



Greetings, Washington FCS professionals!

In this season that focuses on thankfulness, we are thankful for your continued membership in the WAFCS, the organization that supports all areas of Family and Consumer Sciences. Just as in our personal lives, this season comes with many emotions. We are thankful for those of you who served for so many years and continue your membership. We are grateful for those of you who continue to faithfully serve. And, we are grateful for our new members, professionals who are making an impact by guiding us into the optimistic future.

At our FCS Annual Conference in October, we were able to celebrate many of you. There were more than 200 attendees who brought a lot of energy this year. Some of you gave workshops and shared your expertise. Some served as planning committee members and volunteers. Some attended and were an encouragement to others. Some received important recognition and were recipients of awards. For one dear former member, we honored her long legacy and membership.

We will be providing additional information to honor these awardees in upcoming newsletters.

50-Year Membership Award

Joyce Sagare

- WSU Extension, Yakima County
- Yakima Association of Family and Consumer Sciences

LynDee Lombardo



- Researcher, writer and presenter in Washington, California, and nationally
- WAFCS Board Member
- Retired Yelm Community Schools Educator
- MA in Textile History and Quilt Studies from University of Nebraska – Lincoln
- BA and Teaching Certificate from Western Washington University

WAFCS Outstanding Research Scholar Award

Dr. Jaeil Lee



- Fulbright Scholar Award as US Fulbright Scholar/Educator to Burma (Myanmar)
- Co-Director, Department of Family and Consumer Sciences; Chair & Professor, Apparel Design and Merchandising Program, Seattle Pacific University
- Distinguished Visiting Professor: China, Korea
- Author of *Technical Sourcebook for Apparel Designers* (Fairchild)

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WAFCS Teacher of the Year Award and Nominee for AAFCS National TOY



Jordy Larsen

- FCS Teacher, Dimmitt Middle School, Renton SD
- Rotary Teacher of the Month — Renton School District
- Dimmitt Middle School Behavior Coach for students
- Dimmitt Middle School Social Emotional Learning (SEL) and Instructional Support Coach for teachers
- Serves on WAFCS Executive Board as Co-President Elect 2022-2024, WAFCS President in 2024-2025

Please see interview included in this newsletter on pages 4 & 5.

WAFCS Leader Award and Nominee for AAFCS Leader Award

Donna Graham



- Sole Proprietor, Donna's Seams to Fit
- WAFCS Board Service, Past President
- WAFCS Communications Director
- Chair of many committees and communities including the
 - ◊ AAFCS Community of Lifelong Professionals
 - ◊ AAFCS Bylaws, Policies & Procedures Committee

Easy-Apply Grant Recipient

Jacky Warnock



- Cooperative Extension work in Arkansas and Texas
- Currently employed at Southridge High School in FCS for Food Science
- Easy-Apply Grant for a classroom *Food Science Challenge Project* (supplies and videorecording)

In Memory of Emilie Adams (1932-2023)



- 65-year WAFCS & Euthenics member
- Public relations, Washington State Dairy Council
- President, Better Business Bureau of Greater Seattle, retired in 1993.
- Appointed to the Board of the Federal Reserve Bank, Seattle branch, serving from 1992-1995

We are grateful for you all, WAFCS members. To continue to recognize your talents and contributions, please nominate yourself or others in 2024.

Warmest regards,
 Dr. Sharleen Kato

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ELEVATE
FAMILY & CONSUMER SCIENCES

www.aafcs.org/ElevateFCS

*Washington Association of Family and
Consumer Sciences
2024 Affiliate Action Plan*

Goals and Objectives

#1: Foster the development of the next generation of FCS professionals in the workforce through emerging offerings and professional opportunities

- Assess Fall Conference feedback
- Support and mentor young professionals (<10 years) in board service and recognition
- Survey and later offer sessions suggested by young professionals
- Nominate and financially support at least one young professional to attend Leadership Workshop

#2: Increase Membership by 10+%

- Brainstorm ideas for recruiting and keeping members
- Invite higher ed instructors and extension agents to share their expertise or note practical research
- Continue to explore possibility of bundling AAFCS membership with Fall Conference registration
- Invite featured vendors, business owners, and influencers to join WAFCS

#3: Elevate FCS Professionals and Build Member Community

- Hold Board meetings in January, May, July/August, October, and special update meetings as needed
 - ◊ Create a newsletter that is distributed at least 4 times per year
 - ◊ Publish a “I am an FCS Professional” feature in each newsletter
 - ◊ Feature a learning module/article in each newsletter
- Communicate and promote Easy Apply Grant, AAFCS webinars, and WAFCS Clock Hour offerings
- Publish a monthly update message from President
- Participate in Fall Conference by attending and volunteering
- Use Fall conference as a venue for reconnection with members and potential members, marketing AAFCS
 - ◊ Each board member creates a conference workshop and invites another member to co-present
 - ◊ Propose session for Easy Award Grants
 - ◊ Propose college reunions with intention
- Propose a “What is FCS?” session
- Nominate members for state and national for awards for teaching, scholarship, and community group “making a difference” awards

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An Interview with Jordy Larsen, WAFCS Teacher of the Year (TOY) and Nominee for the AAFCS TOY Award

Where do you teach and how did you become an FCS teacher?

I became an FCS teacher after finishing my BS in Human Development and Family Studies in the Department of Family and Consumer Sciences (FCS) and my Master of Arts in Teaching with certification in 2018. Both degrees were earned at Seattle Pacific University, a faith-based institution that focuses on graduating people of competence and character. I was drawn to becoming an FCS educator by my years of experience devoted to childcare and children's ministries, my work as an elementary tutor, multiple study abroad trips to the Philippines where we served individuals, families, and communities living in poverty, and my passion for FCS content.

I was hired as a Family and Consumer Sciences (FCS) middle school teacher in 2019 to teach seventh through eighth graders in four FCS content areas/subjects divided between two trimesters. These content areas included cooking, sewing, nutrition, and finance. Although I had several opportunities to teach at schools in more affluent and resource-rich suburban areas of Seattle, I fell in love with the vision of the Renton School District, Dimmitt Middle School (DMS) in particular, and the surrounding neighborhoods.

How does your FCS Curriculum exhibit creativity, innovation, and alignment with State or FCS National Standards? What have been some challenges and solutions?

DMS objectives match my desire to promote **equity in the community**, offering opportunities for students to learn to support themselves and to break the generational cycles of poverty and racism. I also desire to focus on **teaching life skills** in my FCS classroom while interweaving **Social Emotional Learning (SEL)** or "soft" skills to promote more positive relationships, better communication, and to promote mental health by reducing student anxiety. My administration supports my goals, and they continue to be committed to creating a positive culture that helps all students thrive.

As I began my second year of teaching at DMS, the world was hit with a global pandemic. In the Renton School District, classroom learning was only offered remotely. There were many challenges and opportunities that faced administrators, teachers, students, and their families. Challenges included making access available to all students. Computers, tablets or other devices, and online services were not equally available to all students depending on social and economic factors, geographic location, and other factors such as family support. The school district worked hard to communicate to the community that there were ways to provide access so that their education was not interrupted over the long term. For me, it was an opportunity to promote both equity and life skills in how we revised and taught our curriculum to meet the needs of our students and the DMS community. To do so, our goals and FCS content learning outcomes had to adjust.

During the school shut down, students in my FCS cooking courses often lacked personal resources such as a home kitchen, basic cooking equipment, and pantry supplies. With equity in learning opportunities in mind, my team and I started a delivery program where we would deliver food preparation packages to students so that they could complete their labs at home. One side benefit was that the district offered a free lunch to students who had depended on free or reduced lunch when school was held in-person. A high number of DMS students depend on this resource. This gave me the opportunity to meet students at their free lunch drop-off location so that I could give them their class kits. Another side benefit was that it gave me insight into their living conditions and family dynamics. Also, as I personally had come from a point of privilege, I didn't quite understand the vast socio-economic range that my school encompassed.

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As the year went on and we began a sewing unit, we once again knew that our students would be challenged by a lack of resources. The district middle school FCS teachers led an effort to create and provide hand sewing kits and projects to our students. Together, we conducted sewing labs via Zoom using the prepared and delivered sewing kits. By personally delivering the kits, it allowed us to conduct labs via Zoom. It provided a hands-on activity for students to complete and, at the same time, for students to get to know each other without all the typical classroom distractions. Online icebreaker activities gave isolated students a chance to connect while their hands were kept busy.

As the pandemic spread, illness among teachers, staff, and their family members made it difficult to keep schools staffed. Teachers worked hard to provide quality educational experiences despite the challenges. Despite their heroic efforts, education suffered in many ways including high rates of absenteeism, student's personal crisis, loss of instructional time, higher rates of student mental health issues, violence, and misbehavior. Test score gaps between students in lower and higher socioeconomic schools widened. Administrators, teachers, staff, students, and their families struggled as classes returned to in-person status. Mental health suffered and many struggled with anxiety after the trauma of stay-at-home orders. Integrating SEL became even more important as students returned to the classroom. Many in the community had experienced additional trauma from family unemployment, food and housing instability, family illness and loss, and unreported abuse and neglect.

Through the many challenges, the pandemic provided new opportunities to reassess ways in which education is delivered. As a grade level lead, I had the opportunity to develop, implement, and measure student performance through creative lesson plans over a variety of topics (cooking, sewing, nutrition, finance) with my colleagues. We did this through creating competitions and project-based learning units to increase engagement and learning connected to real world experiences. As regular student attendance continued to be a challenge when in-person classrooms resumed, I was able to work with my fellow teachers to create self-paced learning units that students could monitor and manage on their school-supplied tablet devices. Because middle school students are often reliant on their parents' support for regular attendance, this allowed students to be welcomed back into the classroom without shame and even more importantly, allowed them to keep up with the pace of classroom instruction and assignments. In line with my equity-focused goal, together we facilitated the incorporation of common core standards (emphasis on writing and reading) into the curriculum for promotion of life skills and well-rounded learning. The FCS team noticed how much students were struggling with math post pandemic, so we incorporated more math (like unit price and proportional relationships) into our lessons by partnering with different math teachers and coaches.

Can you give some more examples of how your FCS curriculum goals have been met?

Over the past six years student enrollment in FCS courses has grown from 120 to 150 across all three grade levels. This represents a 25% increase. Fewer classroom disputes and eruptions were reported in the FCS classes as compared to others across the campus. This can likely be attributed to the FCS curriculum that provides active, hands-on learning activities and the inclusion of Social Emotional Learning components. In addition, FCS teachers are trained to understand the whole student developmentally.

As DMS students and teachers returned to in-class instruction, the school administrators identified the opportunity to use FCS SEL skills curriculum developed through the pandemic to encourage a whole-school culture. This school culture would focus on the whole child while holding high expectations for learning, behavior, and relationships with others.

From the positive responses to this integration of FCS content across school curriculum, a new position was created that integrated FCS life skills, SEL, and Multi-tiered-system-supports (MTSS). MTSS is a start-wide program that focuses on many levels of influence on students. Teachers are considered Tier 1. I was invited to accept a newly created position that expanded on this further, integrating teachers in the process.

Congratulations, Jordy! We are proud of the work you do to Elevate FCS!

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JOIN US IN JUNE



ANNUAL CONFERENCE
HYATT REGENCY MINNEAPOLIS
MINNEAPOLIS, MINNESOTA
JUNE 5 - 10, 2024

The event offers high quality professional development to **equip** and **empower** FCS professionals and students!

www.aafcs.org/ac2024 

The 2024 AAFCS Annual Conference is in Minneapolis. So many things to see, and for most of us just one plane flight away! So many networking and session opportunities including:

- General sessions on current topics ~ Educational sessions by leading FCS professionals
- Teacher of the Year Luncheon ~ Research Poster Presentations
- Apparel, Textiles and Design Showcase ~ FCS Fast Talks
- AAFCs Closing Celebration honoring awardees

In addition to the first-class conference, there are so many things to see and do in Minneapolis. Make it a holiday destination in 2024. Within short distances of the Hyatt Regency Hotel are museums, restaurants, shopping, and beautiful parks and walking trails!



Minnehaha Falls

Minnesota Institute of Art

Swedish American Institute

Nicolett Mall Shopping