, math, and science curricula that don’t really show up on the student’s report card.”

This means that to measure our success as Family and Consumer Sciences teachers, we need to consider not only the skill level obtained but the level of application of knowledge within the context of family, career and community. Unfortunately, while no less important, this is not something that is easily measured by our typical assessments. How do we measure the immediate results and more importantly how do we measure long term results? As Dr. Moran suggested, “do we measure success against future rates of bankruptcy, incidence of childhood obesity, successful employment, or participation in community activities?” These are all measures of success that can be captured but they are long term measures that must occur over a number of years and are very costly to administer.

Right or wrong, school board members, politicians, school administrators and other concerned groups are not willing to wait that long for results. They can also make the argument that we have been teaching Family and Consumer Sciences in the school curricula for over 100 years so how is it that more families are in deeper financial trouble than ever before, that we are a nation of obese people and the number of single parent families continues to rise?

These are hard questions which the public has every right to ask? Some Family and Consumer Sciences programs have been eliminated during this economic crisis and other programs are at risk. Are we teaching them what they need to know? How do we measure the impact and long term implications of the decisions students will be required to make when they apply what they learned in our classrooms in the context of the real world? This is our challenge.

Another Staff Goodbye

The Family Consumer Sciences and Human Services section said goodbye to Cheryl LeFon on August 20th. Cheryl joined the section as Supervisor in July 1, 2008 just in time for summer conference three short weeks later. Cheryl took over the duties of Debbie Pohl who retired on June 30, 2008. Debbie had made all of the conference arrangements before leaving but the on-site responsibilities fell to both Cheryl and Merilee Thoenen.

For the 2009 summer conference, Cheryl arranged to have 100 gifts for the 100th birthday of the organization of the American Association of Home Economics by Ellen Swallow Richards and other scientists of the day. In 1994 this organization became the American Association of Family and Consumer Sciences.

During her time on staff, Cheryl worked with curriculum, organized professional development activities and served as the Cluster Leader for Hospitality and Tourism, assisted with the state ProStart program, and organized culinary arts competitive events for Missouri ProStart, SkillsUSA and FCCLA.

As a lifelong learner who is always seeking new experiences, Cheryl resigned her position at the Department to work in the United Arab Emirates, in the Ruwais Region. For the next 10 months, Cheryl will be working with special education teachers. We wish her the best in this adventure. Cheryl’s energy and depth of knowledge are missed!



Missouri ACTE/MoEFACS Summer In-Service Conference Highlights

“My overall experience was fantastic.” From preconference registration to the last whistle at the Carousels, the 2010 MoACTE/MoEFACS Summer Conference reflected the MoEFACS conference theme “Creating the Experience.” Over three hundred Family and Consumer Sciences and Human Services educators attended the three day conference in Springfield from July 27-29.

“The preconference on FCCLA was EXCELLENT!” Five preconference sessions were held on Sunday and Monday of conference week. Teachers had a variety of sessions available that included topic areas of FCCLA, early childhood, culinary, curriculum, and a special session for new and returning FCS teachers.

“Rita Pierson is awesome.” Participants gathered at the Springfield EXPO Center to view the many exhibits, greet new professionals at a reception and attend the MoACTE Opening Session. MoEFACS was well represented at the awards with Tracey Newman named “Teacher of the Year” and Tracy Miller received the Professional Development Committee Award. Opening speaker, Dr. Rita Pierson presented ten lessons on being a master teacher in the morning and continued her presentation in the afternoon at a joint MoACTE/MoEFACS/NTI session.

“Awesome gifts at the reception.” The day continued at the Clarion Hotel with the Annual MoEFACS Business Meeting followed by the Awards and Recognition Reception. Business was conducted and the officer candidates were introduced and they gave brief remarks. The retiring teachers were recognized and the 2010 MoEFACS Teacher of the Year, Janice White, Nixa was honored. Time was also given to recognize our MoACTE award recipients: Tracey Newman and Tracy Miller. The Family, Career and Community Leaders of America (FCCLA) state officers were introduced along with the teachers serving as mentors and their protégés.

“Great concurrent sessions! The day went by quickly.” Wednesday, July 28 featured the MoEFACS division meetings, the Family and Consumer Sciences resource room, and concurrent sessions. Concurrent session topics this year included nineteen different topics! The special topics luncheon was “The Green Dot Strategy at MU-A Comprehensive Approach to Violence Prevention. The faces of many Family and Consumer Sciences teachers were seen at the MoACTE all division social dancing, snacking and winning prizes!

“I always look forward to the Closing General Session to “pump me up” to head home and gear up for school” Daniel Santiago gave a motivational speech entitled “Live Your Legacy: You Were Created for Greatness” and shared his insights, experiences and gave practical strategies to help maximize leadership.

“Round tables, love new ideas. Keep it coming!” The final activity of the conference was the Carousel/Roundtable Sessions featuring a variety of speakers and topics.

“Conference gets me motivated and excited to go back to school!” Mark your calendar now for the 2011 conference to be held in Springfield, July 26-28, 2011!

(Thank you to those who provided the comments used above from the attendee evaluations!)

MCCE Resources

Are you familiar with Resources @ MCCE? It is the largest library of its kind in Missouri, designed to support the work of Missouri educators. To borrow materials, you must join the library. There is no cost for membership, but you must provide your mailing and email information and create a user ID and password for your account. You can search the library’s materials by going to <http://resources.mcce.org/>.

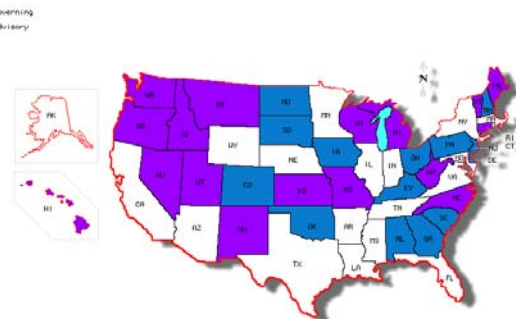


If you are still trying to determine how to best set up your room, you might check out the DVD, *What the Custodian Saw*, from Resources @ MCCE. This, and many other resources, are available to teachers for professional development and classroom use. The call number for this resource is E DVD ROM 29.1

Assessment Grant Awarded to Coalition States: What Does It Mean?

Cynthia K. Arendt, Ph.D., Director Family Consumer Sciences and Human Services

On September 2, 2010 the Department of Education announced more than \$330 million in Race to the Top assessment grant awards to the consortia of states that submitted applications. The Partnership for Assessment of Readiness for College and Careers (PARCC) will receive \$170 million and the SMARTER Balanced Assessment Consortium (SBAC) will receive \$160 million. The goal of these two consortia is to develop a “new generation” of math and English language arts assessments for third grade through high school that will be aligned to the Common Core State Standards. Single year-end high stakes test will be replaced with a series of assessments given throughout the year. The consortia will use a single test at the end of the year for accountability purposes, but will create a series of interim tests throughout the year to let students, parents, and teachers know whether students are on track. The assessments are to be put into place by the 2014-2015 school year. Formed in 2009, SBAC is the first collaboration of its kind for a majority of states to join together to develop a high-quality, internationally benchmarked assessment system that all states can use. The assessment system to be developed by SBAC is tied to the [Common Core State Standards](#), an initiative led by the National Governors Association and the Council of Chief State School Officers to create a consistent and clear set of learning standards for K-12 in English language arts and mathematics.



Consortiums have agreed to set the same achievement levels or cut scores on their assessments. The Department of Education will ask them to make sure student test results are comparable across participating states. According to Secretary of Education, Arne Duncan, “for the first time, the new assessments will better measure the higher-order thinking skills so vital to success in the global economy of the 21st century and the future of American prosperity. Students today need to show that they can analyze and solve complex problems, communicate clearly, synthesize information, apply knowledge, and generalize learning to other settings.” These new assessments will include the use of smart technology, immediate feedback, accommodations, and the use of formative assessments that document student growth.

As one of 17 SBAC governing states, Missouri is heavily involved in the development of the new assessment system. With the grant award, the consortium will immediately establish advisory committees and leverage expertise and resources of partner states to develop the new system. To date, at least 36 states and the District of Columbia have adopted the Common Core State Standards. The Missouri State Board of Education approved the standards on June 15, 2010. “The consortium will be able to design a much stronger system of assessments and teacher resources than any single state could afford to develop,” said Michael Muenks, Assistant Commissioner of the Office of College and Career Readiness, Missouri Department of Elementary and Secondary Education. The new SBAC tests will measure the full range of the common core standards, including assessing problem-solving and complex-thinking skills, in grades 3-8 and 11. The new comprehensive assessment system will include state-of-the-art online exams which will provide more immediate and useful information to students, teachers, parents and school officials about student progress.

What does this mean for Family and Consumer Sciences teachers? How will it impact what you are teaching? In short, it means that the focus on mathematics and language arts will continue to increase. Become familiar with the Common Core Standards and help students to apply them as appropriate within the context of Family and Consumer Sciences. This is one way of preparing students to be successful individuals, family members, workers and community leaders. Give technical reading and writing assignments on a regular basis, use the proper language when applying mathematical concepts, and work with “core” teachers to integrate content and to facilitate problem based learning.

This is not the time to use valuable resources such as time and money on wedding planning, knitting, cake decorating, scrapbooking or quilting. These activities do not address Family and Consumer Sciences National Education Standards, Common Core Standards or provide for rigor in the curriculum. Consider carefully what should be taught and how to teach it. To paraphrase a quote from Dr. James Moran used in the *From the Director* article, “How have you prepared your students for the next steps? Are they really ready to begin thinking, experiencing, and living independently and responsibly?”

Has the whole child been educated? What will be your assessment score?

New Dietary Guidelines Report Released

On June 15, 2010 the Secretaries of US Department of Agriculture (USDA) and the US Department of Health and Human Services (HHS) released the 2010 Dietary Guidelines Report developed by the Dietary Guidelines Advisory Committee (DGAC). These guidelines are revisions to the 2005 Dietary Guidelines. The new guidelines address an American public of whom the majority are overweight or obese and yet under-nourished in several key nutrients. The report contains two newly developed chapters. The first considers the total diet and how to integrate all of the nutrient and energy recommendations into practical terms. The hope is that individuals will be encouraged to make personal choices that will result in an eating pattern that is nutrient dense and calorie balanced. The second integrates and translates the scientific conclusions reached at the individual level to encompass the broader environmental and societal aspects that are crucial to full adoption and successful implementation of these recommendations.



The 2010 DGAC report concludes that good health and optimal functionality across the life span are achievable goals but require a lifestyle approach including a total diet that is energy balanced and nutrient dense. Data shows that on average, Americans of all ages consume too few vegetables, fruits, high-fiber whole grains, low-fat milk and milk products, and seafood. We do eat too much of added sugars, solid fats, refined grains, and sodium. Added sugars and solid fats contribute approximately 35 percent of calories to the American diet.

Committee Issues a Call to Action for Family and Consumer Sciences Teachers

One of the chapters in the report describes action steps that can be taken to help all Americans adopt health-promoting nutrition and physical activity guidelines for the four major findings based on scientific evidence. The committee stated that change is needed in the overall food environment to support the efforts of all Americans to meet the key recommendations of the 2010 DGAC. To meet these challenges, the following sustainable changes must occur: “1) Improve nutrition literacy and cooking skills, including safe food handling skills, and empower and motivate the population, especially families with children, to prepare and consume healthy foods at home; 2) increase comprehensive health, nutrition, and physical education programs and curricula in US schools and preschools, including food preparation, food safety, cooking, and physical education classes and improve the quality of recess.” Family and Consumer Sciences teachers have a vital role in helping to educate students in this area.

These challenges are competencies addressed in the Family and Consumer Sciences Education Nutrition and Wellness standards. Your charge is to make administrators and counselors aware of the new Dietary Guidelines and to share with them the Family and Consumer Sciences Education content standards that address these recommendations. You may need to make the curriculum connection for them. For more information, visit <http://www.cnpp.usda.gov/dietaryguidelines.htm>.

Personal Finance Core Competencies Released by US Department of the Treasury

On August 26, 2010 the Federal Department of the Treasury put out a notice and request for comment on a proposed set of financial education core competencies. The comment period ended September 12, 2010. Listed were Core Concepts, Knowledge, and the desired Action/Behavior as determined by the Commission. Federal Register /Vol. 75, No. 165 / Thursday, August 26, 2010 /Notices 52597.

The five areas of core concepts identified by the Department of the Treasury include Earning, Spending, Saving, Borrowing, and Protecting. According to the Department of the Treasury, the Financial Literacy and Education Commission felt that a new national strategy is necessary to develop core competencies for consumer and financial education providers.

The publication of these “new” core concepts seems to ignore a national effort at personal finance education that has been organized for over a decade. In 1997 the [Jump\\$tart Coalition](#) identified financial literacy core competencies and a third revision of competencies was released in 2007. The core concepts identified by the Jump\$tart Coalition are: Financial Responsibility and Decision Making, Income and Careers, Planning and Money Management, Credit and Debit, Risk Management and Insurance, and Saving and Investments.

The Missouri Personal Finance competencies are based on the Jump\$tart Coalition competencies. It appears that the five areas identified by the Department of the Treasury will align with the identified Missouri competencies. For more information about the Department of the Treasury core competencies see <http://www.gpo.gov/fdsys/pkg/FR-2010-08-26/pdf/2010-21305.pdf>.

Summer Conference Awards

Tracey Newman: Teacher of the Year Award



Tracey Newman and Tracy Miller

What higher honor can there be than to be nominated for *Teacher of the Year Award* by a former student? The next best thing is to be selected as *Teacher of the Year*. Former student, Jenna Gegg tells the impact that Tracey has had on her life. “Mrs. Newman’s greatest ability is to see great potential in shy, reserved individuals—individuals very much like myself when I walked into her classroom at the age of 14. Four years later, I walked out a high school experiencing nothing less than the entire package. Mrs. Newman has the great ability to “plant seeds” in her students...to achieve the unimaginable—and she gets to sit back and watch beautiful gardens grow.” Tracey teaches at Ste. Genevieve High School.

Jenna attributes the fact that she is enrolled in the #1 program for Hospitality Administration, at an Ivy League University to Mrs. Newman. You can read more about Tracey on page 7 of the summer conference [program](#). Tracey’s name has been submitted to ACTE as the Missouri nomination for ACTE Teacher of the Year.

Tracy Miller: Professional Development Committee Award

Tracy Miller, Family and Consumer Sciences teacher at Clarkton C-4 was awarded the Missouri ACTE Professional Development Committee scholarship. The scholarship in the amount of \$500 and can be used as payment toward tuition, lab fees, or books. Tracy will use the scholarship to attend the Family Economics and Financial Education (FEFE) National Training, June 14-17, 2011 in Tucson, AZ.

Joe Aull: Outstanding Missouri Legislator Award

Joe Aull, ranking Democrat on the Missouri House Elementary and Secondary Education Committee received the *Outstanding Missouri Legislator Award* at summer conference in Springfield. Representative Aull (District 26) is no stranger to Dennis Harden and Christine Hollingsworth. Mr. Aull, a retired school administrator, was principal, then superintendent for the Lexington School District during the time that Dennis and Christine attended school in Lexington.

As a former educator and continuing student (he is currently working on doctorate degree) he brings a strong knowledge base from which he can draw on to make public policy decisions. He is a strong advocate and proponent of career education.



Dennis Harden, Joe Aull, Christine Hollingsworth

Mary Lou Michler: Certificate of Appreciation



Mary Lou Michler and Dr. Cynthia Arendt

Mary Lou Michler, career and technical education book representative with Glencoe McGraw-Hill Publishing, received a *Certificate of Appreciation* for her support of Family and Consumer Sciences Education. Mary Lou has given valuable input into statewide curriculum development projects, and helped provide support for summer conference and regional workshops not only for Family and Consumer Sciences but all areas of career and technical education. Dr. Arendt says, “Mary Lou has always been a good partner with the Family and Consumer Sciences Section at the Missouri Department of Elementary and Secondary Education. We appreciate her support.”

Janice White Named Missouri Educators of Family and Consumer Sciences Teacher of the Year



*Janice White,
MoEFACS Teacher of the Year*

Janice White, Family and Consumer Sciences teacher from Nixa was honored at summer conference as the Missouri Educators of Family and Consumer Sciences Teacher of the Year. Mrs. White has taught Family and Consumer Sciences in the public schools for 28 years. Her teaching career began at Lebanon Junior High and then for the next four years she taught at Clever Senior High before moving to the Nixa School District where she taught for 23 years.

Mrs. White is very proud of the fact that she has been an FCCLA advisor during all of her teaching career. She stated that as a graduate of Nixa High School, she felt honored to be able to return to teach there. Janice has also been very active in her professional organizations, serving in several different positions on the MoEFACS Board.

One of the things Janice has especially enjoyed is working with young people entering the field of teaching and particularly those who will be teaching Family and Consumer Sciences. She has served as a mentor in the Department of Elementary and Secondary Education's Mentoring Programs and during her teaching career, she was the cooperating teacher for many student teachers.

Janice not only was named Teacher of the Year but she was also recognized as a retiring teacher. She retired from the Nixa School District at the end of the 2009-2010 school year. She has not completely retired from teaching. Currently she is teaching a course for Missouri State University and supervising student teachers. "I made so many memories with students and I will never forget them and all of the special times in the classroom. I love hearing from them and seeing what they are accomplishing in their lives. Hopefully I had a little something to do with that."

Karen Mason Receives National FCCLA Distinguished Service Award

Congratulations to Karen Mason, Family and Consumer Sciences teacher and FCCLA advisor at East Newton High School, as she received the National FCCLA Distinguished Service Award during the 2010 National Leadership Conference in Chicago, Illinois. Karen was nominated by Christine Hollingsworth, Missouri FCCLA State Advisor and Wendy Ambrose, Minnesota FCCLA State Advisor. Congratulations, Karen!



Christine Hollingsworth, Karen Mason, Wendy Ambrose

***Congratulations to all Missouri ACTE,
MoEFACS, and FCCLA Award Recipients!***

Personal Finance Education Resources

Free Personal Financial Literacy Materials and Programs

The Council for Economic Education provides a wealth of resources dedicated to improving economic and financial literacy. The K-12 classroom resources include the basics of entrepreneurship, teaching personal finance across the curriculum, nationally-normed assessment instruments and even professional development for teachers. For more



A vertical poster from the Office for Financial Success at the University of Missouri. The top section has a black background with a yellow "M" logo and the text "Office for Financial Success Center for Economic Education". Below this is a yellow banner with the title "Top Ten Teen Financial Tips". The main body of the poster is white with a background image of a classical building, listing ten tips: 1. Education for Income!, 2. Budget Your Money!, 3. Establish Good Credit!, 4. Emergency Money!, 5. Manage Your Risks!, 6. Compounding Power!, 7. Smart Investing!, 8. Don't Forget Taxes!, 9. Think Outside Your Box!, 10. Believe You Can!. The bottom section is black with white text: "Department of Personal Financial Planning University of Missouri", "For more information contact: financialsuccess.missouri.edu (573) 882-2173", and "Program sponsored by State Farm" with the State Farm logo.

“Top Ten Financial Tips” Classroom Presentations

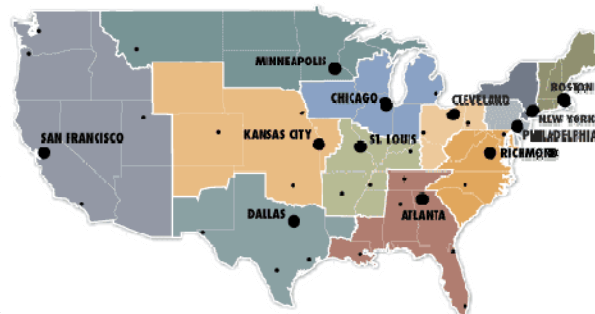
The University of Missouri’s Office for Financial Success has received a grant from State Farm to help fund a program that gives back to the high schools of Missouri. Representatives of the University will be going to fifty high schools in the next two semesters to present “The Top Ten Teen Financial Tips.” The lesson will be taught by college students, which may help them to better relate to the material and motivate them to use the tips in their everyday lives. The presentation will include a PowerPoint, activities, and magnets and posters to leave behind for future classroom use. The presentations will be mainly on Mondays and Fridays, due to the student’s schedules. Interested in having a few students come into their class and present on this topic? Contact Joan Stafford at jksf2f@missouri.edu.

Federal Reserve Bank Resources

Missouri is fortunate to have two Federal Reserve Banks — one located in Kansas City, the other in St. Louis. Both of these institutions have excellent resources and programs for educators and students to learn more about money and banking, economics, personal finance, and other important topics.

The [Kansas City Fed Education Resources](#) include K-12 classroom resources, workshops and presentations, the Traveling Trunk, and class visits and tours of the Money Museum.

The [St. Louis Fed Education Resources](#) include online Econ Ed courses, videos, podcasts, SMART Board resources, and the FRED Network for Educators — a social networking web site for economists, educators, students and librarians. Once you sign up you'll be able to join discussions about economic topics, post your personal blog and latest projects, find contacts and more.



Teens and Money



The following article was posted on 9/2/10 on the [MU Office for Financial Success blog](#) by Ryan H. Law, M.S., AFC, lawr@missouri.edu.

There was an article in the recent *Family & Consumer Sciences Research Journal* titled What Do Teens Want to Know About Money? that had some interesting statistics I would like to discuss today. First – one of the most alarming statistics:

- Financial test scores are at 48.3%, which is down from 57.3% in 1997

An almost 10% drop in scores which were already at a failing rate is alarming – what are we doing to stem this tide of financial illiteracy?

Fortunately we are trying to do our part. State Farm generously donated money to the Personal Financial Planning department to send some of our students around to 50 high schools over the next year to present the “Top Ten Teen Financial Tips.” Our students will share their passion for managing their finances and hopefully a few of the tips will stick with the high school students!

On to some of the other interesting statistics:

What do teens most want to know about money?

- 74% - How financing works for large purchases such as a car or home
- 72% - Investing money
- 68% - Identity theft
- 62% - Saving money
- 58% - Budgeting
- 55% - Checking accounts
- 55% - Credit cards

These are the things they want to learn about money, but how do they want to learn about it?

- 54% - During school
- 40% - Magazines/newsletters
- 32% - Internet
- 19% - Groups outside school

I found it interesting that “at home” wasn’t included as a response on here. I have a strong belief that parents can have a profound impact on their children’s financial education – perhaps stronger than anyone else. If you are a parent reading this please consider each of the areas above and think about how you can teach your child these concepts.

If you are a teacher are you teaching your class these items? Even if you don’t teach personal finance can you pass along some helpful hints for the students in your class – some of the mistakes to avoid and good decisions to make? I remember in high school I had a Chemistry teacher who would occasionally say “Put away your textbooks and put your desks in a circle. We are going to learn some life skills today.” We would then spend the hour learning life lessons – we talked about college, careers, money, relationships and more. These lessons had a stronger impact than many of the other lessons I was taught. Perhaps you can occasionally do the same with your class.

Finally – how do teens get their money?

- 49% - Parents
- 31% - Full or part-time job
- 25% - Odd jobs

The fact that almost 50% of teens get some money from parents provides a valuable teaching opportunity. Are we just handing money over or are we spending time teaching important lessons? This follows along with the Tip from two weeks ago about [Children and Allowances](#) and last week’s Tip about [National Money Talk Night](#).

We would love to get a discussion going among our readers about these items – if you are a student, what do you most want to learn about money, how do you want to learn about it, and where do you get your money? If you are an educator or parent, what are some of your “best practices” for teaching these things? You can comment by going to <http://mufinancialtip.blogspot.com>. At the end of the article click the Comment link.

2010-2011 LifeSmarts Update

LifeSmarts develops the consumer and marketplace knowledge and skills of teenagers in a fun way. The topics have been chosen to encourage and reward knowledge in the areas that matter most to consumers and workers in today's marketplace: personal finance; health and safety; the environment; technology; and consumer rights and responsibilities.



LifeSmarts, run as a game-show style competition, is open to all 6th-12th grade students. The program complements the curriculum already in place. Students compete online to earn a place at the state in-person finals. The Junior Varsity finals are on February 15 and Varsity on February 16. The Varsity winners will be invited to the national competition held in Los Angeles, California this year from April 29-May 3, 2011!



Missouri LifeSmarts continues to be financially sponsored by [American Century Investments](#). Through their generosity, most expenses are paid for the state and national teams.

Resources for LifeSmarts Coaches

- [Learn how to use LifeSmarts](#)
- [Apply educational standards to LifeSmarts](#)
- [Access our online teaching resources:](#)
 - LifeSmarts U
 - TeamSmarts
- Complete lesson plans, activities and quizzes
- [Read coach and participant comments](#)
- [Visit the Coach FAQs](#)
- [Learn about](#) your state LifeSmarts program

New Coaching Resources

- Three complete lessons in the [LifeSmarts U](#) Consumer Advocacy Center
- LifeSmarts U will be adding more Health and Safety lessons this fall
- [Practice rounds](#) from 2010 state and national competitions
- Print the [2010-2011 LifeSmarts Daily Calendars](#)
- Check out new [Fast Facts](#) and [Scavenger Hunts](#)

Continuing Features

- Coaches have access to student practice and competition scores.
- Students and coaches can retrieve forgotten passwords.
- Practice quizzes have immediate feedback so the students know the correct answers.
- **Coaches can set their own competition start date (within Sept. 13- Jan. 12 end-date parameter) to allow the coach to finish training before their students can begin competition**

- The Tech Lab resource continues to be offered to Varsity participants. Junior Varsity coaches can contact [Merilee Thoenen](#) for instructions on how to access this resource.
- The Missouri Association of Family, Career and Community Leaders of America ([FCCLA](#)) is the state program sponsor.
- LifeSmarts is on [Facebook](#) and [Twitter](#)!
- The [Missouri LifeSmarts](#) website is now easy to find and is organized for optimal usage. It features information and links to a wide variety of LifeSmarts information. The coach and student links for registering and to log-in are a new feature that will save you time!

Only one team per school is allowed at the state competitions. If your school qualifies more than one team for the state competition, the state team may be made up of qualified students from any qualified team. A school may have one team at the Varsity level and one team at the Junior Varsity level since these are separate competitions.

FCCLA Collaboration

FCCLA chapter teams can earn monthly cash awards, earn national FCCLA recognition, and a chance to compete at the LifeSmarts National Championship. More information on the collaboration can be found in the September/October issue of *Teen Times*.

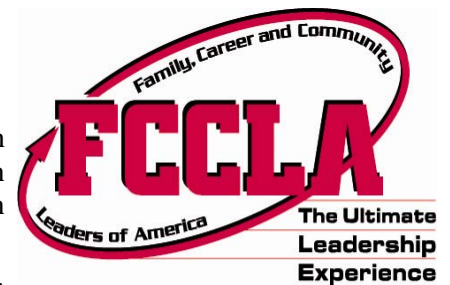
How Do I Affiliate My FCCLA Chapter?

Christine Hollingsworth, Supervisor and State FCCLA Advisor

While we don't intentionally mean to cause confusion, there may be confusion when it comes to how to affiliation your Missouri FCCLA chapter. The big question is "Why does Missouri FCCLA not utilize the national FCCLA online affiliation system?"

While the national online affiliation system is still "working out the kinks" Missouri FCCLA has chosen to continue indirect affiliation, sent to the state instead of the national headquarters. When the process becomes smoother, and when Missouri is able to customize the system to include collection of regional dues, Missouri may consider switching to the online affiliation system. Until then, Missouri FCCLA requires chapters to affiliate using the Missouri FCCLA Affiliation Form and Member Roster. Both of these files, as well as the instructions, are found online at www.mofccla.org.

This year, we at the state office are required to submit electronic rosters to the national office. Therefore, we must require them from chapters. Chapters will need to complete the Missouri Affiliation Form (it is a PDF fill-in form) and the Member Roster Form (an Excel spreadsheet) and e-mail those to Jamie Iler (Jamie.iler@dese.mo.gov). Chapters should then print a copy to mail with payment to the state office. Should you run into any problems completing your forms electronically, please contact Jamie Iler or Christine Hollingsworth at the state office for assistance.



Missouri Association

Access FCCLA Fall Leadership Conference



Unique to Missouri is our "Access FCCLA" Fall Leadership Conference program. The "Access FCCLA" conference will be held October 24-25, 2010 at the Tan-Tar-A Resort in Osage Beach. Students will choose one of three FCCLA conferences to attend. The three conference options are:

- 1) Take AIM (Active & Involved Members)
- 2) Leadership Unlimited
- 3) Chapters In Action



Regular registration ends September 24 – purchase orders will be accepted for this event.



Missouri Alumni & Associates sponsors scholarships for students attending this conference. For the scholarship, registration, and housing forms, visit the state website at www.mofccla.org and click on forms.

FCCLA...To Be Continued-2010 National Cluster Meetings

Interested in attending one of the three national cluster meetings this fall? Meetings are being held in Albuquerque, NM, St. Louis, MO and Charlotte, NC. Registration materials are available on the national FCCLA website – www.fcclainc.org.



2011 State Leadership Conference Preview

The 2011 State FCCLA Leadership Conference will be held March 27-29, 2011 at the Holiday Inn Select Executive Center in Columbia. The State Executive Council has chosen the theme “Roll Out the Red Carpet of Leadership” and spent their time during their summer executive council meeting making many exciting plans for conference delegates.

Activities for conference attendees will begin on Sunday, March 27, with STAR Events registration, consultant’s orientation and the Opening General Session that evening. On Monday, March 28, attendees will participate in STAR Events, workshops, Meet the Candidates and general sessions. On Tuesday, March 29, regional executive councils will have the opportunity to meet, chapter leadership workshops will be held, and general sessions will take place, with the Closing General Session ending by noon. It will be an exciting event for all FCCLA members!

Conference materials will be posted on the Missouri FCCLA web site and mailed to chapters in early January



FCCLA STAR Events Update

FCCLA is adding new STAR Events this year, which means more opportunities for your students! The updated STAR Events manual will be posted online at www.fcclainc.org and is scheduled to be released in September/October. At that time, Missouri FCCLA will also update our *Missouri Guide to State and National STAR Events* which will include event guidelines for the Missouri FCCLA state-only events.

The following events are available for FCCLA members:

Foundational Events:

- Applied Technology
- Career Investigation
- Entrepreneurship
- Environmental Ambassador
- Focus on Children
- Illustrated Talk
- Interpersonal Communications
- Job Interview
- Life Event Planning
- Parliamentary Procedure
- Recycle and Redesign

Career Preparation Events:

- Culinary Arts
- Early Childhood
- Fashion Construction
- Fashion Design
- Food Innovations
- Hospitality, Tourism and Recreation
- Interior Design
- Teach and Train

Leadership Events:

- Chapter Service Project (Display or Manual)
- Chapter Showcase (Display or Manual)
- Promote and Publicize FCCLA!
- National Programs in Action

New National Events in 2010-2011:

- Advocacy
- Nutrition and Wellness
- Leadership

Missouri State-Level Events:

- Chapter Website
- Digital Stories for Change
- FCCLA Knowledge
- Healthy AgriMissouri Meals
- Impromptu Speaking
- Toward New Horizons
- Watch for new Education/Training events—to be announced as soon as they are available



2010 National Leadership Conference in Review

The 2010 National Leadership Conference was held in Chicago, Illinois, with 220 Missouri members, advisors, and guests attending. Approximately 6100 members, advisors, parents, and guests attended the conference with the theme “65 Years of Leadership.”



In Chicago, 85 students represented Missouri in National STAR Events. Of these, 58 members received gold, 24 members received silver, and 3 received bronze medals. Congratulations to all the STAR Events participants and their chapters for these accomplishments!

Also receiving national recognition were the following chapters:

Hermann Senior FCCLA – National Career Connection High School Award
Maysville FCCLA – National STOP the Violence Middle School Award
Ste. Genevieve FCCLA – Family Economics & Financial Education Runner-Up

The 2011 National Leadership Conference will be held in Anaheim, California - July 10-14, 2011.

For more coverage of the National Leadership Conference, please visit the Missouri FCCLA Blog, which provided live blogging, updates and photos from Chicago. <http://mofccla.blogspot.com>



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State Website – official source for all Missouri FCCLA programs, conferences, and activities www.mofccla.org

National Website – official source for all national programs, conferences, and activities www.fccla-inc.org

Missouri FCCLA Blog - news, updates and ideas for family & consumer sciences teachers, FCCLA advisors, and members – generally updated at least two times per week, or as needed. <http://mofccla.blogspot.com>

Missouri FCCLA Facebook Fan Page – Facebook users connect on www.facebook.com/MissouriFCCLA

Missouri FCCLA Twitter Updates – real-time updates from events www.twitter.com/MoFCCLA

Missouri FCCLA YouTube Channel – official Missouri FCCLA videos www.youtube.com/user/mofcclastateadvisor



Family Consumer Sciences and Human Services Contact Information



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