



OHIO
STATE ASSOCIATION

**OHIO FAMILY, CAREER AND
COMMUNITY LEADERS OF AMERICA**

ADVISER HANDBOOK

2022 - 2023

BEST PRACTICES OF A GREAT ADVISER

Follow procedures set by your district. Ensuring that your students and organization operate within the procedures set forth by the district will result in chapter success and give you the opportunity to be seen as a role model for others.

- Reach out. The best experts in FCCLA are in your own state and can provide you with enhanced information, ideas, and support. Connect and network with other Advisers as they have the experience to help guide you through questions and uncertainty.
- Keep your FCCLA resources close. Regardless of whether you are a binder builder, folder filer, or website wanderer, the best Advisers keep their resources nearby or bookmarked, and use them often. Find a system that works for you and keep it updated to help you make the most of your time.
- Prioritize tasks. To keep yourself from being overwhelmed be sure that you're focused on what you need to be doing at that time. Items such as a Program of Work, school calendar, and Fast Facts, can help you prioritize so you don't miss a deadline or an opportunity.
- Engage students. Help students understand how their goals and desired outcome should drive every decision they make. Encourage your students to try new things, make positive changes, and realize their full potential.
- Start small. Don't try to do everything your first year. Start with one fundraiser, one community service project, or participation in one conference, and strive to build upon it each year. As you start to get more comfortable, you can continue to learn and include new things.

INTERGRATING FCCLA

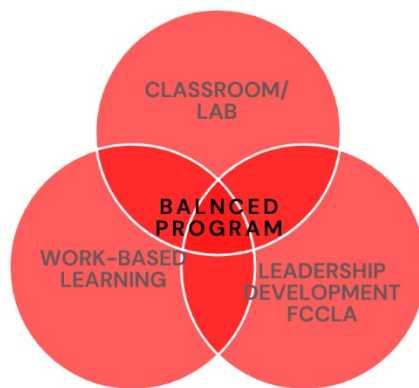
FCCLA is designed to be a part of your everyday Family and Consumer Sciences curriculum. From Competitive Events to National Programs, there are multiple resources for supplementing and improving your curriculum. FCCLA members explore career opportunities and build real world skills by developing projects, engaging, and participating in events, and competing at the regional, state, and national levels for scholarships and awards.

Here are a few ways you can start integrating FCCLA:

- Build leadership roles in each class; student leaders to help take attendance, gather homework, set out materials, and lead in-class discussions.
- Use Career Development Events (CDE's) and Skill Demonstration Events as classroom projects. The directions for each are found in the Competitive Events Guide and include everything from project directions to grading rubrics.
- FCCLA National Programs contain curriculum and lesson plans that can be purchased from the FCCLA Store or in the Portal. Use the FREE Power of One materials on the website to get you started!

- There are lesson plans and resources available here to help you promote the field of FCS to your students.
- Competitive Events provide great advantages to students: Competitive Events provide creative opportunities for all members to get involved. With all the events that are available there is truly something that can appeal to everyone. Events provide the opportunity to explore career paths and strengthen college- and career- ready skills. Students always want to achieve more which provides a great retention tool for members. Encourage members to improve year-to-year and watch their growth continue.
- Competitive Events provide the opportunity to explore career paths and strengthen college- and career- ready skills. Students always want to achieve more which provides a great retention tool for members. Encourage members to improve year-to-year and watch their growth continue. A complete list of state and national competitive events can be found in the “Resource” tab of the FCCLA Portal.

BALANCED CAREER TECHNICAL EDUCATION PROGRAM



Family and Consumer Sciences program education uses a three-circle model of instruction. Curriculum topics include personal financial literacy, career education, family dynamics, child development, foods and nutrition, health and personal wellness, fashion and textiles, interior design, hospitality, and consumerism. The components include Classroom/Laboratory instruction), Leadership Development (FCCLA) for students and advisers, and Work-Based Learning, supervised learning experiences outside the classroom.

ADVIER RESOURCES

- For additional exclusive chapter resources for affiliated Advisers, visit the “Resources” tab in the FCCLA portal. FCCLA offers a variety of resources to help you implement National Programs in your classroom.
- As a new Adviser, it will be beneficial for you to visit the “Adviser” pages on the national website as well as the “Resources” tab in the FCCLA portal. These pages provide free program resources and are written by fellow chapter Advisers and the National Consultant Team (NCT).

- FCCLA also offers National Program guides for select programs, which include dozens of lesson plans, activities, and project ideas that crosswalk with Family and Consumer Sciences national standards. Find these on the FCCLA Store or the “E-Store” tab on the FCCLA portal.
- You can also visit the “National Program” page on the FCCLA website for additional information, contests, and resources from partner organizations.
- Additionally, we recommend joining the Adviser Facebook page, titled “Family, Career and Community Leaders of America (FCCLA) Advisers.” This group provides FCCLA Advisers a place to connect, network, ask questions, and receive information regarding upcoming events and opportunities related to FCCLA and Family and Consumer Sciences.
- Adviser webinars are available periodically to provide additional professional development. Past webinars and partner opportunities can be found in the “Adviser Professional Development” section of the portal.

ADDITIONAL RESOURCES

- [FCCLA Planning Process](#)
- [Career Development Events Standards Alignment](#)
- [Career Pathway Alignment](#)
- [State Outreach Projects](#)
- [State Projects](#)
- [National Programs](#)
- [Outstanding Chapter](#)
- [Power of One](#)
- [Chapter Visit Request](#)
- [Career Exploration](#)
- [Framework for FCS](#)
- [New Chapter Checklist](#)
- [Why FCCLA for Education and Training](#)
- [Why FCCLA for Culinary](#)

TYPES OF COMPETITIVE EVENTS

Competitive Events offered by FCCLA give you and your students the chance to strengthen your skills, showcase accomplishments, and make positive changes in your families, careers, and communities. FCCLA Competitive Events have multiple categories, styles, and guidelines to meet the needs of diverse members and chapters.

FCCLA/LifeSmarts Knowledge Bowl is a Competitive Event where teams of five members can showcase their knowledge in Personal Finance; Consumer Rights and Responsibilities (to include Family, Career & Community Studies); Technology (to include Fashion & Housing Design); Health & Safety (to include Food Science and Nutrition plus Early Childhood and Human Development); Environment (to include Hospitality, Tourism & Recreation); and FCCLA Knowledge. For the 2021-2022 school year, competitions will be held in three different levels beginning online and ending at the National Leadership Conference. This event is a joint effort between FCCLA and the National Consumers League, combining the best of FCCLA and LifeSmarts content and competition. For more information on LifeSmarts, visit lifesmarts.org.

FCCLA/Knowledge Matters Virtual Business Challenges are personal finance and fashion contests that encourages FCCLA members to test their skills using a competition version of the Knowledge Matters VBC classroom software. For more information visit knowledgematters.com.

Skill Demonstration Events give students the chance to demonstrate college- and career-ready skills in Family and Consumer Sciences and related occupations. For the 2022-2023 school year, these events will take place online.

Career Development Events (CDE's) recognize members for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. The four types of CDE's include Foundational Events, Leadership Events, Career Focused Events, and Online Events

CONFERENCES

Chapter Officer Training: Chapter members have the opportunity to attend a regional level event in early fall. The focus is on types of leadership roles, establishing a program of work, networking, and hands-on activities.

Fall Leadership Training: This day and half state event is the place to explore all that FCCLA has to offer, hands-on activities and training in teamwork, communication, and leadership skills, while networking with members throughout Ohio.

Regional Career Development Events: The first level of competitive events for members in middle school and high school. There are four predetermined hosts sites for all career development events competition and three host sites for the culinary arts career development events. From there members and chapters who met the state qualifier criteria will advance to state career development event competition.



State Leadership Conference: FCCLA State Leadership Conference takes place at the end of April each year. Members are recognized for their outstanding achievements and individual growth, there is opportunities for to attend leadership development seminars, participate in state service-learning activities and network with members throughout Ohio.

FCCLA GLOSSARY

Affiliation: Process of sending state and national dues and completing online chapter affiliation.

Alumni & Associates (A&A): Alumni & Associates is a network of adults who were previously part of FCCLA or those who support the mission and purposes of the organization.

Career Development Events: Competitive events in which members are recognized for the proficiency and achievement in chapter and individual projects, leadership skills and career preparation. Most competitions have a three-step process: regional, state, and national.

Career and Technical Education (CTE): Instructional programs that offer academic and career-oriented courses to help students prepare for success in education and future careers.

Career and Technical Student Organization (CTSO): FCCLA is one of five Career-Technical Student Organizations supported by the Department of Education, Office of Career-Technical Education.

Career Pathways: Real world skills through FCS education including programs and events that support development of skills in careers in Human Services, Hospitality and Tourism, Education and Training, and Visual Arts and Design.

Chapter: Group through which affiliated FCCLA members develop and carry out projects. The local chapter consists of at the minimum one FCCLA adviser and individual FCCLA members.

Chapter Adviser: A Family and Consumer Sciences, Education and Training, Hospitality and Tourism, Human Services, and Visual Arts and Design educator who guides student's involvement.

Chapter Officer Training (COT): Chapter Officer Training is for chapter leaders/officers to participate in the fall. During this training members will create their annual program of work, expand leadership skills, and enhance their knowledge of FCCLA programming. Multiple sessions offered during September – November.

Classroom Integration: FCCLA National Programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience. FCCLA is integrated into FCS and is intra-curricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications.

Fall Leadership Training (FLT): Fall Leadership Training in October is a place where members participate in hands on leadership training (team building, communication), program development and implementation, and networking with the executive council and members across the state.



FCCLA Planning Process: Five-step management tool to help members select and carry out meaningful projects to fit school and community needs and concerns.

National Fall Conference (NFC): The National Fall Conference is the place to explore all that FCCLA has to offer, including keynote speakers, leadership workshops, special workshops for middle level students, competitive events, and opportunities to demonstrate college- and career-readiness.

National Leadership Conference (NLC): FCCLA's premier leadership event! Members from across the country gather to hear expert speakers, attend leadership sessions, participate in Competitive Events, and gain skills to use in their homes, schools, and communities.

National Programs: An established framework for carrying out FCCLA projects related to a specific topic, including guidelines, support materials, and recognition.

Teacher Success Series: This program is designed to support Family and Consumer Sciences educators and FCCLA Advisers during their first years of teaching. Ohio Department of Education staff, along with Ohio Association Teachers of Family and Consumer Sciences and seasoned teachers, will provide teachers in their first years of teaching with information as it relates to the three components of Family and Consumer Sciences Education: Classroom/Lab Instruction, FCCLA, and Experiential Learning within these professional development sessions.

This series of workshops are designed for 1st through 5th year teachers in all FCS Programs, pathways, and licensure venues. If you value professional development, an opportunity to collaborate with teachers statewide to become more efficient and prepared for the early years of teaching, this workshop is for you!

Program of Work: A calendar of events, outlining a chapter's goals and actions for the year.

Ohio Family and Consumer Sciences Newsletter: A biweekly newsletter sent to Ohio Education and Training, Family and Consumer Sciences, and Hospitality and Tourism educators regarding professional development, programming, curriculum and resources and Family, Career and Community Leaders of America (FCCLA) deadlines and updates.

Regional Competitive Events: Regional sites are established to host regional competitions where the evaluation of members career development projects take place. The top ten in the state, in each event in each level will advance to the state competition in April. Locations and dates are on a rotation base with top students moving on to the state level of competition. These events take place in mid-February/early March.

Regional Executive Council (REC): Two members from each region elected student leaders. The essential function of the regional council is to support the state executive council in program development, and program implementation.

State Adviser: The individual(s) responsible for administration of the FCCLA state association.

State Association: FCCLA organization at the state level.



State Executive Council (SEC): Six-member – elected student leaders to serve on the State Executive Council. The essential function of the State Executive Council is program development and implementation, member networking and public relations.

State Leadership Conference (SLC): State Leadership Conference is the annual meetings of the association where members can participate in leadership development sessions, state competitions, receive recognition for individual and chapter accomplishments and elect the Regional and State Executive Council. This event takes place at the end of April.

ADULT AWARDS

Spirit of Advising Award

Ohio recognizes one chapter adviser who is constantly faithful, often quietly working behind the scenes to ensure the success of their students. One recipient selected per year for State and National Recognition.

Honorary Membership

Ohio Family, Careers and Community Leaders of America (Ohio FCCLA) honors people whose professional responsibilities are not directly related to Ohio FCCLA, who have made outstanding contributions and who are giving continued service to the state organization. Beginning in 1948 honorary memberships have been presented to two or more persons who have rendered outstanding service to Ohio FCCLA.

Master Adviser

Recognizes advisers who have been successful in advising a chapter for a minimum of three years, promoted the organization, operated an integrated chapter with a balanced program of work, facilitated youth-centered activities, and kept abreast of new happenings with the organization. One recipient selected per year for National Recognition.

Adviser Mentor

Recognizes advisers who have been successful in achieving Master Adviser Recognition, devoted two years to new adviser assistance, assumed adult leadership roles in FCCLA, conducted adviser workshops, attended training workshops, and used national and state FCCLA resources. One recipient selected per year for National Recognition.

LEADERSHIP OPPORTUNITIES

Ohio FCCLA Board of Directors

The legal governing body of Ohio Family, Career and Community Leaders of America. The Board is composed of eight members elected to the Board, six youth members ex officio, three members ex officio. There are 3 Family and Consumer Sciences educators, 1 Education and Training Educator and 1 Hospitality and Tourism Educator, 1 school administrator, 1 Post-Secondary Educator and 1 Business/Industry representative appointed to a 3-year term rotation.

The primary functions of the Board of Directors are to set policy related to program, personnel, and fiscal matters and to be responsible for sound management. The Associate Director of Career Technical education serves as the Chair and State Adviser serves as secretary. The board receives and acts upon the recommendations of that State adviser relative to the management of programming.

State Career Development Events Committee

Committee members provide a leadership role in continuously improving industry relevant Career Development Events that reflect the application of technical knowledge and skills relevant to industry demands and are intended to be an extension of the classroom and laboratory instruction.

The committee is comprised of state staff, Board of Directors Liaison and ten advisers representing the four career field content areas:

- Family and Consumer Sciences
- Education and Training
- Hospitality and Tourism

Committee members serve a three-year term and are in good standing with the Ohio Association Teachers of Family and Consumer Sciences.

State Advisory Committee

Committee members assume the leadership role:

1. In evaluating structured member programming through feedback from the membership.
2. By facilitating cooperation and communication between the State Advisory Committee and membership.
3. Assist in the development and re-design of the Ohio Family, Careers and Community Leaders of America Association structured programming that have been identified as needing restructured.
4. Assist the developing necessary knowledge and skills as well as performance levels of members through participation in Ohio Family, Careers and Community Leaders of America programs.

The committee is comprised of state staff, Board of Directors Liaison and ten advisers representing the four career field content areas:

- Family and Consumer Sciences
- Education and Training
- Hospitality and Tourism

Committee members serve a three-year term and are in good standing with the Ohio Association Teachers of Family and Consumer Sciences.

OHIO FCCLA ENDOWMENT

The Board of Trustees is committed to overseeing disbursements of investment returns, growth of the Endowment, and providing funding to the Ohio FCCLA Association. All endowment returns are spent entirely on the members of Ohio FCCLA through programming, high quality leadership development and training and post-secondary scholarship opportunities.



The **Board of Trustees** is composed of 2 Family and Consumer Sciences Educators, 2 Education and Training Educators and 2 Hospitality and Tourism Educators, 1 school Administrator and 2 Business/Industry representatives appointed to a 3-year term rotation. One State Executive Council member is appointed to serve as a Liaison, a one-year term.

PROFESSIONAL ORGANIZATION

Ohio Association Teachers of Family and Consumer Sciences ([OATFACS](#))

Ohio Association Teachers of Family and Consumer Sciences, a non-profit organization, is a division of the Ohio Association for Career and Technical Education. Membership consists of secondary, adult, and post-secondary educators. It provides the opportunity for high-quality professional development, sharing of expectations for the profession, group expression and action to deal with the problems of importance to Family and Consumer Sciences.



OATFACS supports the purposes of the Ohio Association of Career and Technical Education dedicated to the advancement of education that prepares youth and adults for successful careers. ACTE's core purpose is to provide leadership in developing an educated, prepared, and competitive workforce.

EDUCATION and TRAINING COURSE ALIGNMENT

A panel of Subject Matter Experts (SME's) aligned the Family and Consumer Sciences course competencies to each FCCLA Career Development Event. It was determined that an alignment of 35% or higher would be a valid performance assessment to use for each course.

Course Name	FCCLA Career Development Event	% Alignment
Child and Adolescent Development		
	Curriculum Unit Development	66%
	Early Childhood Education	63%
	Focus on Children	66%
	Interpersonal Communication	36%
	Language and Literacy	69%
	<i>National Programs in Action</i>	30%
	Observation and Assessment	66%
	Teach or Train	67%
Classroom Management		
	Career Investigation	38%
	Chapter Service Project Display	35%
	Chapter Service Project Portfolio	35%
	Curriculum Unit Development	64%
	Early Childhood Education	62%
	Entrepreneurship	36%
	<i>Event Management</i>	32%
	Focus on Children	62%
	Interpersonal Communications	40%
	Job Interview	39%
	Language and Literacy	62%
	Lesson Preparation Team	50%
	Lesson Preparation Team	50%
	National Programs in Action	56%
	<i>Nutrition and Wellness</i>	34%
	Observation and Assessment	62%
	Promote and Publicize FCCLA!	35%
	Public Policy Advocacy	40%
	Teach or Train	81%

EDUCATION and TRAINING COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Foundation of Education		
	Career Investigation	78%
	<i>Chapter in Review Display</i>	34%
	<i>Chapter in Review Portfolio</i>	34%
	<i>Chapter Service Project Display</i>	34%
	<i>Chapter Service Project Portfolio</i>	34%
	Curriculum Unit Development	52%
	Early Childhood Education	54%
	Entrepreneurship	56%
	Focus on Children	52%
	<i>Interpersonal Communication</i>	30%
	Job Interview	82%
	Language and Literacy	50%
	Leadership	36%
	<i>Lesson Preparation Team</i>	30%
	National Programs in Action	36%
	<i>Nutrition and Wellness</i>	30%
	Observation and Assessment	52%
	Public Policy Advocacy	46%
	Teach or Train	96%
Community, Schools and Stakeholders		
	<i>Chapter Service Project Display</i>	30%
	<i>Chapter Service Project Portfolio</i>	30%
	Curriculum Unit Development	60%
	Early Childhood Education	60%
	Focus on Children	59%
	Interpersonal Communications	43%
	Language and Literacy	93%
	National Programs in Action	75%
	Observation and Assessment	60%
	Public Policy Advocacy	38%
	Teach or Train	67%
Early Childhood Education Language and Literacy		
	Curriculum Unit Development	46%
	Early Childhood Education	43%
	Focus on Children	43%
	Language and Literacy	43%
	Observation and Assessment	42%
	Teach or Train	41%

EDUCATION and TRAINING COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Curriculum and Instruction for Early Childhood Education		
	<i>Chapter on Review Display</i>	32%
	<i>Chapter on Review Portfolio</i>	32%
	Chapter Service Project Display	36%
	Chapter Service Project Portfolio	36%
	Curriculum Unit Development	72%
	Early Childhood Education	69%
	Focus on Children	69%
	Language and Literacy	71%
	Lesson Preparation Team	46%
	National Programs in Action	43%
	<i>Nutrition and Wellness</i>	32%
	Observation and Assessment	71%
	<i>Sports Nutrition</i>	31%
Teach or Train	77%	
Early Childhood Education Observation and Assessment		
	Curriculum Unit Development	52%
	Early Childhood Education	51%
	Focus on Children	51%
	Language and Literacy	51%
	National Programs in Action	38%
	Observation and Assessment	52%
	Teach or Train	56%
Early Childhood Education Principles		
	Curriculum Unit Development	38%
	Early Childhood Education	38%
	Focus on Children	31%
	Interpersonal Communication	31%
	Language and Literacy	52%
	National Programs in Action	36%
	Observation and Assessment	30%
	Teach or Train	57%
Infant and Toddler		
	Curriculum Unit Development	54%
	Early Childhood Education	52%
	Focus on Children	52%
	Language and Literacy	54%
	<i>Lesson Preparation Team</i>	31%
	Observation and Assessment	49%
	Teach or Train	62%

EDUCATION and TRAINING COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Health, Safety and Nutrition		
	Chapter Service Project Display	36%
	Chapter Service Project Portfolio	36%
	Curriculum Unit Development	46%
	Early Childhood Education	39%
	Focus on Children	37%
	Language and Literacy	36%
	<i>Lesson Preparation Team</i>	29%
	National Programs in Action	36%
	Nutrition and Wellness	45%
	Observation and Assessment	39%
	Sports Nutrition	41%
Teach or Train	39%	
Curriculum and Instruction for Teaching Professions		
	Curriculum Unit Development	65%
	Early Childhood Education	56%
	Focus on Children	55%
	Language and Literacy	55%
	<i>Lesson Preparation Team</i>	
	National Programs in Action	50%
	Observation and Assessment	55%
	Teach or Train	72%
Education Principles		
	Career Investigation	47%
	Curriculum Unit Development	54%
	Early Childhood Education	52%
	Entrepreneurship	38%
	Focus on Children	56%
	Job Interview	58%
	Language and Literacy	61%
	National Programs in Action	35%
	Observation and Assessment	61%
	Public Policy Advocacy	36%
Teach or Train	89%	

EDUCATION and TRAINING COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Education Assessment		
	Curriculum Unit Development	55%
	Early Childhood Education	56%
	Focus on Children	55%
	Language and Literacy	55%
	Observation and Assessment	55%
	Teach or Train	61%
<p><i>Depending on the selected topic the following Career Development Events may have a higher percentage:</i></p> <p><i>Lesson Preparation Team</i> <i>National Programs in Action</i></p>		

FAMILY and CONSUMER SCIENCES COURSE ALIGNMENT

A panel of Subject Matter Experts (SME's) aligned the Family and Consumer Sciences course competencies to each FCCLA Career Development Event. It was determined that an alignment of 35% or higher would be a valid performance assessment to use for each course.

Course Name	FCCLA Career Development Event	% Alignment
Introduction to Family and Consumer Sciences		
	Entrepreneurship	36%
	Nutrition and Wellness	40%
Principles of Food		
	Food Innovations	42%
	Nutrition and Wellness	51%
	Sports Nutrition	57%
Global Foods		
	Chapter Service Project Display/Portfolio	40%
	Entrepreneurship	40%
	Nutrition and Wellness	40%
	Sports Nutrition	43%
	Sustainability Challenge	41%
Food Science		
	Chapter in Review Display/Portfolio	39%
	Chapter Service Project Display/Portfolio	39%
	Entrepreneurship	46%
	Food Innovations	41%
	Nutrition and Wellness	59%
	Public Policy Advocate	41%
	Sports Nutrition	48%
	Sustainability Challenge	52%
Culinary Fundamentals		
	Chapter in Review Display/Portfolio	39%
	Chapter Service Project Display/Portfolio	43%
	Entrepreneurship	45%
	Food Innovations	49%
	Nutrition and Wellness	49%
	Sports Nutrition	55%
Principle of Nutrition and Wellness		
	Nutrition and Wellness	70%
	Sports Nutrition	60%
Personal Wellness and Development		
	Nutrition and Wellness	57%
	Sports Nutrition	43%

FAMILY and CONSUMER SCIENCES COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Personal Wellness		
	Nutrition and Wellness	57%
	Sports Nutrition	36%
Human Growth and Development		
	Focus on Children	51%
	Nutrition and Wellness	37%
Child Development		
	Focus on Children	40%
Personal Financial Management		
	Chapter in Review Display/Portfolio	38%
	Chapter Service Project Display/Portfolio	36%
	Entrepreneurship	85%
	Event Management	41%
Transitions and Careers		
	Career Investigation	38%
	Chapter in Review Display/Portfolio	50%
	Chapter Service Project Display/Portfolio	53%
	Entrepreneurship	64%
	Event Management	45%
	Public Policy Advocate	38%
	Sustainability Challenge	42%
Consumer Economics		
	Chapter in Review Display/Portfolio	48%
	Chapter Service Project Display/Portfolio	48%
	Entrepreneurship	79%
	Event Management	54%
Career and College Readiness		
	Career Investigation	52%
	Chapter in Review Display/Portfolio	56%
	Chapter Service Project Display/Portfolio	64%
	Entrepreneurship	68%
	Event Management	53%
	Fashion Design	38%
	Focus on Children	39%
	Interpersonal Communication	38%
	Job Interview	41%
	National Program in Action	45%
	Promote and Publicize FCCLA!	53%
	Public Policy Advocate	58%
	Sports Nutrition	41%
	Sustainability Challenge	64%

FAMILY and CONSUMER SCIENCES COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Leadership and Community Engagement		
	Career Investigation	58%
	Chapter in Review Display/Portfolio	72%
	Chapter Service Project Display/Portfolio	81%
	Entrepreneurship	67%
	Event Management	65%
	Fashion Construction	42%
	Fashion Design	49%
	Focus on Children	56%
	Illustrated Talk	40%
	Interpersonal Communication	49%
	Job Interview	42%
	Leadership	47%
	National Program in Action	60%
	Nutrition and Wellness	40%
	Parliamentary Procedure	46%
	Promote and Publicize FCCLA!	67%
	Public Policy Advocate	65%
	Sports Nutrition	47%
	Sustainability Challenge	74%
Textile and Interior Design		
	<i>Fashion Construction</i>	22%
	<i>Fashion Design</i>	28%
	<i>Interior Design</i>	28%
Interior Design, Furnishing and Management		
	Chapter in Review Display/Portfolio	37%
	Chapter Service Project Display/Portfolio	37%
	Entrepreneurship	64%
	Fashion Construction	37%
	Fashion Design	42%
	Event Management	39%
Textile Design, Construction and Maintenance		
	Chapter in Review Display/Portfolio	44%
	Chapter Service Project Display/Portfolio	47%
	Entrepreneurship	64%
	Fashion Construction	41%
	Fashion Design	46%
	Sustainability Challenge	47%
**May align to any course depending on the focus and content: Public Policy Advocate Interpersonal Communication Professional Presentation		

HOSPITALITY AND TOURISM COURSE ALIGNMENT

A panel of Subject Matter Experts (SME's) aligned the Hospitality and Tourism course competencies to each FCCLA Career Development Event. It was determined that an alignment of 35% or higher would be a valid performance assessment to use for each course.

Course Name	FCCLA Career Development Event	% Alignment
Hospitality Fundamentals		
	Baking and Pastry	35
	Career Investigation	36
	<i>Culinary Arts</i>	31
	Entrepreneurship	46
	Event Management	53
	Food Innovations	40
	Hospitality, Tourism & Recreation	41
	<i>Product Development</i>	30
	<i>Sports Nutrition</i>	30
Baking and Pastry Arts		
	Baking and Pastry	100
	Culinary Arts	44
	<i>Entrepreneurship</i>	32
	Event Management	35
	Food Innovations	44
	Garde Manger	49
	<i>Hospitality, Tourism & Recreation</i>	33
	<i>Nutrition and Wellness</i>	30
	Product Development	61
	<i>Sports Nutrition</i>	32
Fundamentals of Food Production		
	Baking and Pastry	40
	<i>Culinary Arts</i>	34
	Entrepreneurship	48
	Event Management	47
	Food Innovations	49
	Garde Manger	34
	<i>Hospitality, Tourism & Recreation</i>	33
	Nutrition and Wellness	37
	Product Development	42
	Sports Nutrition	37

HOSPITALITY AND TOURISM COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Contemporary Cuisine		
	Baking and Pastry	38
	Culinary Arts	34
	<i>Entrepreneurship</i>	31
	<i>Event Management</i>	31
	Food Innovations	48
	<i>Garde Manger</i>	34
	Nutrition and Wellness	38
	Product Development	42
	Sports Nutrition	36
Dining Room Services and Operations		
	Baking and Pastry	42
	Culinary Arts	35
	Entrepreneurship	48
	Event Management	46
	Food Innovations	42
	Garde Manager	36
	Hospitality, Tourism & Recreation	46
	<i>Nutrition and Wellness</i>	33
	Product Development	53
	Sports Nutrition	35
Restaurant Management		
	Baking and Pastry	39
	Culinary Math Management	36
	Culinary Arts	39
	Entrepreneurship	53
	Event Management	44
	Food Innovations	44
	<i>Garde Manger</i>	32
	Hospitality, Tourism & Recreation	41
	Nutrition and Wellness	35
	Product Development	52
	Sports Nutrition	37
Event and Food Planning		
	Culinary Math Management	36
	Entrepreneurship	53
	Event Management	48
	<i>Hospitality, Tourism & Recreation</i>	33

HOSPITALITY AND TOURISM COURSE ALIGNMENT

Course Name	FCCLA Career Development Event	% Alignment
Catering and Banquet Services		
	Entrepreneurship	41
	Event Management	40
Front Office Management and Operations		
	Entrepreneurship	35
	<i>Event Management</i>	34
	Hospitality, Tourism & Recreation	36
Hospitality Management		
	Entrepreneurship	36
	Event Management	40
	Hospitality, Tourism & Recreation	36
Travel and Adventure Planning		
	<i>Career Investigation</i>	32
	Entrepreneurship	46
	Event Management	45
	Hospitality, Tourism & Recreation	50
	<i>Product Development</i>	34

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES (1.0)

CONTENT STANDARD 1.0: FOUNDATIONAL

PERFORMANCE STANDARD 1.1: FCCLA MEMBERSHIP

- 1.1.1 Identify benefits of participating in FCCLA.
- 1.1.2 Describe how FCCLA prepares members to develop new skills for life and expand leadership potential. (e.g., planning, goal setting, problem solving, decision-making and interpersonal communication)
- 1.1.3 Identify FCCLA college and career ready attributes.
- 1.1.4 Investigate career pathways and career opportunities available through FCCLA participation.
- 1.1.5 Critique the bond between Family and Consumer Sciences Education, leadership development, career preparation, and building strong families.
- 1.1.6 Develop a student leadership plan that addresses postsecondary education (degree and non-degree credentials).

PERFORMANCE STANDARD 1.2: FCCLA MISSION AND PURPOSE

- 1.2.1 Identify the FCCLA mission statement.
- 1.2.2 Identify the eight FCCLA purposes and the impact on families and communities.
- 1.2.3 Illustrate effective use of information available from FCCLA for integration into lesson plans.
- 1.2.4 Analyze how the FCCLA mission and purpose help members acquire the skills needed to be successful in today's work environment.
- 1.2.5 Plan or implement active student college and career learning/participation opportunities in local, state, and national levels.

PERFORMANCE STANDARD 1.3: FCCLA SYMBOLS, TRADITIONS, GOVERNANCE, AND ORGANIZATIONAL STRUCTURE

- 1.3.1 Describe the history and philosophy of FCCLA.
- 1.3.2 Identify the governance structures at the chapter, state, and national levels.
- 1.3.3 Define the role of FCCLA Advisory/Board of Directors.
- 1.3.4 Define the role of industry partnerships as part of your classroom methodology.
- 1.3.5 Define the role of alumni as part of your classroom methodology.
- 1.3.6 Identify local, state, and national resources for non-profit career and technical student organizations.

PERFORMANCE STANDARD 1.4: FCCLA CHAPTER TECHNICAL PROCEDURES

- 1.4.1 Identify the process for starting and affiliating an FCCLA chapter.
- 1.4.2 Explain use of the FCCLA portal. (www.fcclainc.org)
- 1.4.3 Identify FCCLA local, district, state, and national affiliation fees.
- 1.4.4 Research chapter leadership roles and officer team structure.
- 1.4.5 Describe components of a successful membership campaign.
- 1.4.6 Identify ways to maintain chapter membership to meet the criteria if state and national opportunities.
- 1.4.7 Develop positive messaging strategies to communicate the benefits of membership to maintain and recruit members.
- 1.4.8 Exhibit leadership skills by demonstrating proper parliamentary procedure.

PERFORMANCE STANDARD 1.5: FCCLA IN CAREER AND TECHNICAL EDUCATION

- 1.5.1 Describe the role of FCCLA in developing youth through classroom integration of FCCLA national programs, competitive events, and service-learning projects.
- 1.5.2 List workplace readiness skills gained through FCCLA participation.
- 1.5.3 Identify how members can advocate for career and technical education.
- 1.5.4 Integrate critical thinking skills and the employability framework into chapter activities.
- 1.5.5 Analyze personal effectiveness and organizational skills gained through FCCLA needed to successfully perform work tasks.
- 1.5.6 Develop chapter activities reinforcing 21st Century Employability Skills that incorporate FCCLA materials and projects.

PERFORMANCE STANDARD 1.6: FCCLA ADVISER ROLES AND RESPONSIBILITIES

- 1.6.1 Identify educational leadership development support materials.
- 1.6.2 Describe leadership, service, and recognition opportunities available through FCCLA programs, events, and activities.
- 1.6.3 Outline FCCLA Adviser roles, responsibilities, and rewards.
- 1.6.4 Develop a chapter fiscal management system.
- 1.6.5 Develop chapter related safety procedures using guidelines established by school/district/state entities.
- 1.6.6 Develop FCCLA intra-curricular programming in conjunction with the FCS program of study.
- 1.6.7 Identify adviser growth opportunities at the local, state, and national levels.

CONTENT STANDARD 2.0: LEADERSHIP DEVELOPMENT AND CAREER PATHWAYS
PERFORMANCE STANDARD 2.1: ANALYZE FCCLA EDUCATIONAL, CAREER PREPARATION, AND SERVICE-RELATED PROJECTS

- 2.1.1 Identify Career Cluster and CTE pathways aligned with Family and Consumer Sciences content and align these to FCCLA programs and projects.
- 2.1.2 Describe how FCCLA programs/activities help students meet 21st Century Skills.
- 2.1.3 Illustrate use of FCCLA Career Pathway crosswalk into lesson plans.

PERFORMANCE STANDARD 2.2: FOSTER STUDENTS' ACADEMIC GROWTH

- 2.2.1 Utilize Family and Consumer Sciences content, leadership, and career development, and service-learning to foster students' academic growth.
- 2.2.2 Identify local, state, and national resources to support FCCLA advisers/FCS teachers.
- 2.2.3 Research leadership, career, and recognition opportunities available through competitive events.
- 2.2.4 Develop materials to promote individual and chapter competitive events.
- 2.2.5 Identify competitive events volunteer responsibilities at the local, state, and national levels.

PERFORMANCE STANDARD 2.3: INTRA-CURRICULAR

- 2.3.1 Develop instructional activities using competitive event format and rubrics.
- 2.3.2 Support participation in individual and chapter competitive events.
- 2.3.3 Identify content industry partners on the local, state, and national level.
- 2.3.4 Develop a parent survey identifying volunteering strengths and possible partnerships.
- 2.3.5 Design STEM activities using FCS content and competitive events.
- 2.3.6 Identify FCS and academic standards in FCCLA programs.

PERFORMANCE STANDARD 2.4: DEMONSTRATE THE ABILITY TO MENTOR FCS STUDENT LEADERS THROUGH FCCLA

- 2.4.1 Research the benefits of FCCLA leadership mentoring programs.
- 2.4.2 Encourage student involvement in FCCLA activities promoting leadership, service, and career preparation.
- 2.4.3 Describe personal effectiveness skills and how they impact students' leadership growth.

PERFORMANCE STANDARD 2.5: INTEGRATE FCCLA INTO FAMILY AND CONSUMER SCIENCES PROGRAMS

- 2.5.1 Analyze FCS programs for integration of state and national education standards, FCCLA resources and programs, and career preparation experiences to support rigor, relevance, and growth.
- 2.5.2 Create a FCCLA chapter integration plan.
- 2.5.3 Select appropriate FCCLA competitive events aligned to program offerings.
- 2.5.4 Demonstrate the ability to advise and implement a regular chapter meeting.

PERFORMANCE STANDARD 2.6: UTILIZE FCCLA RESOURCES TO IMPLEMENT PROJECT-BASED LEARNING IN FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS

- 2.6.1 Research FCCLA education and service-related projects.
- 2.6.2 Demonstrate use of the FCCLA planning process in FCS project-based learning.
- 2.6.3 Explain the use of FCCLA programs, activities and competitive events for instructional delivery and assessment.

PERFORMANCE STANDARD 2.7: UTILIZE FCCLA TO FOSTER STUDENTS' ACADEMIC AND PERSONAL GROWTH FOR CAREER PREPARATION

- 2.7.1 Identify collaboration opportunities with various groups (i.e.: cross curricular, CTSO, community and industry partners)
- 2.7.2 Identify FCCLA leadership skill development opportunities for students.
- 2.7.3 Plan public speaking opportunities during career preparation activities.
- 2.7.4 Identify leadership growth opportunities through competitive event participation.
- 2.7.5 Develop leadership training criteria and assessment for FCS students.
- 2.7.6 Develop instructional strategies reinforcing academic skills through career preparation activities.

PERFORMANCE STANDARD 2.8: IMPLEMENTATION OF THE FAMILY AND CONSUMER SCIENCES STANDARD THROUGH FCCLA

- 2.8.1 Analyze the relationship between FCS National Standards, FCCLA programs and project activities.
- 2.8.2 Align FCCLA activities, FCS National Standards, and local curriculum.

CONTENT STANDARDS 3.0: SUSTAINABLE CHAPTERS AND PROGRAMS

PERFORMANCE STANDARD 3.1: DEVELOP A PLAN TO ENHANCE ADMINISTRATIVE, PARENT, BUSINESS/INDUSTRY, AND COMMUNITY SUPPORT

- 3.1.1 Research issues and trends in Family and Consumer Sciences and Career-Technical Education.
- 3.1.2 Investigate personal and professional advocacy skills for student leadership.
- 3.1.3 Identify techniques for speaking with administrators, parents, students, and the community about FCCLA and FCS.
- 3.1.4 Develop strategies to be used to lead to a productive working relationship between administration, colleagues and FCCLA adviser.
- 3.1.5 Discuss the difference in communication effectiveness between different peer groups.
- 3.1.6 Explore the importance of social media, digital citizenship, and professionalism.
- 3.1.7 Identify an issue and prepare written communication (i.e.: email, memos, letters, etc.) to advocate the issue to a specific audience.

PERFORMANCE STANDARD 3.2: EVALUATE FUNDRAISING AND GRANT WRITING OPPORTUNITIES TO SUPPORT A SUSTAINABLE FCCLA CHAPTER

- 3.2.1 Identify sources of chapter income.
- 3.2.2 Creating and utilizing a chapter budget.
- 3.2.3 Identify the sequence of steps needed when developing a fundraising plan.
- 3.2.4 Compare and contrast the benefits of a school-based enterprise.
- 3.2.5 Determine local fundraising policies and accountability procedures.
- 3.2.6 Understand the components of effective written communication for grant writing and promotional efforts.
- 3.2.7 Compare and contrast the benefits of pursuing grants for chapter activities.

PERFORMANCE STANDARD 3.3: INTEGRATE FCCLA INTO THE CLASSROOM

- 3.3.1 Identify purposeful FCCLA integration into the FCS classroom and curriculum.
- 3.3.2 Develop an FCCLA Emergency Response Plan for FCCLA events and travel.
- 3.3.3 Develop unit plans with a FCCLA student leadership component.
- 3.3.4 Design a course survey that highlights student leadership growth over an FCS course.
- 3.3.5 Develop classroom leadership roles that support chapter activities.

PERFORMANCE STANDARD 3.4: PROMOTE AND PUBLICIZE THEIR FCCLA CHAPTER

- 3.4.1 Prepare media materials to promote and publicize FCCLA.
- 3.4.2 Design and implement a departmental/class/FCCLA marketing strategy (publicity plan).
- 3.4.3 Demonstrate news writing procedures (press release).
- 3.4.4 Create a local media list and research topics the journalist's beat that align with FCCLA/FCS.
- 3.4.5 Explore the importance of social media and digital citizenship.
- 3.4.6 Develop resources that align with career search tools that highlight the career focus for your students in FCS Career Pathways.

PERFORMANCE STANDARD 3.5: EXPLORE SUSTAINABLE CHAPTER MANAGEMENT PRACTICES

- 3.5.1 Identify the balance of adviser duties versus instructor duties.
- 3.5.2 Describe the record keeping and chapter activities for a chapter to earn an honor chapter award.
- 3.5.3 Demonstrate the ability to communicate in a group setting through participation in the chapter conduct of meetings or parliamentary procedure.
- 3.5.4 Implement use of the FCCLA Planning Process to develop chapter goals.
- 3.5.5 Establish a classroom management plan that integrates FCCLA into everyday activities such as roll call and schedule of the day.
- 3.5.6 Engage youth leaders as an integral part of classroom management.

PERFORMANCE STANDARD 3.6: PROVIDE INFORMATION THAT HIGHLIGHTS THE BENEFITS AND REWARDS OF AN FCCLA PROGRAM FOR STUDENTS AND ADVISERS, THE FAMILY AND CONSUMER SCIENCES PROGRAM, THE SCHOOL, AND COMMUNITY

- 3.6.1 Develop a personal statement that illustrates how you incorporate FCCLA into your classroom and through project-based learning.
- 3.6.2 Create a promotional plan to share with administration in the school.

CONTENT STANDARD 4.0: PROFESSIONAL COMMUNITY

PERFORMANCE STANDARD 4.1: ENGAGE IN LOCAL, REGIONAL, STATE AND NATIONAL FCCLA /FCS COMMUNITIES

- 4.1.1 Promote professional development, involvement, and growth through membership in ACTE, AAFCS, FCCLA, and other professional organizations.
- 4.1.2 Conduct regular Advisory Council meetings, including a diverse membership roster, connection to community needs and industry demand.
- 4.1.3 Volunteer and assist with competitive events on all levels.
- 4.1.4 Apply to serve in volunteer or leadership capacities in FCCLA.
- 4.1.5 Submit articles for periodicals, blogs, and other resources connecting FCS to FCCLA.

PERFORMANCE STANDARD 4.2: RESEARCH LEADERSHIP OPPORTUNITIES AND RESPONSIBILITIES THAT MAINTAIN AND ENHANCE THE CTE AND FCS PROFESSIONS

- 4.2.1 Build relationships with business and industry.
- 4.2.2 Illustrate how alumni can support chapter activities.
- 4.2.3 Include job shadowing/interviewing skills within classroom activities and connect these opportunities to FCCLA competitive events.
- 4.2.4 Using Power of One includes personal goal setting.
- 4.2.5 Investigate resources provided through FCCLA that can be used in the FCS classroom.
- 4.2.6 Promote pride and presence in our Family and Consumer Sciences profession and FCCLA.
- 4.2.7 Attend professional development activities as appropriate.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

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