

# INTRODUCTION



**F**amily, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become strong leaders in families, careers and communities through family and consumer sciences education. Its members are students through grade 12 who are taking or have taken family and consumer sciences courses.

These young people organize in local chapters to develop and lead projects that address important personal, family, career and societal issues. Family and consumer sciences teachers serve as local FCCLA advisers.

FCCLA is a nonprofit national career and technical student organization for young men and women. It involves approximately 220,000 students through 7,500 local chapters in all 50 states plus the District of Columbia, Puerto Rico and the Virgin Islands. It is one of the nation's largest career and technical student organizations

and is open to students of all races and religious beliefs.

## **FCCLA Mission**

To promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through—

- Character development
- Creative and critical thinking
- Interpersonal communication
- Practical knowledge
- Vocational preparation

## **FCCLA Purposes**

The organization's eight purposes outline the areas in which FCCLA members take action to achieve their mission.

## **FCCLA Advantages**

An active FCCLA chapter offers a range of benefits for the school, the community, the

"Remember: if it's red,  
it's a link!"



family and consumer sciences program, the teacher/adviser and students. These are summarized on the reproducible "**Why FCCLA**" Handout.

## **FCCLA in the Family and Consumer Sciences Program**

FCCLA is an integral part of family and consumer sciences (FACS) education and an essential element in a complete FACS program. This section includes accountability matrices that illustrate relationships between **SCANS Foundation Skills and FCCLA Programs, SCANS Competencies and Students' FCCLA Experiences** and **FACS National Standards and FCCLA National Programs**, along with information about **FCCLA and School-to-Career Priorities**.

## **Frequently Asked Questions (and Answers)**



## FCCLA ADVANTAGES

An active FCCLA chapter offers a range of benefits for the school, the community, the family and consumer sciences program, the teacher/adviser and students. Its projects provide a framework for hands-on, career-related learning and demonstrate the relevance of school programs to students and community members.

FCCLA promotes leadership experiences and student decision-making opportunities through the family and consumer sciences education program. Chapter activities help extend classroom learning beyond the classroom. Through hands-on projects that they develop, implement and evaluate, students encounter situations through which they—

- accept responsibility;
- experience leadership;
- build relationships;
- develop appreciation for diversity;
- analyze and solve problems
- apply academic and communication skills;
- adapt to change;

- establish positive work-related attitudes and habits.

These benefits help meet members' needs for socializing, gaining recognition and/or helping others—and having fun!

### Advantages for Advisers

Like their students, advisers may also want to be part of a group, gain recognition and help others. Advisers can feel a sense of accomplishment as students develop new skills and experience success through FCCLA activities. In addition, FCCLA provides a support network of other family and consumer sciences educators who are committed to and involved with students.

FCCLA offers a ready-to-use framework for implementing cooperative learning, interdisciplinary work, volunteerism and school-to-career activities. It is an ideal method for building student ownership in and responsibility for their own learning.

Family and consumer sciences educators become FCCLA advisers to—

- relate school to careers;
- expand students' opportunities;

- tie family and consumer sciences lessons to extended learning opportunities;
- demonstrate the importance of family and consumer sciences education;
- encourage individual responsibility and creativity;
- meet administrative requirements;
- help shape future families, careers and communities;
- enjoy the satisfaction of working with young people;
- show students how to help others;
- teach important life skills;
- advance the family and consumer sciences profession.

### “Why FCCLA?” Handout

This reproducible sheet summarizes FCCLA benefits. Use it with school administrators, business leaders, legislators, other educators and/or parents as a tool to help promote the FCCLA program.

## FCCLA IN THE FAMILY AND CONSUMER SCIENCES PROGRAM

FCCLA is an integral part of family and consumer sciences (FACS) education and an essential element in a complete FACS program. In the local school, this means chapter projects and activities stem from and enhance family and consumer sciences programs of study.

FCCLA chapters give FACS students leadership experiences in planning and directing their own activities. These expanded opportunities for leadership training, community involvement and personal growth give FACS education more meaning. The adviser and chapter members benefit by coordinating class and chapter experiences so they complement and enrich one another.

The **FCCLA planning process** guides students to identify their concerns, set a related goal, form a plan, act and follow up. When FCCLA planning occurs within the classroom, it is natural for the identified concerns to relate to the family and

consumer sciences program of study. Members who plan FCCLA activities outside classroom time can also easily focus on concerns that relate to family and consumer sciences topics, although they may need to be reminded to do so.

### Integrated FCCLA

Many advisers find that integrating FCCLA activities into classroom lessons is an ideal way to—

- enrich student learning and improve self-esteem;
- involve all FACS students, thereby serving youth with a range of ability levels, economic situations and cultural influences;
- provide opportunities to implement and assess student mastery of the FACS national standards;
- revitalize teaching and learning;
- reduce scheduling and time conflicts for FCCLA advisers and members.

The information in this *Handbook* applies to both integrated and out-of-class FCCLA chapters. Additional details, lesson plans and project ideas for integrated

chapters are in the *FCCLA in the Classroom Essential Guide* (book) and *Toolkit* (CD-ROM) offered through the *FCCLA Publications Catalog*.

### Integrated FCCLA activities—

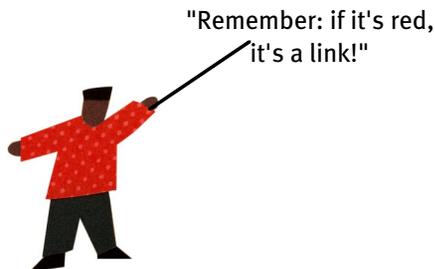
- are initiated during class time;
- complement classroom learning;
- use FCCLA resources in class;
- are initiated, developed and evaluated by students;
- relate to the FCCLA **purposes**;
- provide incentives and recognition that are not part of class requirements;
- enhance family and consumer sciences education.



## FCCLA Addresses Educational Goals

Many schools' educational standards and curriculum competencies can be ideally achieved through FCCLA activities. Here are sample competencies especially suited to FCCLA fulfillment.

- Demonstrate decision-making skills.
- Demonstrate creative- and critical-thinking skills.
- Identify and use available resources and support systems.
- Learn in the community.
- Identify and solve practical problems.
- Improve communication skills.
- Develop leadership skills.
- Learn cooperation and teamwork.
- Develop skills and ethical behavior needed for successful employment.
- Learn to balance school, home and work responsibilities.



## Accountability Matrix: SCANS Foundation Skills and FCCLA Programs

This table illustrates which FCCLA national programs best address each of the **SCANS Foundation Skills**.

## Accountability Matrix: SCANS Competencies and Students' FCCLA Experiences

This table illustrates the relationship between the **SCANS Competencies** and experiences students frequently encounter through FCCLA involvement.

## Accountability Matrix: FACS National Standards and FCCLA National Programs

This table illustrates which FCCLA national programs best address each of the **National Standards for Family and Consumer Sciences Education**.

## FCCLA and School-to-Career Priorities

This information explains the ways that FCCLA involvement furthers students' school-to-career transition.

# NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

## **1.0 CAREER, COMMUNITY, AND FAMILY CONNECTIONS**

Integrate multiple life roles and responsibilities in family, work, and community settings.

## **2.0 CONSUMER AND FAMILY RESOURCES**

Evaluate management practices related to the human, economic, and environmental resources.

## **3.0 CONSUMER SERVICES**

Integrate knowledge, skills, and practices required for careers in consumer services.

## **4.0 EARLY CHILDHOOD, EDUCATION, AND SERVICES**

Integrate knowledge, skills, and practices required for careers in early childhood education and services.

## **5.0 FACILITIES MANAGEMENT AND MAINTENANCE**

Integrate knowledge, skills, and practices required for careers in

facilities management and maintenance.

## **6.0 FAMILY**

Evaluate the significance of family and its impact on the well being of individuals and society.

## **7.0 FAMILY AND COMMUNITY SERVICES**

Integrate knowledge, skills, and practices required for careers in family and community services.

## **8.0 FOOD PRODUCTION AND SERVICES**

Integrate knowledge, skills, and practices required for careers in food production and services.

## **9.0 FOOD SCIENCE, DIETETICS, AND NUTRITION**

Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

## **10.0 HOSPITALITY, TOURISM, AND RECREATION**

Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

## **11.0 HOUSING, INTERIORS, AND FURNISHINGS**

Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

## **12.0 HUMAN DEVELOPMENT**

Analyze factors that impact human growth and development.

## **13.0 INTERPERSONAL RELATIONSHIPS**

Demonstrate respectful and caring relationships in the family, workplace, and community.

## **14.0 NUTRITION AND WELLNESS**

Demonstrate nutrition and wellness practices that enhance individual and family well being.

## **15.0 PARENTING**

Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

## **16.0 TEXTILES AND APPAREL**

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

Source: *National Standards for Family and Consumer Sciences Education* (Decatur, Ga.: National Association of State Administrators of Family and Consumer Sciences, 1998).

## FCCLA AND SCHOOL-TO-CAREER PRIORITIES

FCCLA offers a wealth of opportunities and resources to support school-based learning, work-based learning and connecting activities for careers. Here are explanations of the ways that FCCLA involvement furthers students' school-to-career transition.

### Curriculum Integration

With integrated FCCLA, there is no doubt that chapter activities directly relate to what is being taught in the classroom. The organization is an integral part of the family and consumer sciences program.

### High-Level Student Performance

Because in-class FCCLA members are completing "assignments" that will actually be used in their projects, they reach for the highest possible level of quality. When members read *Teen Times* magazine, become involved in STAR Events and participate in FCCLA meetings beyond the local level, they observe the high levels of performance being achieved by peers. This exposure "raises the bar" for their own expectations.

### Integrated Academic and Career and Technical Education

When students identify concerns, set a goal, form a plan, act and follow up, they cannot help but call on skills and knowledge presented in a wide variety of disciplines. FCCLA gives students the opportunity to assimilate and apply what they are learning both within and outside of the family and consumer sciences program.

### All Aspects of an Industry

Nothing gives students a more comprehensive understanding of the "real world" than carrying out a project that operates in and impacts that world. Writing letters, making telephone contacts, visiting work places, interacting with people, meeting deadlines, making presentations and preparing reports all prepare students for the school-to-career transition.

### Community Partnerships

FCCLA takes students into the community and brings the community into the classroom. Parents, employers and other community members connect to FCCLA chapters as speakers, advisory panel

members, STAR Events evaluators, site visit hosts, resource providers and more.

### Teacher Professional Development

Many advisers note that both the formal professional development opportunities and the informal connections between FCCLA advisers are important sources of ideas to improve their programs and their teaching.

### Improved Teaching

FCCLA advisers frequently testify that integrating FCCLA into their classrooms makes them more student-connected, flexible, on-target teachers.

### Accountability Issues

#### *Attainment of Academic and Career Skills Proficiencies*

When education becomes "real," students become more motivated to attain success. By offering authentic, student-directed learning experiences, FCCLA motivates students to acquire and use new skills. FCCLA also provides opportunities for students to demonstrate their mastery of proficiencies, including the **Family and Consumer Sciences National Standards**.

### ***Increased Graduation Rates***

Students who connect to school stay in school until they graduate. FCCLA connects students to their school and their family and consumer sciences program of study.

### ***Increased After-Graduation Placement***

To take their place in any walk of life—education, military or career—young people need proven skills to take care of themselves, get along with others, solve problems, make decisions and pursue success. FCCLA gives students a place to develop and practice these skills even before they graduate from high school.

## **FCCLA SCHOOL-TO-CAREER TOOLS**

While almost any FCCLA involvement addresses school-to-career priorities, the organization offers the following programs that relate directly.

### **Career Connection**

This national program offers teachers and students a variety of materials and suggestions for school-based learning, work-based learning and connecting

activities—“disguised” in user-friendly wording and student-directed projects.

### **Leaders at Work**

This national program translates school-to-career concepts into hands-on leadership projects for career-oriented students.

Leaders at Work provides guidelines and recognition for students to identify, improve and evaluate leadership skills for career success.

### **Dynamic Leadership**

To achieve personal and career success, both youth and adults must learn, practice and sharpen basic leadership skills. Most of the **SCANS Foundation Skills**—from writing, listening and speaking to problem solving and self-management—may be addressed with the information, materials and project ideas included in *Dynamic Leadership*.

### **Power of One**

This national program for individual member action includes the “Working on Working” unit, which many advisers use to introduce the career aspects of FACS

courses. Student projects in other units, including “A Better You” and “Take the Lead,” can also address school-to-career areas. (The *Power of One* workbook includes a matrix that correlates SCANS Competencies to Power of One.)

### **STAR Events**

STAR Events provide a framework and recognition that motivate students to explore, develop and demonstrate skills for career success. All of the events address **SCANS Competencies** and **Foundation Skills**, and several—including Applied Technology, Career Investigation, Entrepreneurship, Food Service Job Interview and Occupational Child Care—focus on specific career-related skills and (The *STAR Manual* includes matrices that correlate the events to SCANS skills and competencies.) The Occupational participation category addresses the particular interests of career-focused students.



## FREQUENTLY ASKED QUESTIONS

**Q:** *How do I affiliate my chapter?*

**A:** Send a national affiliation form and dues payment to the address listed on your affiliation form

**Q:** *What do national dues support?*

**A:** Payment of national dues makes the organization possible. National dues support *Teen Times*, chapter mailings, national programs, chapter resources, training, promotion, processing fees, membership cards, national officers' efforts, membership promotion, National Board of Directors activities, expenses related to raising money and operating expenses of the national headquarters and staff.

**Q:** *What are the qualifications for being an FCCLA member?*

**A:** Any student who is taking or has taken a course in family and consumer sciences and/or related occupations through grade 12 is eligible for

membership in an organized chapter within the school.

**Q:** *Who can be an FCCLA adviser?*

**A:** Any teacher certified in family and consumer sciences education and/or related occupations may serve as a chapter adviser

**Q:** *What is an integrated chapter (sometimes called co-curricular or intra-curricular)?*

**A:** A chapter whose activities are an integral part of family and consumer sciences classes. Students develop and carry out chapter projects that relate to course topics.

**Q:** *What makes FCCLA different from other student organizations?*

**A:** It is the only in-school youth organization with the family as its central focus.

**Q:** *How do I get started as an FCCLA adviser?*

**A:** Contact your state FCCLA adviser and a local adviser nearby. Try to take a few students to a district/region or cluster meeting. Read this *Handbook's* **new advisers**

**section**, including the **New Chapter Checklist**. Also review other parts of this *Handbook* and the *Essential Guide to FCCLA in the Classroom*. Then dive in!

**Q:** *How do I introduce new members to FCCLA?*

**A:** Try the Step One activity, available from national FCCLA. The *Toolkit for FCCLA in the Classroom* includes lesson plans for introducing and starting an in-class chapter.

**Q:** *What's the difference between comprehensive and occupational members?*

**A:** Comprehensive members emphasize a variety of family and consumer sciences education programs of study. Occupational members are enrolled in educational programs that prepare them for paid employment in a specific family and consumer sciences-related career.

**Q:** *Who sponsors FCCLA?*

**A:** FCCLA is officially sponsored by the U.S. Department of Education and the American Association of Family and Consumer Sciences. This sponsorship does not entail financial support.