

# Family, Career and Community Leaders of America



## KENTUCKY CHAPTER HANDBOOK

For Advisers and Members of FCCLA  
Chapters

Revised August, 2008

**Kentucky Association**

**Family, Career and Community Leaders of America**

**Chapter Handbook**

**For**

**Members and Advisers**

**Revised September, 2008**

## **Forward**

The Kentucky Chapter Handbook has been prepared for local chapters in the Kentucky Association Family, Career and Community Leaders of America. In it you will find information relative to conducting the business of a chapter as well as ideas that will assist those in charge of finding answers to many questions about FCCLA. The Handbook is on a CD and can be printed and put in a loose leaf binder so pages can be duplicated for class/chapter use. Each section begins the numbering system over with "1".

It is suggested that each chapter member and adviser become familiar with the contents and use the materials in developing a strong and active FCCLA Chapter.

The State Adviser may be contacted for additional information and questions. The address for State Headquarters is Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601.

## **ACKNOWLEDGEMENTS**

The materials included in this handout have been taken from many sources such as previous chapters and adviser handbooks published in Kentucky and those published by other State Associations. We would like to extend a sincere thank you to the West Virginia State Association for this contribution to this handbook.

**The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability.**

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# **Section 2**

# **BY-LAWS**

April 2006

**KENTUCKY ASSOCIATION  
FAMILY, CAREER, AND COMMUNITY LEADERS OF AMERICA**

**ARTICLE I**

**NAME-SPONSOR- MISSION- PURPOSES**

**SECTION A - NAME.**

The name of this organization shall be the Kentucky Association of Family, Career, and Community Leaders of America. Members are hereinafter referred to as Family, Career, and Community Leaders of America. The letters FCCLA may be officially used to designate the FCCLA organization, its units, or members thereof.

**SECTION B - SPONSOR.**

The sponsor of the organization shall be the Family and Consumer Sciences Team, Kentucky State Department of Education. The state headquarters shall be located in the offices of the Family and Consumer Sciences Unit, Kentucky State Department of Education.

**SECTION C - MISSION AND PURPOSES.**

The mission of Family, Career, and Community Leaders of America is 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; and vocational preparation. Organized instruction relating to the goal is a part of the Family and Consumer Sciences education program in the school. The purposes of the organization shall be:

1. To provide opportunities for personal development and preparation for adult life.  
To strengthen the function of the family as a basic unit of society.
2. To encourage democracy through cooperative action in the home and community
3. To encourage individual and group involvement in helping achieve global cooperation and harmony.
4. To promote greater understanding between youth and adults.
5. To provide opportunities for making decisions and for assuming responsibilities.
6. To prepare for the multiple roles of men and women in today's society.
7. To promote Family and Consumer Sciences and related occupations.

## ARTICLE II

### ORGANIZATION-MEMBERSHIP

#### SECTION A - ORGANIZATION

1. The Kentucky Association of Family, Career, and Community Leaders of America is a chartered state association of the national organization of Family, Career, and Community Leaders of America. It shall consist of affiliated local chapters in schools in Kentucky, where recognized systematic instruction in family and consumer sciences is offered.
2. This association accepts in full the provisions in the bylaws of the national organization of Family, Career, and Community Leaders of America.
3. Affiliated local chapters of the Kentucky Association of the Family, Career, and Community Leaders of America shall be organized into regional organizations in accordance with the regional organizations of family and consumer science teachers.
4. Members of local chapters shall meet, organize, adopt bylaws with the state and national bylaws, elect officers, set up a program of work, and then apply for membership in the State Association of Family, Career, and Community Leaders of America. After the application has been approved, the members of the local group may then be recognized as Family, Career, and Community Leaders of America Chapter.

#### SECTION B - MEMBERSHIP.

Types of membership in the organization shall be as follows:

1. **Active Membership.** Any student who is taking or has taken a comprehensive or occupational course in Family and Consumer Sciences through grade twelve shall be eligible for active membership in an organized chapter within the school. Active members shall be eligible to hold office, make motions and vote, if they:
  - a. Attend chapter meetings with reasonable regularity
  - b. Participate in the activities of the chapter.
  - c. Pay dues regularly.
2. **Honorary Membership.** Honorary memberships may be rewarded in the State Association and local chapters. Any adult who has rendered outstanding service to Family, Career, and Community Leaders of America by advancing its purposes may be selected for honorary membership in the State Association in accordance with procedures adopted by the State Executive Council and State Advisory Board. Honorary~ membership shall be perpetual. Honorary members have the privilege of attending all meetings of the organization without vote. The awarding of honorary membership shall be limited to four for the State Association and two for a chapter in any one year.
  1. **Alumni Membership.** Former active members and adults who share the goals and purposes of Family, Career, and Community Leaders of America and its programs and who wish to support the continuing development of the FCCLA youth shall be eligible for Alumni and Associate Membership. Members of the FCCLA Alumni and Associates shall not be eligible to hold office, make motions, or vote.

## **SECTION C - PROCEDURE FOR ISSUING CERTIFICATES OF MEMBERSHIP TO LOCAL CHAPTERS AND MEMBERS.**

1. Local chapters shall apply for affiliation with the state and national organizations of Family, Career, and Community Leaders of America using the form provided for this purpose. Such applications shall include an alphabetical list of members; signatures of the chapter president and chapter adviser; and a check to cover regional, state, and national dues. A copy of the proposed bylaws for new chapters, and changes in bylaws., if any, for chapters seeking reaffiliation and a copy of the current program of work shall be sent to the State Adviser.
2. A certificate of membership will be sent to a new chapter upon receipt of such application provided that the proposed chapter bylaws are not in conflict with the state and national bylaws of Family, Career, and Community Leaders of America.

## **SECTION D - PROCEDURE FOR DETERMINING STANDING OF LOCAL CHAPTERS AND MEMBERS.**

Chapters may affiliate or send dues for members any time between June 1<sup>st</sup> and May 31<sup>st</sup>, but to be eligible to:

- a. Participate in regional meetings, attend state meetings,
- b. Recommend members for regional, state, or national office,
- c. Participate in STAR Events at the regional, state, and national levels,
- d. Recommend a person for state honorary membership,
- e. Have members work on a state degree or Power of One

Chapters must affiliate by February 1. The name of officer candidates, STAR Events participants, state degree candidates, and Power of One candidates must be listed as having paid their dues. In order to participate in STAR Events at regional, state, or national level, dues are to be paid one month prior to regional STAR Events competition.

## **ARTICLE III FINANCES**

### **SECTION A - DUES.**

1. **State.** Annual membership shall be fixed by the Executive Council, upon recommendation of the State Advisory board, and subject to the approval of the voting delegates at a state meeting.
2. **Region.** Regional dues shall be recommended by the State Executive Council and approved by the voting delegates at the state meeting. Regional dues shall be included with the state and national dues. The State Adviser shall return regional dues to the respective regions.
3. **Chapter.** The dues of any chapter shall be fixed by the chapter executive council subject to approval of the membership of that chapter.

### **SECTION B - FISCAL YEAR.**

The fiscal year for the Family, Career, and Community Leaders of America shall be September 1 through August 31.

## **SECTION C - BUDGET.**

The State Adviser in consultation with the chairperson of the State Advisory Board and the State Treasurer shall prepare the budget. It shall be approved by the State Advisory Board and submitted to the State Executive Council.

## **SECTION D - AUDIT.**

The financial statement of all income and expenditures prepared by the State Advisor shall be audited annually. The auditor's report shall be presented to the delegates at the Annual State Meeting.

## **SECTION E - LIQUIDATION.**

In the event that the organization is dissolved, any remaining money shall be used to further the purposes of the organization.

## **ARTICLE IV OFFICERS**

### **SECTION A - OFFICERS.**

1. The officers of the Kentucky Association of Family, Career, and Community Leaders of America shall be:

President  
First Vice President  
Vice President of Community Service  
Vice President of Finance  
Vice President of Individual Programs  
Vice President of Membership  
Vice President of Parliamentary Law  
Vice President of Peer Education  
Vice President of Public Relations  
Vice President of STAR Events

2. The officers of regional organizations may be the same as those of the State Association, or consist of President, Vice President, Vice President of Membership, and Vice President of Finance, and any other offices deemed appropriate by the region.
3. The officer shall have a scholastic rating above average.
4. The officer shall have outstanding leadership abilities to carry out responsibilities to the organizations
5. The officer shall have support and approval of the local chapter, adviser, administration, and parents or guardians.

### **SECTION B - DUTIES.**

## 2. Duties of State Officers.

- a. The President shall preside over all business meetings of the organization of the State Association and over meetings of the State Executive Council. The President shall appoint all committees after consultation with the State Adviser, and may serve as an ex-officio member of these committees.
- b. The Vice President for Peer Education shall provide leadership in planning and implementing the organization's peer education programs and serves as chairperson of the Programs Committee.
- c. The Vice President of Individual Programs shall provide leadership in planning and implementing programs for the individual development and recognition of the organization's members and serve as the chairperson of the Achievement Committee.
- d. The Vice President of STAR Events shall provide leadership in planning and implementing the organization's STAR Events program and serve as the chairperson of the STAR Events Committee.
- e. The First Vice President shall assume responsibility in the absence of the president and shall keep the minutes of the state meeting and the State Executive Council meetings, write letters for the organization, keep records of historic importance to the association and serve as chairperson of the History Committee.
- f. The Vice President of Finance shall provide leadership by serving as a member of the State Advisory Board, prepare audit report for state meeting, promote the State Scholarship Project, and serve as the chairperson of the Scholarship Committee.
- g. The Vice President of Public Relations shall provide leadership in planning and implementing the organization's public relations programs, the State Newsletter, maintaining the state web page, and serves as the chairperson of the Public Relations Committee.
- h. The Vice President of Membership shall provide leadership in planning and implementing programs for membership promotion and development and serve as chairperson of the Membership Committee, including Honor Roll.
- i. The Vice President of Parliamentary Law shall provide leadership in assuring that the business sessions for the state organization and meetings of the State Executive Council are conducted in accordance with acceptable parliamentary law. The Vice President of Parliamentary Law shall promote Parliamentary Procedure competition of STAR Events and serve as chairperson as for the Bylaws Committee.
- j. The Vice President of Community Service shall provide leadership in planning and implementing the organization's community service programs and serve as chairperson of the Community Service Committee.

**ARTICLE V  
PROCEDURE FOR ELECTING OFFICERS**

**SECTION A - STATE OFFICERS.**

1. There shall be state officers as follows:

President, First Vice President, Vice President of Community Service, Vice President of Finance, Vice President of Individual Programs, Vice President of Membership, Vice President of Parliamentary Law, Vice President of Peer Education, Vice President of Public Relations, Vice President of STAR Events

2. Each region may recommend two candidates from different chapters for state offices. The regions must submit recommendation sheets for state offices to State Adviser by the date determined in the FCCLA Activity Calendar for the current year.

3. One nominating committee appointed by the President and State Adviser shall review the qualifications submitted by regional organizations of the persons recommended and prepare a list of nominees for the state officers. The report of the Nominating Committee shall be made at the business meeting of the State Association.

4. A regional officer who is elected as a state officer shall resign as a regional officer. No member may serve as a state officer for more than one year. No region may have more than two state officers at one time. State officers shall assume office at the close of the annual meeting.

**SECTION A - REGIONAL OFFICERS.**

1. There shall be regional officers as follows:

President, First Vice President, Vice President of Community Service, Vice President of Finance, Vice President of Individual Programs, Vice President of Membership, Vice President of Parliamentary Law, Vice President of Peer Education, Vice President of Public Relations, Vice President of STAR Events

2. Each chapter within a region may recommend two candidates for regional offices. The chapters must submit recommendation sheets for state offices by the date determined in the FCCLA Activity Calendar to Regional Adviser for the current year.

3. The nominating committee shall be appointed by the President and Regional Adviser. It shall consist of one student representative from each chapter in the region and two chapter advisers to be co-consultants. The nominating committee shall review the qualifications submitted by chapter organizations of the persons recommended and prepare a list of nominations for the regional officers. The report of the Nominating Committee shall be made at the Spring Business Meeting of the regional organization. In the event a vacancy exists for any of the offices, the nominating committee shall fill the vacant offices and present with the slate.

**SECTION C - ELECTION OF OFFICERS.**

Officers of the State Association, regional organizations, and of local chapters shall be recommended by respective nominating committees and elected annually by a majority vote of the voting delegates at a regular meeting.

**SECTION D. VACANCIES.**

1. In the event that a state or regional officer leaves high school for any reason, or fails to maintain the qualifications as listed in Article IV, Section B, the officer shall resign from office.
2. In the event the office of President becomes vacant, the First Vice President shall assume the duties of the office of the unexpired term.
3. In the event that any office not covered by the above provisions in the State Association or regional organizations become vacant, a person shall fill it for the unexpired term appointed by the state or regional executive council, respectively.

## **ARTICLE VI EXECUTIVE COUNCILS**

### **SECTION A - STATE.**

The ten elective officers shall compose the State Executive Council. The state Adviser shall serve as official adviser to the Council. Chapter advisers of the officers shall serve as consultants to this council.

### **SECTION B - REGION.**

Regional Executive Councils shall be composed of the regional officers. The Regional Adviser shall serve as consultant to the Council.

### **SECTION C - LOCAL.**

The chapter Executive Council shall be composed of the chapter officers and other designated in chapter bylaws. The chapter adviser(s) shall serve as official adviser(s) to the council.

## **ARTICLE VII COMMITTEES**

### **SECTION A.**

The President of the State Association in consultation with the State Advisor may appoint nine standing committees annually. These are:

- |                      |               |                     |
|----------------------|---------------|---------------------|
| 1. Achievement       | 4. History    | 7. Public Relations |
| 2. Bylaws            | 5. Membership | 8. Scholarship      |
| 3. Community Service | 6. Programs   | 9. STAR Events      |

### **SECTION B.**

Each committee chairperson shall submit a plan of work for the current year to the State Adviser.

### **SECTION C.**

The president in consultation with the State Adviser, as needed to carry on the work of the association, shall appoint special committees.

**SECTION D.**

The President of the regional organization in consultation with the regional adviser(s) may appoint nine standing committees annually. These are:

- |                      |               |                     |
|----------------------|---------------|---------------------|
| 1. Achievement       | 4. History    | 7. Public Relations |
| 2. Bylaws            | 5. Membership | 8. Scholarship      |
| 3. Community Service | 6. Programs   | 9. STAR Events      |

**SECTION E.**

Other committees may be appointed as needed, by the Regional President in consultation with the Regional Adviser.

**ARTICLE VIII  
ADVISERS**

**SECTION A - STATE ADVISER (S).**

1. The State Director of Family and Consumer Sciences Education shall give general guidance to the association and shall appoint a member of the Family and Consumer Sciences Unit Staff as the State Adviser, who will serve as the administrative officer of the association. Other members of the Family and Consumer Sciences Education staff may be named State Co-adviser(s) or Assistant State Adviser(s) as the need warrants.
2. It shall be the duty of the State Adviser(s) to:
  - a. Direct the work of the association.
  - b. Advise the State Executive Council, delegates, and committees on matters of policy.
  - c. Keep permanent records of state proceedings
  - d. Serve as an ex-officio and local chapters with the work of the association
  - e. Assist regional organizations and local chapters with the work of the association.
  - f. Receive application for and send certificates of membership to local chapters.
  - g. Perform other duties as needed.

**SECTION B - REGIONAL ADVISER(S).**

The Regional Adviser shall be a Family and Consumer Sciences Teacher in the school from which the Regional President comes and shall be the administrative officer of that unit.

**SECTION C - CHAPTER ADVISER(S).**

The Family and Consumer Sciences teacher(s) shall be the Chapter Adviser(s) and shall be the administrative officer(s) of the unit.

**ARTICLE IX  
ADVISORY BOARDS**

**SECTION A.**

There shall be a State Advisory Board, which shall serve in the advisory capacity to the State Executive Council on the general direction of the State Association. The duties and responsibilities of the State Advisory Board shall be as follows:

1. Serve in an advisory capacity to the State Executive Council.
2. Help determine policies and procedures.
3. Advise with the State Advisor on the work of the Association.
4. Care for legal matters.
5. Approve and submit the budget to the State Executive Council.
6. Decide the place and time for state meetings.

**SECTION B.**

The State Advisory Board shall consist of the following persons elected, appointed, or named in the manner described below:

1. The State Director of Family and Consumer Sciences Education shall be the permanent chairperson.
2. The State Director of Family and Consumer Sciences Education shall appoint the State Adviser.
3. A representative from the Kentucky Association of Family and Consumer Sciences, who has some of the responsibility for FCCLA work and is a member of the executive committee of the KAFACS, shall be appointed by the president of KAFACS to serve on the board.
4. A representative from the Kentucky Association Teachers of Family and Consumer Sciences who is an advisor of a FCCLA chapter.
5. The adviser of the chapter of which the State President is a member.
6. A parent of the FCCLA member shall be appointed by the State Adviser to serve on the board.
7. The college club adviser of pre-professional student section Kentucky Association of Family and Consumer Sciences.

8. A Family and Consumer Science teacher educator shall be selected by the Family and Consumer Science teacher education group to serve on the board.
9. A principal, superintendent, or general supervisor of a school system that has an FCCLA chapter shall be appointed by the Division Director of Career and Technical Education to serve on the board.
10. A representative from the State Executive Council elected by the Council members.
11. A representative from business and industry appointed by the Division Director for Career and Technical Education.
12. A representative from the state Alumni/Associates Executive Council elected by the council members.
13. The Vice President of Finance will serve as a member of the Advisory Board.

**SECTION C.**

Officers of the Advisory Board shall be chairperson and secretary.

**SECTION D.**

The State Director of Family and Consumer Sciences Education and the State Advisor shall be permanent members of the Advisory Board. Other members shall be appointed for a one- or two-year period.

**ARTICLE X  
MEETINGS**

**SECTION A.**

The Kentucky Association of Family, Career, and Community Leaders of America shall hold a meeting annually, except in the case of extreme emergency when it may be canceled by the State Advisory Board with the approval of the State Executive Council: The time and place of the meeting shall be recommended by the State Executive Council and decided upon by the State Advisory Board.

**SECTION B.**

Regional organizations of Family, Career, and Community Leaders of America shall hold at least two meetings annually, a fall meeting, and a spring meeting. The Regional Executive Council shall determine the time and place of these meetings.

**SECTION C.**

The number of voting delegates which each chapter is entitled to send to state meetings and regional meetings shall be determined by the number of members in the chapter according to the following scale:

- a. 1 to 25 members -1 voting delegate
- b. 26 to 75 members -2 voting delegates
- c. 76 to 150 members -3 voting delegates
- d. 151 to 250 members -4 voting delegates
- e. 251 members or more -5 voting delegates

#### **SECTION D.**

Local chapters shall hold at least one meeting monthly during the school term and at such time and place as may be decided by the executive council of the local chapter. Special meetings shall be called by the executive council as needed.

### **ARTICLE XI LOGO AND PIN**

#### **SECTION A.**

The logo of the Family, Career, and Community Leaders of America shall contain collegiate lettering, which articulates a focus on education and student leadership. The arch embodies an active organization that moves toward new arenas.

#### **SECTION B.**

The official pin is a reproduction of the logo of the organization. All members, including alumni, advisers, and chapter parents shall be entitled to wear the official pin.

#### **SECTION C.**

The name and logo of Family, Career, and Community Leaders of America is a registered trademark in the U.S. Patent Office and its use is determined by the National Board of Directors and as stated in the organization's publication, Policies of the Family, Career, and Community Leaders of America, Inc.

### **ARTICLE XII DEGREES OF ACHIEVEMENT**

#### **SECTION A.**

The growth of individual members of the Family, Career, and Community Leaders of America may be recognized through the Degrees of Achievement Program or Power of One. Participation in this program shall be optional for local chapters and individual members. The three degrees toward which individuals can work are:

1. Junior
2. Chapter
3. State

#### **SECTION B.**

Guidance and recognition of achievement for members working on the Junior and Chapter Degree is at the chapter level. Chapter Degree recipients may be recognized at the regional level. The State Association gives guidance and recognition of achievement for members working on the State Degree.

### **SECTION C.**

The State Executive Council and State Advisory Board shall approve the standards for the Junior, Chapter, and State degrees of achievement. These will be revised as needed.

### **SECTION D.**

The degrees of achievement shall be denoted by symbols as follows:

1. Junior- Key
2. Chapter- Scroll
3. State -Torch

### **SECTION E - POWER OF ONE**

1. Individual growth may be recognized through the Power of One Program. In order to be recognized for Power of One, a member must complete the five modules as listed by national.

2. Participation in this program shall be optional for local chapters and individual members. The Chapter level provides guidance for the program recognition for achievement in this program is given by the State and National Associations. The National Association sets the standards and recognitions.

## **ARTICLE XIII PARLIAMENTARY AUTHORITY**

Robert's Rules of Order, Newly Revised, shall govern the Kentucky Association of Family, Career, and Community Leaders of America in all cases to which they are applicable and in which they are not inconsistent with these bylaws.

## **ARTICLE XIV AMENDMENTS**

### **SECTION A.**

1. The bylaws of the Kentucky Association of Family, Career, and Community Leaders of America may be amended at any State Meeting by 2/3 vote provided one of the following procedures has been carried out:

- a. Amendments may be submitted in writing to the regional executive council by any chapter within the region. The regional executive council shall review and assemble the proposed change and submit them to the State Adviser at least forty-five days prior to any state meeting.

- b. The State Executive Council to the State Adviser may submit amendments in writing at least forty-five days prior to a state meeting.
- c. The State Adviser with the State Advisory Board may propose amendments.

2. The State Adviser shall send official copies of all proposed amendments to chapters, which may instruct their official voting delegates how to vote. Amendments shall be voted upon during a business session of the Association.

**SECTION B.** The chapter, to fit its needs, provided they are not in conflict with the state and national bylaws may adopt amendments to the bylaws of a local chapter.

**Section 3**  
**KENTUCKY**  
**TRADITIONS**

**HIGHLIGHTS OF THE HISTORY OF THE  
KENTUCKY ASSOCIATION  
FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA**

- 1944-45 Kentucky was the first state to meet the qualifications for a state charter received State Association **Number 1**, dated November, 1945 with 88 charter chapters. National dues were \$.10 per member.
- 1945-46 First year after organization with 122 chapters and 4,231 members.
- 1946 Honorary memberships were originated.
- 1946-47 Kentucky had its first national officer and was host to the sub-regional meeting at Murray State College in the spring of 1957.
- 1947 The Honor Roll Plan for recognizing chapter achievements was implemented. Eleven chapters were recognized.
- 1948 A Kentucky delegation attended the first national meeting in Kansas City, Missouri.  
The first State Degrees were awarded. Eighteen girls received them.
- 1949 The Scholarship Project was begun. Two scholarships of \$125 each were presented.
- 1954 The first FHA Leadership Training Conference was held in Hardinsburg. Prior to that year, Future Homemakers participated in a campaign to help raise funds for the Future Farmers of America Leadership Camp.
- 1955 The first Decade of Service Awards were presented to advisers.
- 1956-57 Kentucky changed from 11 to 14 districts and sponsored a flood relief fund for families in Eastern Kentucky.
- 1961 The rating of chapter scrapbooks was discontinued and the scrapbook changed to a log.
- 1963 First Youth Power Conference held (later called Foodarama).  
National dues increased from \$.10 to \$.25 per member.
- 1965-66 The Future Homemakers of America became of age as the 21<sup>st</sup> year was celebrated. A new National Program of Work was introduced giving emphasis to the projects "Jobs, Careers and You" and "Morals and Manners Matter".
- 1966 FHA (Future Homemakers of America) and NHA (New Homemakers of America) merged.
- 1967 State Meeting held at Brown Hotel, Louisville and Miss Mildred Reel, National Adviser attended the meeting.
- 1969 In February, Miss Mary Bell Vaughan became State Director of Home Economics and appointed Mrs. Agnes Foster as State Adviser.
- 1969 Rhonda Wall and her adviser, Miss Leila Hammons of the Memorial Chapter, helped present a new Program of Work at National Meeting. They had been involved in helping to develop

a new program.

Mrs. Agnes Foster served on the National Advisory Board from 1969-1972, serving as Chair of the Board in 1970-71.

- 1970 Kentucky celebrated the Silver Anniversary of FHA and a gift of silver appointments was presented to the association by Miss Mary Bell Vaughan and Miss Mary Lois Williamson. This included 9 silver candlesticks and 1 silver Paul Revere bowl to be used at all state meetings and chapter and regional meetings of the state presidents.
- 1971 A separate HERO emblem was approved by the National Advisory Board.
- Encounter replaced the degree program at the national level. A special workshop for advisers was held at Western Kentucky University to develop the bulletin – “The Better Way-Home Economics-FHA”, to emphasize FHA as an integral part of the Home Economics program.
- 1973 Kentucky changed from 12 districts to 13 regions. At the National level, Program IMPACT was introduced replacing the more traditional program of work.
- 1974-75 Boys began joining FHA and Kentucky had 178 males.
- 1975 The State Meeting was held in April instead of June at the Galt House in Louisville.
- 1976 A special workshop involving city teachers and advisers from each region met, and the bulletin “New Directions for Future Homemakers” was developed, to give more help to advisers.
- 1977 The National Executive Council and the National Board of Directors changed the FHA and HERO emblems to create one emblem with FHA and HERO in the center instead of the house and hands.
- Kentucky had a team of youth and adults attend a workshop in Washington, DC to get Kentucky involved in the Cooperative Project with the March of Dimes on “Healthy Babies-Chance or Choice.”
- The first male attended the State Meeting.
- 1978 Three boys from Mason County High School received the State Homemaker Degree at the State Meeting.
- 1978-79 Nation dues increased form \$1.00 to \$2.00, state dues from \$.20 to \$.40 and regional dues from \$.5 to \$10.
- 1979 First male officer attended Leadership Conference from Bullitt County Area Vocational Center.
- 1980 Kentucky’s had it’s first male to attend national meeting, Craig Woods from Bullitt County Area Center, who was elected national HERO representative.
- 1981 In the Spring, Region 9-10 was divided, and Kentucky had 14 FHA/HERO regions.
- 1983 National dues increased from \$2.00 to \$4.00 per member. Mrs. Helen Shyrock was named State Adviser replacing Mrs. Agnes Foster who retired.

- 1984 STAR Events were started in Kentucky under the direction of Mrs. Shyrock. There were 9 events the first year. National bylaws were amended to provide for Alumni/Associates membership.
- 1985 Mrs. Jeanette Downey was appointed State Adviser.
- 1986 Changes were made in the Creed, to include the line, "We are members of FHA and HERO Chapters".
- 1987 Martha Layne Collins, Governor of Kentucky, received the Alumni Achievement Award at the national meeting.
- 1988 Kentucky hosted it's first Cluster Meeting in Louisville.
- 1989 The State Advisory Board voted to increase the Vaughan-Williamson Scholarship to \$1,200, the FHA/HERO Scholarships to \$1,000, and added an Agnes Foster Scholarship in the amount of \$1,200 to be given annually to a student continuing to major in Home Economics. Chapters could bring as many members as they desired to the State Meeting.
- Mrs. Ginny Ellington was appointed the 5<sup>th</sup> State Adviser, the first State Adviser to have been a member of FHA in high school.
- 1989 Miss Mary Belle Vaughan, State Adviser from 1944-1969, died on September 19. State Officers wore official dress and attended the visitation.
- 1990 A major bylaws revision changed names and duties of some offices. Those changes created a Vice President for Programs, Vice President for Achievement, Vice President for STAR Events, and an Activity Leader. The Vice President for Programs was put in charge of Honor Roll and the Treasurer became responsible for the scholarship project.
- 1991 Bylaws were revised by adding by adding two additional members to the advisory board – a representative from business and industry and a representative from the Alumni/Associates Executive Council.
- Miss Jewell Deene Ellis, State Director of Home Economics, was awarded the National Distinguished Service Award at National Meeting in Washington, D.C.
- 1992 Changes were made in criteria for Junior, Chapter, and State Degrees. Bylaws changes included chapter conferring no more than two Honorary Memberships per year instead of one.
- Chris Colburn, Spencer County Chapter, was elected the first male State officer.
- 1993 Bylaws changes included allowing a chapter to run an officer candidate every year.
- Alan Rains, National FHA/HERO Executive Director attended the State Meeting.
- 1993-94 National dues increased from \$4.00 to \$5.00 per member.
- 1994 Two males were elected to state offices: Charles Tichenor, Spencer County Chapter and Duan Wright, Greenwood Chapter

(the first Afro-American male to serve as a state officer).

Kentucky received a record number of gold medals at national meeting for STAR Events, 42. Twenty-seven (27) of those were awarded to the Fleming County Chapter, the most any chapter in the nation received.

1995 Name of Home Economics changed to Family and Consumer Sciences, thus making it necessary to change name in bylaws and other materials.

1996 Changed bylaws to reflect name change of profession to Family and Consumer Sciences.

National dues increased to \$1.00 making the total \$6.00 per member.

Mrs. Agnes Foster, former State Adviser, was presented National Honorary Membership and Karen Caldwell, former State President was Presented National Alumni Achievement Award in St. Louis MO.

1997 Mrs. Ginny Ellington, State Adviser, served as Chair of the National State Advisers Coordinating Committee, and as Assistant Lead Coordinator for national STAR Events.

Kentucky received a record 71 gold medals, 7 silver medals and 4 bronze medals at the national meeting in San Diego, CA.

1998 Dues were increased from \$.40 to \$1.75 for state, and from \$10. to \$.25 for regional.

Mrs. Ginny Ellington, State Adviser, served as Lead Coordinator for National STAR Events in New Orleans, LA.

Amelia Brown, Monroe County Chapter, was chosen to serve on the national **Teen Times** Editorial Board.

Mrs. Mary Ann Fourquarean, Instructional Supervisor for Trigg County Schools was selected as National Outstanding Administrator.

1999 Dues were increased at the national level to \$8.00.

The **Mitch McConnell/Hal Rogers Juvenile Anti-Violence Award** was instituted to be given annually. Heath High School, home of Missy Jenkins, Chapter FHA President, who was paralyzed in a tragic shooting in her school that left three of her classmates dead, was the first recipient of the award.

Amelia Brown, Monroe County Chapter, was named Kentucky's Juvenile Anti-Violence chair. She and Mrs. Ginny Ellington, State Adviser, as well as former state and national officer, Beth Middleton, served on a blue Ribbon panel, for the national juvenile anti-violence project – "STOP the Violence".

Future Homemakers of America changed its name to Family, Career and Community Leaders of America at the national meeting in Boston, MA. KY voted for the change.

Mrs. Debbie Tankersley, adviser to the Spencer County Chapter, was named Co-state Adviser; Mrs. Ginny Ellington became State FCS Director and Chair of the FCCLA Advisory Board.

- 2000 Kentucky voted to change the name of FHA to Family, Career and Community Leaders of America to reflect the national name change.
- Mrs. Debbie Tankersley was appointed the State Adviser.
- Mr. Lee Wilson was elected National President; Kentucky's first national president.
- 2001-2004 Mrs. Ginny Ellington, former State Adviser was elected to serve on the National Board of Directors for a three year term, serving as Chair-elect the first year.
- 2002-2003 Mrs. Ginny Ellington served as Chair of the National Board of Directors.
- 2003 Upon retirement in August, the "Ginny Ellington FCCLA Scholarship" was introduced at Leadership Camp by the officers. The scholarship recipient must major in FCS Education in a Kentucky college of university and the recipient may renew the Scholarship each year for three years (total of four years) if criteria is met. The scholarship is in the amount of \$1,100 each year.
- Miss Reeca Carver became the seventh State Adviser. Mrs. Tankersley became Chair of the State Advisory Board.
- 2004 Mrs. Ginny Ellington received the National Distinguished Service Award at the National Meeting in Chicago, IL.
- The Honorable Hal Rogers received Honorary Membership at the National Meeting in Chicago IL.
- FCCLA took part in an annual "Unite to Read" program across the state with the other Career and Technical student organizations.
- The amount of the Vaughan-Williamson Scholarship was increased from \$1,200 to \$2,000.
- 2007 National dues increased to \$8 per member.
- 2008 Mrs. RaAnn Miller becomes Chair of the State Advisory Board.

## **Kentucky State Advisers**

Miss Mary Belle Vaughan	1945-1969
Mrs. Agnes Foster	1969-1983
Mrs. Helen K. Shyrock	1983-1985
Mrs. Jeanette Downey	1985-1989
Mrs. Ginny Ellington	1989-2000
Mrs. Debbie Tankersley	2000-2004
Miss Reeca Carver	2004-present

### **Kentucky Representatives on National Board of Directors**

Mrs. Agnes Foster-3 year term-Chair-elect, Chair, Past Chair-1969-72  
 Dr. Sandra Miller—3 year term-Secretary-1996-99  
 Mrs. Ginny Ellington-Chair elect, Chair, Past Chair-2001-2004

### **National Officers from Kentucky**

Chairman of Public Relations, Sarah Booher, Auburn Chapter, 1946-47  
 Vice President of Recreation, Barbara Glass, Wilmore Chapter, 1952-53  
 Secretary, Carolyn Poindexter, Christian County, 1959-60  
 Vice President, Sharon Hatfield, Belfry Chapter, 1963-64  
 Vice President of National Projects, Susan Warren, Henderson Chapter, 1967-68  
 National Officer, Craig Woods, Bullitt Co. AVEC Chapter, 1980-81  
 National Officer, Susan Warren, Webster County Chapter, 1984-85  
 National Officer, Jennifer Peyton, Caverna Chapter, 1986-97  
 Vice President, Beth Ann Campbell, Fleming Co. Chapter, 1988-89  
 National Officer, Robin Wheeldon, Pulaski Co. Chapter, 1992-93  
 National Officer, Kelly M itchell, Caldwell Co. Chapter, 1990-91  
 Secretary, Amanda Haynes, Hickman County Chapter, 1990-91  
 Vice President for Individual Programs, Neila Susan Lawson, Caverna Chapter,  
 1996-97  
 Vice President for Public Relations, Jane Ashley Pace, Campbellsville Chapter,  
 1996-97  
 Vice President for Individual Programs, Beth Middleton, Ballard Co. Chapter,  
 1997-98  
 President, Lee Wilson, Lyon County Chapter, 2000-2001

### **Kentucky Persons Who Have Received National Honorary Membership**

Miss Mary Belle Vaughan, 1953  
Miss Mary Lois Williamson, 1956  
Congressman William Natcher, 1964  
Congressman Carl Perkins, 1983  
Mrs. Agnes Foster, 1996  
Congressman Hal Rogers, 2004

### **National Distinguished Service Award**

Mrs. Agnes Foster, 1978  
Miss Jewell Deene Ellis, 1991  
Mrs. Ginny Ellington, 2004

### **National Alumni/Achievement Awards**

Martha Layne Collins, Governor of Kentucky, 1987  
Karen Caldwell, Attorney and Judge, 1996

### **National Outstanding Administrator Awards**

Mrs. Karen Delaney, Assistant Principal, Pendleton County HS,

### **Service Projects**

Kentucky chapters have participated in a variety of meaningful service projects sponsored by the national organization including:

School Relief for Flood Victims in 1956 and again in 1976  
Friendship in Korea  
Clean-Up, Don't Litter-Up  
Civil Defense is a Family Affair  
UN Projects  
You and Your Values  
Marriage Calls for Preparation  
Give a Hoot—Don't Pollute  
Healthy Babies—Chance or Choice  
Family Connection-Which Direction  
Healthy Life-Styles  
Career Life-Styles  
Special Awareness

Relay for Life  
Feed the Children  
Improving the Environment  
Safety First  
Hurricane Katrina Aid  
Feed the Children

## **HISTORY OF THE SCHOLARSHIP PROJECT**

The Scholarship Project began in 1949, four years after Kentucky met the qualifications for a state charter for Future Homemakers of America and received State Association Charter Number 1, dated November, 1945. It is financed by voluntary contributions from local chapters and individuals. The first two scholarships awarded were \$125 each.

Each year as the number of chapters grew, the number of scholarships grew. In 1962, when the amount of each scholarship was increased to \$200, twenty scholarships were awarded. The following year each scholarship increased to \$250, and eighteen were awarded.

In 1967 the amount of each scholarship was increased to \$300. That year, there were twenty recipients.

At the State Meeting in 1972, the Vaughan-Williamson scholarship was given. The scholarship was established in honor of Miss Mary Bell Vaughan and Miss Mary Lois Williamson. Miss Vaughan was the State Adviser from 1945-1969 and Chairperson of the State Advisory Board from 1969-1972. Miss Mary Lois Williamson was Chairperson of the State Advisory Board from 1945-1969.

In 1975, the Vaughan-Williamson Scholarship increased to \$500, while the others awarded were increased to \$400 each.

In 1980, scholarships increased to \$500 each with the Vaughan-Williamson being \$600.

In 1989, scholarships increased to \$1000, the Vaughan-Williamson Scholarship to \$1200.

In 1989, the Agnes Foster Scholarship was established in the amount of \$1200. It is awarded to a student who has received an FCCLA Scholarship or is an alternate and who is continuing to work toward a major in FCS.

In 2003, the Ginny Ellington Scholarship was established in the amount of \$1100. It is a renewable scholarship (up to 4 years total) and is given to a member who is majoring in FCS Education in a Kentucky college of university.

In 2007 the Vaughan-Williamson Scholarship increased to \$2000.

## **REQUIREMENTS FOR SCHOLARSHIP APPLICANTS**

Members who meet the following qualifications are eligible to apply for a scholarship:

- ▶ Plans to pursue a degree in family and consumer sciences in a Kentucky college of university.
- ▶ Is an active FCCLA member and is well informed about the organization.
- ▶ Has a scholarship standing of at least "B" (3.0 GPA) for the four years of high school.
- ▶ Possess desired personal qualities: neat appearance, punctual, poise, self-control, well-mannered, and dependable.
- ▶ Has made outstanding contributions to FCCLA.
- ▶ Has shown leadership in school and community.
- ▶ Makes application to the State Adviser by required date.

Ceremonies have always been an important part of the Family, Career and Community Leaders of America and until recent years were very uniform from the national level down. There have been many changes at the national and state levels. If ceremonies are not meaningful to members, they do not have to be used.

## OPENING CEREMONY

**President RAPS GAVEL ONCE**

**PRESIDENT:** "Members, please stand.

Family, Career, and Community Leaders of America; our mission is to promote personal growth and leadership development through Family and Consumer Sciences Education.

**OFFICERS:** 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, and career preparation.

**MEMBERS:** As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service.

**PRESIDENT:** The \_\_\_\_\_ Chapter of Family, Career, and Community Leaders of America is now in session. You may be seated."

## CLOSING CEROMONY

**NEW PRESIDENT:**

*GIVES RAP WITH THE GAVEL SIGNIFYING MEMBERS TO STAND*

Family, Career, and Community Leaders of America, we are challenged to accept the responsibility of making today's decisions that affect our lives and the world in which we live. Let us repeat our creed:

We are the Family, Career, and Community Leaders of America; we face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values. For we are builders of homes, homes for America's future, homes where living will be the expression of everything that is good and fair. Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career, and Community Leaders of America; we face the future with warm courage and high hope.

The \_\_\_\_\_ Chapter of Family, Career, and Community Leaders of America is now adjourned.

## INITIATION SERVICE FOR MEMBERSHIP IN FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

Members should be initiated in the Family, Career and Community Leaders of America by the use of the initiation service given in this section (or an adaptation of it). A local chapter

should determine the number of times it will initiate new members during the year. Holding an initiation service once a year or once each semester may be a good plan for most chapters to follow. If an initiation service is held too frequently, members tire of it and are apt to carry it out in a less effective way than if it were held less frequently.

Participants in the initiation service should know their parts from memory in order to make the service as impressive as possible. Every effort should be made to hold the initiation in attractive surroundings and to carry out the initiation service as it is planned.

### **Pre-Initiation**

Plans should be made so that student eligible for membership in FCCLA may have an opportunity to gain some information about the organization and an understanding of some of the responsibilities and privileges of the members. This may be accomplished by members working with those eligible for membership. Some ways in which they may work are:

1. A unit on FCCLA may be taught.
2. Invite students eligible for membership to a meeting. At this meeting, the emblematic service may be used, the officers or committee chairperson may tell about some of the chapter activities for which they are responsible, etc.
3. The officers, advisers, alumni and members who graduated a year or two ago, or others may explain the FCCLA organization to prospective members in class.
4. A question box may be placed in the family and consumer sciences department where prospective members may drop their questions relative to the organization. These questions may form the basis for a program for prospective members.
5. Classes may be organized on a class or section basis.

### **Arrangements**

1. Eight white candles, representing the purposes of the organization, are placed on the table covered in white. One red candle is placed in the center of the table behind the row of white candles.
2. The red candle, representing the light of family and consumer sciences, should be lighted as the ceremony begins and all other lights dimmed.
3. An arrangement of red roses may be placed in the center of the table, with the emblem, motto, and colors used in decorating the room.
4. A small tray of logos (ribbons, pins, or paper replicas of the pins) are placed on the left of the table.
5. If desired, soft music may be played while officers take their positions and continued during the ceremony. It should not be distracting.
6. Officers take their positions as follows: The president is standing behind the table, at the right are the VP of Programs and First Vice President; at the left the VP of Finance and the VP of Membership. The other officers stand to the right and left of the conferring officers forming a semi-circle.
7. Eight members of the organization serve as guide for the incoming members, and stand four to the right of the table, four to the left. Each guide represents one of the

eight purposes of the Family, Career and Community Leaders of America, and should be prepared to repeat one of the purposes from memory.

## **Ceremony**

President: The \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America is now in session to initiate new members. You may be seated (all seated except officers and guides).

VP of Programs: Will the guides please bring the candidates forward? (the eight guides bring the candidates forward; OR the candidates may be seated in the front rows and be asked simply to stand).

OR

“Will the candidates please stand”?

The guides return to their original places in front. According to the size of the group and room, candidates may stand in front of seats until after the pledge.

(Each guide moves forward, lights on candle, and gives a purpose and returns to their position.

Guide 1: This candle is a symbol of our first purpose – to provide opportunities for personal development and preparation for adult life.

Guide 2: This candle is a symbol of our second purpose – to strengthen the function of the family as a basic unit of society.

Guide 3: This candle is a symbol of our third purpose – to encourage democracy through cooperative action in the home and community.

Guide 4: This candle is a symbol of our fourth purpose – to encourage individual and group involvement in helping achieve global cooperation and harmony.

Guide 5: This candle is a symbol of our fifth purpose – to promote greater understanding between youth and adults.

Guide 6: This candle is a symbol of our sixth purpose – to provide opportunities for making decisions and for assuming responsibilities.

Guide 7: This candle is a symbol of our seventh purpose – to prepare for the multiple roles of men and women in today’s society.

Guide 8: This candle is a symbol of our eighth purpose – to promote Family and Consumer Sciences and related occupations.

President: Will the VP for STAR Events repeat the creed of the Family, Career and Community Leaders of America and explain the significance of the logo?

VP of STAR

Events: (Repeats the creed and explains the logo).

President: As chapter members, are you willing to devote some of your time and effort to the purposes, which your guides have just repeated? (Members answer, "I am.") Are you familiar with the contents of the bylaws? Are you willing to abide by the regulations? (Members say, "yes".) Are the candidates eligible for membership?

First Vice

President: Yes, Madam President, each of the candidates has fulfilled the requirements for membership in the Family, Career and Community Leaders of America.

President: to carry on the program of work for our national, state, and regional organizations and for the \_\_\_\_\_ Chapter, each member generally pays membership dues. Will the VP for Finance please report that each candidate has fulfilled this requirement?

VP of

Finance: The record is complete for each candidate.

President: (Comes to the front of the table and picks up the logo.) You are entitled to wear this logo of the Family, Career and Community Leaders of America. It should remind you of our purposes as you work and play in your home, chapter, school, and community. Will each member come forward to receive the emblem as the VP for Membership calls your name.

VP of

Membership: (Calls the name of each candidate)

First Vice

President: (Comes to the front of the table and gives the president the logos who pins One over the heart of each candidate.)

President: As President, it is my privilege to welcome you as members of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America.

## **CEREMONY FOR CONFERRING DEGREES OF ACHIEVEMENT**

### **Arrangements**

1. Table behind which stands the conferring officers—the President is standing in the center with the Vice-President of Achievement to his/her right and the First Vice

President to his/her left. All other officers sit in a semi-circle behind the conferring officers.

2. Eight white candles are on the table—these represent the purposes of the organization. One red candle in front of these represents the light of the organization. The candles are lit right before the ceremony begins by the president.
3. The flower, logo and colors of the organization are used in decorating the room.
4. An arrangement of red roses can be in the center of the table.
5. Soft music may be played during the ceremony. It should not be distracting.
6. Officers and candidates may wear colors of FCCLA.

(Conferring officers remain standing throughout the ceremony.)

President: (Raps gavel once.) “The \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America is now in session to confer degrees of achievement upon some of its members. As all of you know, there are certain minimum qualifications, which must be met before candidates are entitled to a degree. Will the vice-President of Achievement please read the qualifications for the \_\_\_\_\_ (Junior or Chapter) Degree?”

(Vice President of Achievement reads qualifications)

VP of  
Achievement:

(Junior Degree) “a member receives this degree by selected personal goals and shows growth in each of the four categories of self improvement, family member, basic FCCLA information and Chapter responsibility. In addition to fulfilling these qualifications, a member must belong to a local affiliated chapter one semester and must be a member of a Family and Consumer Sciences class one semester.

(Chapter Degree) “A member receives the Chapter Degree by selecting one personal goal and shows growth in at least 4 of the 5 categories of Family, Chapter/School, Community or Careers. In addition to fulfilling these qualifications, a member must have held the Junior Degree for at least one year before conferring the Chapter Degree.

President: “Which members have met the qualifications for the \_\_\_\_\_ Degree?”

First VP: “Madam (Or Mr.) President, I wish to submit the names of the following members of the Family, Career and Community Leaders of America who have in the opinion of the Achievement Committee met the requirements for the \_\_\_\_\_ Degree. Will the candidates stand and come forward as your name is called?”

(First VP calls each name separately and the President presents the certificate and symbol to each. The VP of Achievement may assist the president in presentation of the symbol.”

President: “In recognition of your achievement, I confer upon you the \_\_\_\_\_ Degree.”

(When conferring Junior Degree) “The key you have received is symbolic of the opportunity to attain a more satisfying home life and successful future through participation in the program of the Family, Career and community Leaders of America.”

(When conferring Chapter Degree) “The scroll you have received is symbolic of the learning experience provided for the varied activities of the Family, Career and community Leaders of America.”

**This ceremony can be adapted and changed to also use for the Power of One recognition.**

### **CEREMONY FOR CONFERRING CHAPTER HONORARY MEMBERSHIP IN FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA**

Honorary membership may be awarded to any adult who has helped to advance the Family and Consumer Sciences program and/or rendered outstanding service to FCCLA by advancing its purposes. The awarding of honorary membership shall be limited to two for a chapter in any one year. Honorary members are entitled to wear the regular FCCLA pin. Chapter honorary members are awarded the Chapter Degree.

## Arrangements:

1. Table behind which sit the conferring officers – President and First Vice President – all other officers seated to the right and left of the conferring officers (forming a semi-circle).
2. If a longer ceremony is desired, the other eight officers may light a candle and present one of the purposes (found in the Initiation of New Members ceremony).
3. Eight white candles are on the table – these represent the purposes of the organization. One red candle behind these represents the light of family and consumer sciences. Candles should be lighted before the ceremony begins if the officers do not light them (see No. 2 above).
4. The flower, logo and colors of the organization are used in decorating the room.
5. Soft music may be played during the ceremony. Music should not be distracting.
6. Pin should be placed near the center front of the table (a plaque or certificate may be presented instead of pin or in addition to pin if desired.)

(President rises – then all other officers rise. President and First Vice President go to the center back of the table.)

President: “The purpose of this ceremony is to confer honorary membership in the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America. Will the First Vice President please read the name(s) and the resume of the services of the one(s) who have been chosen to receive honorary membership in the \_\_\_\_\_ Chapter.”

First VP: “Will \_\_\_\_\_ please come forward?” (if there are two, call both names). (After the person(s) arrive at the table, a resume is read of the services he/she has given. (While the First VP is reading, the president pins the honorary membership pin on the recipient. If a man is the recipient, the president hands him a plaque, certificate and if desired, pins a pin on his lapel.)

President: “Honorary membership in the Family, Career and Community Leaders of America is awarded only to those who have helped to advance the Family and Consumer Sciences program or who have rendered outstanding service to FCCLA by advancing its purposes. Because of your contributions, we express our deep appreciation by conferring upon you honorary membership in the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America, and to present you with our pin, which signifies membership in our organization. We also confer upon you the Chapter Degree and present you with a Chapter Degree certificate for this degree.”

(President gives recipient an opportunity to respond briefly to the presentation.)

President: “We have bestowed upon you our highest honor, and hope our achievements will always be such that you will be proud of being an honorary member of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America.”

**FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA  
INSTALLATION CEREMONY FOR INSTALLING CHAPTER OFFICERS**

(Same ceremony is used for regional and state installation ceremonies with changes in some wording)

**PRESIDENT:**

The \_\_\_\_\_ Chapter of Family, Career, and Community Leaders of America is in session to install its officers and to explain to them the duties they are about to assume.

## **LIGHTS RED CANDLE**

We have before us the light of Family and Consumer Sciences – a light which radiates throughout the world. This is the light of our ideals exemplified through our purposes, which enables us to make our home, community, and nation a happier place in which to live.

### **VICE PRESIDENT OF COMMUNITY SERVICE:**

*LIGHTS THE FIRST CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our first purpose – to provide opportunities for personal development and preparation for adult life.

### **VICE PRESIDENT OF PARLIAMENTARY LAW:**

*LIGHTS THE SECOND CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our second purpose – to strengthen the function of the family as a basic unit of society.

### **VICE PRESIDENT OF MEMBERSHIP:**

*LIGHTS THE THIRD CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our third purpose – to encourage democracy through cooperative action in the home and community.

### **VICE PRESIDENT OF PUBLIC RELATIONS:**

*LIGHTS THE FOURTH CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our fourth purpose – to encourage individual and group involvement in helping achieve global cooperation and harmony.

### **VICE PRESIDENT OF FINANCE:**

*LIGHTS THE FIFTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our fifth purpose – to promote greater understanding between youth and adults.

### **VICE PRESIDENT OF INDIVIDUAL PROGRAMS:**

*LIGHTS THE SIXTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our sixth purpose – to provide opportunities for making decisions and for assuming responsibilities.

### **VICE PRESIDENT OF PEER EDUCATION:**

*LIGHTS THE SEVENTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our seventh purpose – to prepare for the multiple roles of men and women in today's society.

### **FIRST VICE PRESIDENT:**

*LIGHTS EIGHTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our eighth purpose – to promote Family and Consumer Sciences and related occupations.

**PRESIDENT:**

Will each officer-elect please step forward as your name is called and remain standing until after repeating the pledge of office?

President \_\_\_\_\_  
First Vice President \_\_\_\_\_  
VP of Parliamentary Law \_\_\_\_\_  
VP of Finance \_\_\_\_\_  
VP of Individual Programs \_\_\_\_\_  
VP of Membership \_\_\_\_\_  
VP of STAR Events \_\_\_\_\_  
VP of Peer Education \_\_\_\_\_  
VP of Public Relations \_\_\_\_\_  
VP of Community Service \_\_\_\_\_

**PRESIDENT:**

Will the President-Elect please come forward? The office of President is one of great responsibility because the success of the organization depends, to a great extent, on the attitude and skills of the presiding officer. You will want to be pleasant, firm, impartial, considerate, and a real friend to every member of the organization.

\_\_\_\_\_, as President of the \_\_\_\_\_ Chapter of Family, Career, and Community Leaders of America, your duties as stated in the bylaws are to preside over chapter meetings and meetings of the Chapter Executive Council, appoint all Chapter Committees, and serve as Ex-Officio of each, and serve on the Chapter Advisory Board.

*PRESIDENT TAKES ROSE FROM BOWL AND GIVE TO PRESIDENT-ELECT.  
PRESIDENT-ELECT RETURNS TO ORIGINAL POSITION.*

**PRESIDENT:**

Will the installing officers explain the duties of their office to their corresponding officer-elect?

**VICE PRESIDENT OF COMMUNITY SERVICE:**

\_\_\_\_\_, your duties as Vice President of Community Service are to provide leadership in planning and implementing the organization’s community service programs, to encourage and evaluate the official applications for the Community Service awards, and to serve as Chairperson of the Community Service Committee.

*GIVES VP OF COMMUNITY SERVICE A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF FINANCE:**

\_\_\_\_\_, your duties as Vice President of Finance are to provide leadership by promoting the State Scholarship Project, serve as a member of the Chapter Advisory Board, attend Scholarship Committee Meetings, be knowledgeable about the finances of the Organization, have knowledge of fundraising, and serve as Chairperson of the Scholarship Committee.

*GIVES VP OF FINANCE A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF PARLAMENTARY LAW:**

\_\_\_\_\_, your duties as Vice President of Parliamentary Law are to provide leadership in assuring that the business sessions for the chapter and meetings of the Chapter Executive Council are conducted in accordance with acceptable parliamentary law. You must have the following items on hand for business meetings: (1) Bylaws, (2) *Robert's Rules of Order, Newly Revised*, (3) Motion Cards. You will need to keep the bylaws up-to-date and serve as Chairperson of the Bylaws Committee.

*GIVES VP OF PARLIMENTARY LAW A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF INDIVIDUAL PROGRAMS:**

\_\_\_\_\_, your duties as Vice President of Individual Programs are to provide leadership in planning and implementing programs for individual development such as Degrees, Power of One, and Step One. You will be responsible for the individual recognition at the chapter meeting and will serve as Chairperson of the Achievement Committee.

*GIVES VP OF INDIVIDUAL PROGRAMS A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF MEMBERSHIP:**

\_\_\_\_\_, your duties as Vice President of Membership are to provide leadership in planning and implementing programs for membership promotion and development, including Honor Roll, and to serve as Chairperson of the Membership Committee.

*GIVES VP OF MEMBERSHIP A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF PEER EDUCATION:**

\_\_\_\_\_, your duties as Vice President of Peer Education are to provide leadership in planning and implementing the Organization's Peer Education programs, plan and implement the Program of Work for the chapter and serve as the Chairperson of the Programs Committee.

*GIVES VP OF PEER EDUCATION A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF PUBLIC RELATIONS:**

\_\_\_\_\_, your duties as Vice President of Public Relations are to provide leadership in planning and implementing the organization's Public Relations programs, , sending articles to the State Adviser for the state newsletter and honor roll credit, provide a publicity campaign and compile marketing tools for the organization, and serve as Chairperson of the Publicity Committee.

*GIVES VP OF PUBLIC RELATIONS A ROSE AND THEY EXCHANGE PLACES*

**FIRST VICE PRESIDENT:**

\_\_\_\_\_, your duties as First Vice President are to assume responsibility in absence of the President, keep minutes of all chapter meetings and meetings of the Chapter Executive Council, write letters on behalf of the chapter, keep records of historical importance to the chapter, and serve as Chairperson of the History Committee.

*GIVES FIRST VICE PRESIDENT A ROSE AND THEY EXCHANGE PLACES*

**VICE PRESIDENT OF STAR EVENTS:**

\_\_\_\_\_, your duties as Vice President of STAR Events are to provide leadership in planning and implementing the chapter's STAR Events program and serve as Chairperson of the Chapter STAR Events Committee.

*GIVES VP OF STAR EVENTS A ROSE AND THEY EXCHANGE PLACES*

**PRESIDENT:**

The officers-elect must realize that the highest honors of the chapter are being bestowed upon you. Members of the \_\_\_\_\_ Chapter of Family, Career, and Community Leaders of America have faith and confidence in your ability to lead the chapter. The pledge of your office signifies your willingness to do this. You will repeat after me: "I solemnly promise that I will – to the best of my ability – faithfully perform all of the duties – belonging to the office for which I have been elected."

You have heard the pledge which the officers have made. It is important that each member assists these officers in the performance of their duties. Will the chapter members accept this responsibility? If so, answer, "I will."

**MEMBERS:**

I will.

**PRESIDENT:**

You, the new officers, have been selected to lead the \_\_\_\_\_ Chapter of Family, Career, and Community Leaders of America for the \_\_\_\_\_ year.

Will the President-Elect please come forward?

I now relinquish the position of President to our new President, under whose guidance our organization will make great progress and present you with this gavel, signifying the authority of your office.

*GAVEL LEFT HAND, SHAKE RIGHT HAND*

*NEW PRESIDENT MAY GIVE ACCEPTANCE SPEECH AT THIS TIME. PRESIDENT EXCHANGES PLACES.*

**PRESIDENT-ELECT:**

*GIVES RAP WITH THE GAVEL SIGNIFYING MEMBERS TO STAND*

Family, Career, and Community Leaders of America, we are challenged to accept the responsibility of making today's decisions that affect our lives and the world in which we live. Let us repeat our creed:

We are the Family, Career, and Community Leaders of America; we face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values. For we are builders of homes, homes for America's future, homes where living will be the expression of everything that is good and fair. Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career, and Community Leaders of America; we face the future with warm courage and high hope.

**PRESIDENT-ELECT:**

The \_\_\_\_\_ Chapter of the Kentucky Association of Family, Career, and Community Leaders of America is now adjourned.

**FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA  
INSTALLATION CEREMONY FOR INSTALLING REGIONAL OFFICERS**

*NOTE: Because officers duties vary by region, wording may need to be modified to fit the regional structure.*

**PRESIDENT:**

**Region** \_\_\_\_\_ of the Kentucky Association of Family, Career, and Community Leaders of America is in session to install its officers and to explain to them the duties they are about to assume.

**LIGHTS RED CANDLE**

We have before us the light of Family and Consumer Sciences – a light which radiates throughout the world. This is the light of our ideals exemplified through our purposes,

which enables us to make our home, community, and nation a happier place in which to live.

**VICE PRESIDENT OF COMMUNITY SERVICE:**

*LIGHTS THE FIRST CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our first purpose – to provide opportunities for personal development and preparation for adult life.

**VICE PRESIDENT OF PARLIAMENTARY LAW:**

*LIGHTS THE SECOND CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our second purpose – to strengthen the function of the family as a basic unit of society.

**VICE PRESIDENT OF MEMBERSHIP:**

*LIGHTS THE THIRD CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our third purpose – to encourage democracy through cooperative action in the home and community.

**VICE PRESIDENT OF PUBLIC RELATIONS:**

*LIGHTS THE FOURTH CANDLE TO THE LEFT OF THE RED CANDLE*

This candle is a symbol of our fourth purpose – to encourage individual and group involvement in helping achieve global cooperation and harmony.

**VICE PRESIDENT OF FINANCE:**

*LIGHTS THE FIFTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our fifth purpose – to promote greater understanding between youth and adults.

**VICE PRESIDENT OF INDIVIDUAL PROGRAMS:**

*LIGHTS THE SIXTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our sixth purpose – to provide opportunities for making decisions and for assuming responsibilities.

**VICE PRESIDENT OF PEER EDUCATION:**

*LIGHTS THE SEVENTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our seventh purpose – to prepare for the multiple roles of men and women in today's society.

**FIRST VICE PRESIDENT:**

*LIGHTS EIGHTH CANDLE TO THE RIGHT OF THE RED CANDLE*

This candle is a symbol of our eighth purpose – to promote Family and Consumer Sciences and related occupations.

**PRESIDENT:**

Will each officer-elect please step forward as your name is called and remain standing until after repeating the pledge of office?

- President \_\_\_\_\_
- First Vice President \_\_\_\_\_
- VP of Parliamentary Law \_\_\_\_\_
- VP of Finance \_\_\_\_\_
- VP of Individual Programs \_\_\_\_\_
- VP of Membership \_\_\_\_\_
- VP of STAR Events \_\_\_\_\_
- VP of Peer Education \_\_\_\_\_
- VP of Public Relations \_\_\_\_\_
- VP of Community Service \_\_\_\_\_

**PRESIDENT:**

Will the President-Elect please come forward? The office of President is one of great responsibility because the success of the organization depends, to a great extent, on the attitude and skills of the presiding officer. You will want to be pleasant, firm, impartial, considerate, and a real friend to every member of the organization.

\_\_\_\_\_, as President of Region \_\_\_\_\_ of Family, Career, and Community Leaders of America, your duties as stated in the bylaws are to preside over regional meetings and meetings of the Regional Executive Council, appoint all Regional Committees, and serve as Ex-Officio of each.

*PRESIDENT TAKES ROSE FROM BOWL AND GIVE TO PRESIDENT-ELECT.  
PRESIDENT-ELECT RETURNS TO ORIGINAL POSITION.*

**PRESIDENT:**

Will the installing officers explain the duties of their office to their corresponding officer-elect?

**VICE PRESIDENT OF COMMUNITY SERVICE:**

\_\_\_\_\_, your duties as Vice President of Community Service are to provide leadership in planning and implementing the organization’s community service programs, to encourage and evaluate participation from chapters for the Community Service awards, and to serve as Chairperson of the Community Service Committee.

*GIVES VP OF COMMUNITY SERVICE A ROSE AND THEY EXCHANGE PLACES*

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*GIVES VP OF STAR EVENTS A ROSE AND THEY EXCHANGE PLACES*

**PRESIDENT:**

The officers-elect must realize that the highest honors of the region are being bestowed upon you. Members of Region \_\_\_\_\_, Family, Career, and Community Leaders of America have faith and confidence in your ability to lead the region. The pledge of your office signifies your willingness to do this. You will repeat after me:

"I solemnly promise that I will – to the best of my ability – faithfully perform all of the duties – belonging to the office for which I have been elected."

You have heard the pledge which the officers have made. It is important that each member assists these officers in the performance of their duties. Will the regional members accept this responsibility? If so, answer, "I will."

**MEMBERS:**

I will.

**PRESIDENT:**

You, the new officers, have been selected to lead Region \_\_\_\_\_ of Family, Career, and Community Leaders of America for the \_\_\_\_\_ year.

Will the President-Elect please come forward?

I now relinquish the position of President to our new President, under whose guidance our organization will make great progress and present you with this gavel, signifying the authority of your office.

*GAVEL LEFT HAND, SHAKE RIGHT HAND*

*NEW PRESIDENT MAY GIVE ACCEPTANCE SPEECH AT THIS TIME. PRESIDENT EXCHANGES PLACES.*

**PRESIDENT-ELECT:**

*GIVES RAP WITH THE GAVEL SIGNIFYING MEMBERS TO STAND*

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For we have the clear consciousness of seeking old and precious values. For we are builders of homes, homes for America's future, homes where living will be the expression of everything that is good and fair. Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career, and Community Leaders of America; we face the future with warm courage and high hope.

**PRESIDENT-ELECT:**

Region \_\_\_\_\_ of the Kentucky Association of Family, Career, and Community Leaders of America is now adjourned.

# **Section 4**

## **BASIC FCCLA INFORMATION**

## **Overview**

### **What is Family, Career and Community Leaders of America, Inc.?**

Family, Career and Community Leaders of America is the non-profit, national career and technical organization for students enrolled in Family and Consumer Sciences in public and private schools through grade 12.

### **Who Sponsors the Family, Career and Community Leaders of America?**

The U.S. Department of Education through the Family and Consumer Sciences Program (Division of Secondary Career and Technical Education) and the American Association of Family and Consumer Sciences support it.

Cooperating Groups: Division of Family and Consumer Sciences Education, Association for Career and Technical Education, the Family and Consumer Sciences Education of the National Education Association.

### **What is Kentucky's Organizational Structure?**

The organization functions on four levels: National, State, Regional, and Chapter.

### **National Organization**

The national organization, with headquarters in Reston, Virginia, operates year round through a staff of professional personnel who give direction to a national public relations program; national publications; national programs for decision-making and personal growth; pre-service and in-service training of advisers and provide for participation of youth in meetings of other organizations interested in the future of families, and Family and Consumer Sciences and related occupations.

### **State Association**

At the state level, a member of the state staff of Family and Consumer Sciences Education serves as the state adviser to the association's membership, there is a state executive council made up of youth members elected by state membership, and a state advisory board which functions similarly to the National Board of Directors. The national organization leaves states free to develop the FCCLA programs within the framework of the objectives and purposes of the national organization and national bylaws. Activities at this level are financed through state dues set by each state.

## **Region**

The state of Kentucky has 14 regions. The adviser of the regional president serves as regional adviser for the current year. Officers make up the Executive Council. Fall and Spring meetings are planned and carried out. Regional dues finance activities.

## **Chapter**

At the chapter level, the Family and Consumer Sciences teacher(s) act as the adviser(s) to the chapter; a chapter advisory committee is set up to give direction and support to the chapter and the elected leaders of the chapter make up the chapter executive council. Activities at this level are financed through chapter dues, moneymaking activities, special grants or donations.

## **Membership Statement**

Any student enrolled in a Family and Consumer Sciences course through grades 12, shall be eligible for active membership in an organized chapter within a school. Active members shall be eligible to hold office, make motions, and vote.

The Family, Career and Community Leaders of America does not discriminate on the basis of race, color, national origin, age, marital status, sex or disability.

## **Mission**

The mission of Family, Career and Community Leaders of America is 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, and career and technical preparation.

Organized instruction relating to the mission is a part of the Family and Consumer Sciences education program in the schools. The purposes of the organization are:

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

## **FCCLA Logo and Tag Line**

The logo of the Family, Career and Community Leaders of America shall contain collegiate lettering, which articulates a focus on education and student leadership. The arch embodies an active organization that moves toward new arenas. The tag line, adopted in 2003 by the National Board of Directors is “(FCCLA) The Ultimate Leadership Experience”.



## **FCCLA Official Articles**

The API, is the official supplier of FCCLA emblematic materials and supplies. Chapters may order directly from API, but the company will accept orders from affiliated chapters only.

## **FCCLA Pin**

The official pin is a reproduction of the logo of the organization. All members, advisers, and chapter parents are entitled to wear the official pin.

## **FCCLA Motto**

“Toward New Horizons” is the motto of FCCLA. This motto expresses the purposes of the organization—learning to live better today in order that our lives and those of our families may be better tomorrow.

## **FCCLA Creed**

We are the Family, Career and Community Leaders of America,  
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values,  
For we are the builders of homes,  
Homes for America's future,  
Homes where living will be the expression of everything that is good and fair,  
Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America,  
We face the future with warm courage and high hope.

## **FCCLA Colors**

The official colors are red and white. Red, an intense color, suggests strength. White is recognized as the symbol of sincerity. These colors inspire Family, Career and Community Leaders of America with courage and determination to succeed.

## **Chapter Honorary Membership**

Honorary membership may be awarded in the local chapter of Family, Career and Community Leaders of America. No more than two memberships per chapter shall be given in any one year.

Any adult who has rendered outstanding service to the local chapter has helped to advance its purposes may be eligible.

Honorary membership is perpetual. Honorary members have the privilege of attending all meetings of the organization without vote.

A chapter may determine its own selection process.

## **REGIONAL AND STATE INFORMATION**

### **“How Does Each Chapter Get Involved?”**

#### **Regional Activities**

There are fourteen regions in the state of Kentucky. In the fall and spring, each region hosts a meeting for all chapters. This meeting is usually in the form of a leadership training conference for chapter officers and member representatives. The regional officers provide the training.

The spring meeting has traditionally been open to all members of chapters within each region. One of the important events that occur at this meeting is the election of officers for the coming year.

Both regional meetings are planned by the regional executive council (officers and their advisers) with each region. The president and his/her adviser, who is also known as the Regional Adviser, usually publicize the time, date, place of meeting, and assignments of duties to local chapters.

All regional officers are expected to attend an Officers' Training Conference. This conference is held in June at the FFA Leadership Training Center in Hardinsburg, KY. The state officer provide the training activities for the conference.

#### **State Meeting**

Each spring, the Kentucky Association of Family, Career and Community Leaders of America hosts an annual meeting for all chapters in the state. For the past several years, the meeting has been a three-day meeting in a hotel facility in Louisville in March or April. The attendance is usually around 1,200.

Many informative presentations are made: a banquet is held; workshops are conducted; scholarships and awards are given; State Degree and Power of One recipients are recognized as well as STAR Events participants recognized. Officers for the coming year are elected and installed.

#### **Voting Delegates**

Each affiliated chapter may submit a specific number of voting delegates to represent their chapter at regional and state meetings. Article X, Section C, of the State Bylaws indicates number of voting delegates a chapter has based on chapter membership.

## Regional Breakdown by Counties

The breakdown of counties in each region is as follows:

### **Region 1**

Ballard,  
Calloway  
Carlisle  
Fulton  
Graves  
Hickman  
Marshall  
McCreary

### **Region 2**

Caldwell  
Christian  
Crittenden  
Hopkins  
Livingston  
Lyon  
Muhlenburg  
Todd  
Trigg  
Webster

### **Region 3**

Daviss  
Hancock  
Henderson  
McLean  
Ohio  
Union

### **Region 4**

Allen  
Barren  
Butler  
Edmondson  
Hart  
Logan  
Metcalf  
Simpson  
Warren

### **Region 5**

Breckinridge  
Grayson  
Hardin  
LaRue  
Marion  
Meade  
Nelson  
Washington

### **Region 6**

Bullitt  
Henry  
Jefferson  
Oldham  
Shelby  
Spencer  
Trimble

### **Region 7**

Boone  
Campbell  
Carroll  
Gallatin  
Grant  
Kenton  
Owen  
Pendleton

**There is no Region  
8. Earlier Jefferson  
Co. made up Region  
8 but was later  
put with Region 6.**

### **Region 9**

Bath  
Bracken  
Fleming  
Lewis  
Mason  
Menifee  
Montgomery  
Robertson

### **Region 10**

Boyd  
Carter  
Elliott  
Greenup  
Lawrence

### **Region 11**

Floyd  
Magoffin  
Johnson  
Martin  
Pike

### **Region 12**

Breathitt  
Knott  
Lee  
Leslie  
Letcher  
Owsley  
Perry  
Wolfe

### **Region 13**

Bell  
Clay  
Harlan  
Jackson  
Knox  
Laurel  
Rockcastle  
Whitley

### **Region 14**

Adair  
Casey  
Clinton  
Cumberland  
Green  
McCreary  
Pulaski  
Russell  
Taylor  
Wayne

### **Region 15**

Anderson  
Bourbon  
Boyle  
Clark  
Estill  
Fayette  
Franklin  
**Garrard**  
Harrison  
Jessamine  
Lincoln  
Madison  
Mercer  
Nicholas  
Powell  
Scott  
Woodford

# FCCLA WEEK



**FCCLA Week** coincides with **National Career and Technical Education Week** and is celebrated throughout the entire United States at the same time. It is the second full week in February. It is a way of letting everyone know about the organization, its purposes, goals, and activities. The theme each year is selected by the National Executive Council and will appear in **TEEN TIMES**, the national magazine. In recent years, it has been the same theme that is used at the Cluster Meetings. It may be used as a point of emphasis during FCCLA Week. Work with other career and technical education youth organizations to plan activities, events, and promotions that compliment the total career and technical education programs in the community.

## Suggested Activities for FCCLA Week

1. Invite all Family and Consumer Sciences students in your school to an IMPACT session careers. Chapter members can act as team and group leaders. Guest career speakers can make it interesting and relevant.
2. Appoint a committee to call on school and local newspaper editor(s) several weeks ahead of time to discuss an article for use in the newspaper. See if photographs can be used.
3. The Public Relations Committee could also contact radio and television stations in the local area for public service spot announcements, live interviews with some members, or a feature program. The chapter could use digital pictures or make a power point for this purpose.
4. Let a chapter member present a thought for the day in the school bulletin or over the intercom.
5. Put up posters and/or window displays in your schools, shopping centers, and other public places in your community. Use pullout posters in **TEEN TIMES** to make attractive and informative posters.
6. Encourage local businesses to support FCCLA Week. Arrange for publicity based on one of the chapter's in-depth projects or class project. For example:

- a supermarket display built around consumer economics
- a bank window display on family budgeting, savings, credit, etc.
- a town hall window on anti-litter, pollution, conservation, etc.
- a hardware store display on the energy crisis

7. Display an FCCLA banner across a main street of your town.
8. Display FCCLA Week reminder on hotel and restaurant marquees.
9. Hold an Appreciation Day for parents, faculty, administration, and resource persons who have supported FCCLA during the year.
10. Plan an Appreciation Tour in your community. Appoint FCCLA teams to make good will visits to local businesses, civic groups, newspapers, radios, television, local government leaders, etc. to express appreciation for their support of career and technical education and FCCLA.
11. Present a program for a civic organization.
12. Display FCCLA publications in the school media center or place flyers on tables in the cafeteria explaining FCCLA projects or programs.
13. Attend church services together as an FCCLA group.
14. Plan special activities for group of underprivileged children, visit a home for the elderly, or a ward of a local hospital.
15. Plan a seminar on the multiple roles of the homemaker/wage-earner. Invite the public.
16. Hold an Open House for all Family and Consumer Sciences students who are not active members. Set up exhibits and displays showing various chapter activities. Let teams explain the displays.
17. Sponsor a free nursery for parents in the community to leave their small children for several hours while they shop or attend an FCCLA function.
18. Wear red and white FCCLA colors to school one day.
19. Conduct an environmental project to recycle bottles papers, cans, etc. This can also serve as a fundraiser for the chapter.
20. Plan a follow-up. Remember to say "thank you" to those who supported the chapter during National FCCLA Week.

# **Section 5**

## **CHAPTER**

## **ADVISER**

## WHO ME????

“Me? Mess with all that FCCLA stuff? You must think I’m crazy!! Why, it’s a waste of my precious time!!”

As badly as I hate to admit it, these were my feelings at one time....a long time ago and fortunately for me, they didn’t hang around long. My first step in shaking this ‘crummy attitude’ was attendance at our state meeting. As our school’s new FCCLA adviser, I was to accompany our delegates and am I ever glad that I did!! Inspired from the work of all these FCCLAers, I headed into my classroom ready to set the world on fire when.....

One Saturday I decided it was time to hit those drawers full of information about FCCLA, crammed to the hilt, in fact! Guess what? I felt like I was looking for a needle in a haystack. I had no idea what to read first or where to begin..---so, you guessed it!! I shoved it back into the drawer and went shopping. So, there!!

As it really turned out (and to show the importance of good advisers in another way), I learned from other advisers. Many teachers in our area, fortunately, know just about all there is to know about the organization. They have been vital ‘learning files’ for me.

From these ‘learning files’, let me share some things I feel are especially important. First, an absolute must for FCCLA is a chapter adviser who is concerned and interested in the personal growth progress of the students. From you, FCCLA will get its direction...growth or status quo?

My ‘learning files’ directed me back to the FCCLA publications for official and definite answers to a lot of my questions. People will continually ask what FCCLA is. You can easily give them a good answer if you have given it some forethought. FCCLA’s National Handbook is a tremendous help here.

The Program of Work planned by FCCLA for FCCLA will be your right arm, not only for FCCLA meetings outside the classroom, but as your curriculum guide for you inside the classroom.

Your local chapter members will determine their own needs and interests with projects planned with help from the Program of Work. Follow up their planning by incorporating their ideas into your lesson plans.

The State FCCLA Chapter Handbook contains vital information on organizing chapters, writing bylaws, and as an adviser some suggestions on carrying out your responsibilities.

Without the help of chapter parents, I would be a nervous wreck. There are not set responsibilities outlined for them, as different chapters need them for different activities, but if you have no idea, look again to the chapter handbook. We let our members select

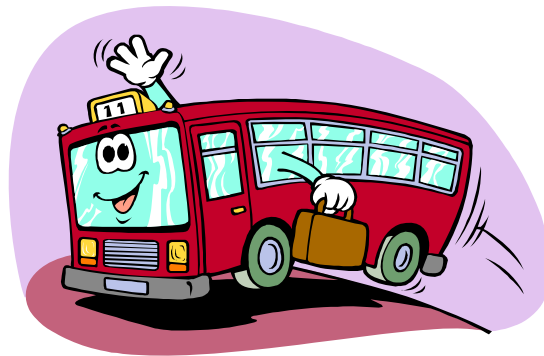
parents of members. We then met with them and outline our coming activities and how they can be involved. Use those parents—they are some of the best public relations we have.

Speaking of public relations, that is super important to FCCLA and to family and consumer sciences. Something I especially like to do is insert some publications in every letter I write to 'outsiders' concerning FCCLA and family and consumer sciences. Get big stock and drop one or two in each letter, especially to those legislators. Have your officers send them to speakers engaged for chapter meetings. Make certain that chapter parents and school administrators have copies.

One more thought—one I am sure is crossing your mind—for me to say that FCCVLA doesn't involve a little extra effort would be a 'big, fat lie'. I have heard lots of teachers say that their kids were not interested in FCCLA so why piddle around with it. Hey, come on, who's kidding whom? Students are and will become involved in anything that has answers to problems, is organized and forward moving. When you show them that FCCVLA and family and consumer sciences share their concerns and goals, they will want it. Often it takes just a little push from an adviser who cares and shows she cares.

I personally have grown leaps and bounds because of my involvement in the FCCLA and family and consumer sciences program. I have never felt more satisfied or spent time more wisely than I have with FCCLA. Who me...as an adviser?? You betcha!!"

Mrs. Johnnie Hatfield  
Adviser/Teacher  
Midlothian Texas



***LET THE JOURNEY BEGIN!!!!***

**WHY SHOULD I BECOME AN ADVISER  
TO AN FCCLA CHAPTER?**

FCCLA extends, expands, and facilitates application of Family and Consumer Sciences learning to the real world of self, family, and community. Students have unlimited opportunities in the program for personal development, for improving personal and family relationships, for career exploration, for sharpening consumer skills, and for exercising leadership in the school and community.

The FCCLA chapter itself functions best when it is interwoven into the classroom structure. Chapter membership encourages students to use and practice Family and Consumer Sciences while working on activities designed around their own interests and concerns for self, family, community, and careers.

Naturally, students become more involved in the learning process. Their participation in activities they have chosen personalizes learning and presents Family and Consumer Sciences as an integral part of everyday life. Individual student participation adds meaning and teaching becomes more effective.

Your FCCLA Chapter is a teaching tool, a motivating force, a vehicle for developing leadership skills and a method for extending class learning by putting them to use through group decision-making and action.

Your effectiveness as a teacher and your own job satisfaction is multiplied when you have an active FCCLA chapter. Look at your Family and Consumer Sciences program goals and objectives. Can you find ONE that couldn't be implemented or enhanced through FCCLA activities? Seen in this perspective, investing you in FCCLA gets results. It makes Family and Consumer Sciences **THE** place to **BE**.

Learning experiences for both students and teachers are strengthened and enhanced because:

- |               |   |
|---------------|---|
| <b>FCCLA</b>  | prepares young people for community living as responsible citizens and offers opportunities to practice the democratic process.                             |
| <b>FCCLA</b>  | is a laboratory for learning how to get things accomplished through group action and for learning the importance of being both a leader and a member.       |
| <b>F CCLA</b> | offers a new role for the teacher who becomes an adviser, and a facilitator—helping young people discover their own potentials.                             |
| <b>FCCLA</b>  | provides freedom of expression, sharing of thoughts, and a closer teacher-student relationship through its openness and informality.                        |
| <b>FCCLA</b>  | provides an opportunity for students to plan and work with other young people, developing positive action programs around their own concerns and interests. |
| <b>FCCLA</b>  | adds excitement to what happens in the classroom and broadens the horizon of Family and Consumer Sciences.  |

<b>FCCLA</b>	helps young people explore job and career possibilities.
<b>FCCLA</b>	offers opportunities to learn and practice skills in problem solving and decision-making.
<b>FCCLA</b>	provides opportunities for young people to work with youth and adults beyond the school boundary, thus expanding their horizons in relation to themselves, their families, the community, society, and the world.

### **THE LOCAL ADVISER**

Even youth organizations run by youth require assistance of adults—adults concerned about and committed to youth. Every Family and Consumer Sciences teacher has the opportunity to serve as an adviser for FCCLA in the role of facilitator.

THE CHAPTER ADVISER IS:

An adult who understands the organization’s goals and purposes and can interpret them to members, the school and the community. It’s you, the local chapter adviser, who really makes FCCLA go and grow!!

**It’s your.....**

**Enthusiasm,  
Positive Attitude  
Concern for Students  
Dedication, and  
Willingness to Share**

That really builds chapters and provides exciting opportunities for young people to learn and develop.



Chapter advisers serve as consultants to local chapter officers and chapter members. The local program of work should be planned, carried out and evaluated by the local executive council with the aid of local chapter members, chapter parents and the local

adviser and through the use of the Planning Process, state and national guidelines, and other appropriate materials.

The adviser should make available all information concerning state awards; running for regional, state and national offices; FCCLA publications; regional, state and national meetings and deadline for dues to each chapter member.

It is the adviser's responsibility to make FCCLA an integral part of the Family and Consumer Sciences classroom structure and provide leadership training to officers and members as needed.

## **WORKING WITH STUDENTS**

Adults can help officers and members:

1. Locate and uncover special interests, talents, and abilities of chapter members so they can grow by contributing to the group.
2. Understand what will be expected of them in leadership before elections and assignments are made.
3. Provide the information they need in order to carry out their responsibilities.
4. Assume initiative and be creative in doing a job.
5. Realize the importance of notifying someone in charge when they are unable to carry out their responsibility—consider getting someone else to take their place or exchange responsibilities with others.
6. Understand the importance of learning how to be selective in the responsibilities they accept, recognizing their limitations of time, energy, and ability, and therefore, when to say, "No I cannot do that," regardless of the glory and recognition that may be associated with the responsibility.
7. Realize that sometimes the responsibilities they have assumed for a group may have to take precedence over their own personal wishes and desires.
8. Gain experience in expressing thanks and appreciation and giving recognition to all that have made an activity possible.
9. Realize that what they have a chance to learn in FCCLA may prepare them to do a better job later as leaders and workers in the homes and communities in which they will live.
10. Appreciate the importance of evaluating leadership they observe and experience in terms of quality of democratic procedures.

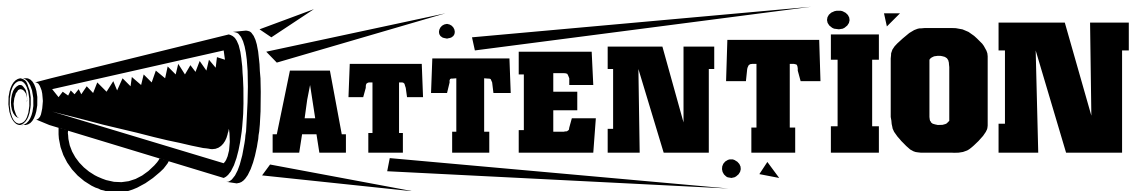
## REMEMBER...

- ..... to accept the point of view that the growth of the members is more important than any activity or project and/or the organization. It may be better to have a less than perfect activity and let the students “carry the responsibility”.
- ..... It is unwise to overwork a few who have demonstrated that they can do a good job in a leadership responsibility and neglect the others who may not have, and an opportunity to try such responsibilities. A second and even a third opportunity may need to be given for members to “try their wings”.

## THE CHAPTER ADVISER’S RESPONSIBILITIES

To the chapter:

1. Make FCCLA an integral part of your class
2. Become familiar with your FCCLA organization and bylaws.
3. Help your chapter affiliate with the State and National organizations.
4. Assist the secretary in forwarding dues to the National organization by the date set in the bylaws or no later than one month before regional STAR Events. February 1 is the deadline for dues in order for members to participate in selected activities.
5. Provide leadership training for officers as needed.
6. Help students organize the chapter and schedule regular meetings within the classroom.
7. Assist officers in performing their duties, remembering to let them do the work as you advise when needed.
8. Help your chapter members understand the responsibilities of members, officers and committee members.
9. Help your chapter plan a program of work which includes a variety of programs and activities.
10. Encourage your chapter to set up a plan for evaluation of their program of work.
11. Make all FCCLA resources available to your class.
12. Make information available concerning state awards and running for state office.
13. Provide chaperones and supervision for chapter activities and functions



**Students DO NOT perform as adults!!!**

**CHAPTER ADVISER’S RESPONSIBILITIES (Continued)**

### **To the school and community:**

1. See that school administrators and other FCS teachers not involved in FCCLA are kept informed on activities and developments of the chapter.
2. Get the dates of FCCLA activities on the school calendar as soon as possible.
3. Explain and promote FCCLA to guidance counselors and teachers.
4. Keep the public informed—parents, community, school administrators, school board members and public officials.
5. Support other school activities and community functions (fairs, festivals, community days, etc.)
6. Utilize an advisory group and parent groups for support and input into the chapter.

### **To the state:**

1. Work with State FCCLA Adviser in returning forms, dues, etc....on time.
2. Attend state level meetings (state meeting. Leadership conference, etc.)
3. Encourage your students to attend and participate in state meetings.
4. Chaperone your chapter delegation at all times. See that they fulfill their responsibilities at the meeting.
5. Cooperate with State FCCLA Adviser in carrying out activities at state meeting.
6. Support your state officer in his/her responsibilities.
7. Encourage your students to seek state offices, state scholarships, and state awards.
8. Arrange for transportation and chaperones to and from the state meetings.
9. Encourage your students to participate in the state meetings and supervise their actions while at the meeting.
10. Be responsible for your group at all times.



## **CHAPTER PARENTS**

### **YOU AND YOUR CHAPTER PARENTS**

Why are you thinking of a special role for parents in your chapter? Chapter parents are kind of extra special people. They are usually willing to learn as well as share their experiences with others.

Regardless of why you desire chapter parents, there are certain questions you and your chapter will want to consider:

### **WHAT CAN CHAPTER PARENTS DO IN FCCLA?**

- Assist the adviser
- Serve on committees
- Give demonstrations
- Provide transportation
- Personal and moral support
- Coordinate field trips
- Run errands
- Banquets, picnics, parties, floats, displays and exhibits, STAR Events – “give assistance
- Resource person
- Fund-raising committee member
- Add enthusiasm
- Substitute for adviser if unable to be there
- Chaperone
- 

If chapter parents are to become participating members of your organization, they will need some responsibility in the chapter. This responsibility is to be chosen in relation to the interests and activities of the chapter as well as to the talents and abilities of the adult. A three-way conference involving you, the adviser, the chapter and your chapter parents, perhaps, will build understanding and thus facilitate planning for the work ahead.

### **WHAT KIND OF PERSONS MAKES GOOD CHAPTER PARENTS?**

You may find there are many kinds of people who are willing to help. Here are a few examples:

- |                         |                              |
|-------------------------|------------------------------|
| ☺School Board members   | ☺Parents of chapter members  |
| ☺Local business persons | ☺Administrators and teachers |
| ☺Former state officers  | ☺Retired teachers            |
| ☺Alumni members         | ☺Interested single adults    |
| ☺Grandparents           | ☺Other teachers              |
| ☺Senior citizens        |                              |

### **WHAT QUALITIES SHOULD CHAPTER PARENTS HAVE?**

You realize that no person is perfect and that any listing of desirable personality traits will necessarily seem hopelessly idealistic. No one person will score high on all points. Below is a

list of the answers given by many chapter members in response to the question, “What kind of people do you think make good chapter parents?”

- ✱Trusts youth
- ✱Is at ease with people-teenagers and adults
- ✱Enjoys understands and is respected by teenagers and adults
- ✱Has good judgment—can think logically, give reasons for feelings and beliefs
- ✱Has good judgment-can think logically, give reasons for feelings and beliefs
- ✱Can accept and carry out responsibility
- ✱Is willing to learn, explore and reason things out with others
- ✱Is familiar with the community and is civic minded
- ✱Has initiative
- ✱Is interested in Family and Consumer Sciences and FCCLA
- ✱Can drive a car and has access to a car
- ✱Has time and is willing to attend planning sessions, some chapter meetings and some chapter social events
- ✱Has interest in and is able to see projects and activities for the members as a whole
- ✱Has good ideas and is willing to share them with all members

## **HOW CAN THE CHAPTER ORIENT THESE ADULTS TO THEIR ROLES?**

When chapter parents start working with your organization, it may be the first time they have worked on give-and-take basis with teenagers. It may also be the first time many of the chapter members have worked on this basis with adults. It is quite probable that in the past adults have taken a position of leadership when working with youth. In your FCCLA chapter, you have asked them to be participating members of your chapter; you have not asked them to assume a position of authority. In doing this, you have taken on the responsibility of orienting the adults. It is up to you to take the initiative. Any understandings you wish the chapter parents to have or any activities you wish them to participate in – you must take the initiative.

- ▶ Include chapter parents when planning the program of work for the year. Members may show adults the relationship of FCCLA and the activities of the chapter and of the classroom activities.
- ▶ Having chapter parents attend your activities such as regional and state meetings gives them more understanding of local, state and national FCCLA organization.
- ▶ Invite them to chaperone these events following the state guidelines for chaperones.
- ▶ Subscribe to the TEEN TIMES magazine for your chapter parents.
- ▶ Visit with chapter parents in their homes and answer any questions and give materials to acquaint them with the organization, etc.

## **THE ROLE OF THE ADVISER IN WORKING WITH ADMINISTRATORS**

The role of advisers in working with administrators and their boards of education is a key role in developing support for the career and technical education Family and Consumer Sciences

program and FCCLA. Keep administrators and boards informed of FCCLA activities and how they are related to the instructional program. Inviting them to participate at special meetings, by speaking or giving a presentation, or presenting them with awards may do this. Report to them about meetings attended such as your Fall Leadership Conference, the annual state meeting or special leadership activities.

Be sure to keep informed and follow school policies on student organization budget procedures, student transportation to special events and other areas that may affect the student organization.



## NEW ADVISER – HOW TO BEGIN

- Consult FCCLA records in the family and consumer sciences department (FCCLA Handbook, budgets, agendas, etc).
- Be familiar with the organization – its goals and bylaws
- Consult officers and arrange to meet with them.
- With the executive committee, set year's goals for the chapter and begin to brainstorm ideas for achieving them.
- Study the yearbook and scrapbook and other available materials.
- Contact key people, such as:
  - Principals and other administrative personnel
  - Chapter officers
  - Chapter parents
  - Career and Technical Education Coordinator or FCS local supervisor
  - State FCCLA Adviser
  - Regional Adviser
- Contact other FCCLA advisers in nearby schools.
- Prepare during pre-school planning by
  - Meeting with principal on rules and regulations of clubs, meeting times, etc.
  - Talking with chapter parents and discussing how they can be of help to the chapter.
  - Inviting members that live near school to come by and work on FCCLA files and bulletin boards.
- Plan a good program of public relations.
- Learn about your students and your community.
- Keep a notebook during meeting and jot down ideas for future programs.

## QUESTIONS AND ANSWERS FOR THE BEGINNING ADVISER



**1. ARE ALL STATES ORGANIZED AS KENTUCKY IN REGARD TO FCCLA?**

States have varied levels for leadership development. States differ on how they divide, organize and label the various levels of leadership development. Usually there is some structure of leadership development between the local and state level.

**2. ARE ALL KENTUCKY FAMILY AND CONSUMER SCIENCES PROGRAMS EXPECTED TO HAVE THE FCCLA CHAPTER AS A PART OF THEIR INSTRUCTIONAL PROGRAM?**

Yes, it is recognized and supported by the State Department of Education as a vital part of the vocational instructional program to enhance the curriculum taught through chapter activities. Also, student organizations including FCCLA are a requirement in the Kentucky state plan in order to be aligned with the Carl D. Perkins grant.

**3. SINCE FCCLA IS TO BE AN INTEGRAL PART OF THE FAMILY AND CONSUMER SCIENCES PROGRAM, DOES THIS MEAN THAT WE CAN NO LONGER HAVE ACTIVITIES AFTER SCHOOL?**

No, individual chapters need to plan activities and events that best meet the needs of their members. This can be accomplished by identifying members' concerns, interests and needs; and then relating them to the curriculum. If additional time is needed outside the classroom time and it fits the students' needs and lifestyles, then additional activities can take place after school hours.

**4. HOW CAN YOU AVOID PROBLEMS WITH THE BUDGET?**

Make the budget very specific and be sure to include all possible expenditures and incomes. Communicate directly with the school treasurer to know details such as time needed to get checks written, to meet state deadlines, etc. Be sure to realize that moneymaking projects may also be an expenditure as you buy the product from the wholesaler up front if you are selling as a fundraiser.

**5. WHAT SHOULD BE DONE IF A STATE DEADLINE IS MISSED?**

Apologize to the members and probably plan an alternate activity locally. Assign an officer or committee member to a position of responsibility for checking and meeting the requirements for the event as a preventative measure.

**6. DO YOU HAVE EVERYTHING?**

As a first year adviser, take it slowly and do only what you and your students feel you can accomplish successfully. Remember that FCCLA is a growing process including the establishment of a good chapter. Some advisers find it easier to select those state projects or

regional events that relate to what is currently planned in a program of work. Everything does not have to be covered. Teachers have found that skill event activities are easy to incorporate into the class, such as : Illustrated Talk on “Coping with Crisis” (example), Interpersonal Communications, etc. You are the best judge of what you can help your students accomplish.

**7. AFTER THE CHAPTER CALENDAR IS PLANNED, HOW CAN THE INFORMATION BE COMMUNICATED TO ALL MEMBERS AND ADVISERS?**

Use the Kentucky FCCLA Chapter Calendar to record dates and activities. Identify a central bulletin board to post information. Develop and place a file system where everybody can have access to it.

**8. HOW CAN WE GET ALL MEMBERS TO PAY DUES?**

Plan a fund-raising project at the beginning of the year that all students participate in for the purpose of paying dues. Use an installment plan for paying dues. Develop a system so those members pay only half of their dues. Chapter moneymaking projects pay the rest of the dues.

**9. HOW CAN THE LOCAL CHAPTER BE STRENGTHENED?**

Cooperative participation with all members sharing in the responsibilities. Spread the honors around as well as the work, giving recognition scholarships and publicity. Select capable, interested officers and committee chairpersons. Know the members’ problems, and do something about them. Keep a calendar of programs and a list of goals before the group. Use the planning process to set goals and plan projects early in the year. Encourage members to go to the state convention and other state and regional sponsored meetings. Have special activities for non-members interested in FCCLA. If there is an FCS program at a local junior high school, encourage an FCCLA chapter with the olders members assisting. Let parents and community leaders know more about FCCLA. Have lively meetings, educational programs and interesting projects. Stress the purpose of FCCLA in programs. Have a chapter advisor board, parents, teachers, alumni and business people elected by the chapter members.

**10. HOW CAN YOU ORGANIZE AND CARRY OUT CHAPTER PROJECTS ON A QUARTER OR SEMESTER SYSTEM?**

Elect leaders of officers to serve only a quarter or semester. This also gives more members a chance for leadership roles. Use monthly or unit planning for planning FCCLA integrated activities and projects.

**11. HOW CAN FCCLA COMPETE WITH SPORTS AND AFTER-SCHOOL JOBS?**

**STOP COMPETING!!** And start cooperating. Students may do both if you work cooperatively with coaches. Teach students to work cooperatively with employers, too. ALSO, look at your chapter structure. Are you meeting the needs of your students??

**12. WHY SHOULD YOU BE AN AFFILIATED MEMBER?**

Affiliated members have the right to: attend meetings, vote, make motions, nominate, run for and hold office, participate at regional, state, and national meetings, and wear the official pin.

**13. HOW CAN YOU BECOME AN AFFILIATED MEMBER?**

Request that your chapter complete an affiliation form. The forms are on-line on the FCCLA web page ([www.fcclainc.org](http://www.fcclainc.org)). If you cannot access this, call the state adviser who will help you with affiliation. Pay your dues. Some chapters organize a fund raiser to help pay membership dues. **You cannot be called an FCCLA chapter if you are not affiliated.**

**14. HOW TO GET CHAPTER OFFICERS TO WORK TOGETHER? THE ADVISER SHOULD:**

Spend time with each officer to be sure they understand their role and responsibilities to the total organization. Encourage the officers to get to know each other in a social/fun activity prior to planning a meeting. Take your chapter officers to the Fall Regional Leadership Training meeting so they will learn their duties and responsibilities and meet new friends.

**15. WHAT DOES AN ADVISER DO IF AN OFFICER OR COMMITTEE MEMBER DOES NOT CARRY THROUGH ON THEIR RESPONSIBILITY?**

First, encourage every member to be responsible for chapter work. Outline and develop what had to be done to be successful prior to an assignment or activity. Establish who is responsible and who they report to and when. Develop checkpoints and/or support system among members. Assuming responsibility for the progress of the chapter is the responsibility of all members in youth-centered leadership. Mistakes are OK, they are part of learning.

**16. HOW DO YOU INVOLVE ELIGIBLE STUDENTS NOT ENROLLED IN FAMILY AND CONSUMER SCIENCES COURSES?**

Encourage the planning of a large field trip or other event for all students who have taken Family and Consumer Sciences who are eligible for FCCLA membership. Establish a representative to the chapter's executive council for students not enrolled in FCS courses that particular semester or year. Provide a newsletter or bulletin board notice on FCCLA activities for all members.

**17. HOW CAN YOU GET MEDIA COVERAGE FOR FCCLA?**

Find out who in your school is responsible for media coverage. Contact that person for procedure and format. Be prepared when reporters arrive!! Provide written material for background, have names written out, assist in setting up pictures. Write articles answering the questions who, what, where, when and how.

**18. HOW MANY MEMBERS SHOULD BE ON A COMMITTEE?**

That depends on the size of the task assigned. Committee work encourages involvement of the members. The number should be large enough to complete the task. An uneven number is best. It should be representative, as far as possible, to all points of view.

**19. HOW DOES A COMMITTEE INVOLVE OTHER MEMBERS IN THE WORK TO BE DONE?**

By reporting back to the membership the need for additional members or help or the President may refer the committee to other members if asked. Be sure to involve other members within the responsibilities assigned to the committee and not to another committee or officer.

**20. DO YOU ALWAYS HAVE TO HAVE A FUN ACTIVITY WITH EACH MEETING?**

A meeting may be for business, recreation, work, social, program or combination of any of these. Variety is important.

#### **21. HOW DO YOU CONTROL NOISE AT A MEETING?**

The presiding officer should always maintain a calm, deliberate tone – he/she may become increasingly firm if a situation demands it. The chair should not try to drown out a disorderly member – either by his/her own voice or the gavel. Rules for meetings may also be set at the beginning of the year so members know what is expected of them as far as behavior. A strong parliamentarian will help, also.

#### **22. HOW OFTEN DO YOU HAVE A MEETING?**

Frequency of meetings may be established in the bylaws. They should be regularly scheduled during class time. Additional meetings may be scheduled to complete a special project.

#### **23. SHOULD HISTORICAL LISTS OF PERSONS BE PUT INTO A HANDBOOK FOR MEMBERS?**

If desired, however, members may be interested specifically in the names of persons coming from their own chapter who have state leadership and their own chapter history in a handbook for members. Members should decide what information out of the national handbook could be used to develop their own handbook. All members need to have ready access to the national and state handbooks.

#### **24. DOES EVERY CHAPTER NEED TO DEVELOP BYLAWS?**

Yes, every chapter needs to develop their own bylaws to provide an operating structure for the chapter. From time to time the chapter may need to revise their bylaws. The most recent bylaws should be on file in the state office.

#### **25. IF THERE ARE SEVERAL CHAPTERS WITHIN THE SAME SCHOOL BUILDING, ARE ONE OR MORE CHAPTER BYLAWS WRITTEN?**

Every separate affiliated chapter should have written bylaws on file. If a school has mini-chapters within classes but affiliates by sending in one chapter affiliation form, then only one set of bylaws needs to be developed for the total chapter structure. If there are several separate affiliated chapters within a school, then each affiliated chapter would develop their own bylaws. However in many cases, the bylaws would probably be very similar.

#### **26. HOW CAN YOU SECURE PERMISSION TO PARTICIPATE IN ALL FCCLA ACTIVITIES?**

FCCLA is part of the job of a career and technical education Family and Consumer Sciences teacher. More involvement means more recognition for your school system. Being honest and forthright with the administration and keeping them informed can prevent misunderstandings.

#### **27. HOW CAN INTEREST IN FCCLA BE STIMULATED?**

Make sure the planning process is used in setting up all activities and effectively carrying them through. Help members get a good understanding of the complete FCCLA program. This may be

done as an orientation in the FCS classes. Let students know tht they are missed when they are absent from chapter meetings. Use every member in some way in carrying out the planned activities.

#### **28. HOW CAN CHAPTERS SECURE COOPERATION?**

Have branch meetings of FCCLA in FCS classes for special project work and discussion. Elect a representative from each class to meet with FCCLA executive council. Use co-chairpersons for committees, one new member and one experienced. This will teach new members to accept responsibility gradually. Compliment and recognize the mebers for a job well done. This will encourage further work and participation. Elect two chapter officers from incoming mebers. This makes it possible for new members to become active at once.

#### **29. HOW CAN EVALUATION OF THE CHPAER PROGRAM PULL THE STUDENTS TOGETHER SO THEY WILL WORK AND STRENGTHEN THE CHAPTER PROGRAM?**

Have a chapter meeting to review what has been done. Provide opportunities for members to recall what they have done. Use ideas from other chapters as a yardstick. Have evaluation sheets so that members can see how they can improve. Point out weaknesses in chapter program and indicate what might be done to improve the program. Evaluate regularly when planning projects, plan evaluation activities as part of the process. Have a suggestion box for members' ideas for the chapter. Arrange interesting bulletin boards to show progress. Change strucutre. Avoid after-school activities that would conflict. Have more activities in the classroom. Plan activities around dates on the school calendar so not to conflich with other activities.

#### **30. HOW CAN YOU BE SURE CLASS TIME WILL BE USED WISELY FOR FCCLA?**

Have scheduled class meetings. Committee work, planning or business can be done at this time. FCCLA will relate to the curriculum and enhance it. Be flexible, allow small portions of class to be used for a short meeting. Have students use flyers to communicate.

#### **31. HOW DO YOU HANDLE STUDENTS IN THE CLASSROOM THAT ARE NOT IN FCCLA?**

Have all members of the classroom become mebers by having a fundraising project to pay dues. Guide students in planning classroom activities that are related to the curriculum. Have all members of the classroom be on committees. Treat everyone as a local member. Encourage everyone to be members by planning a large field trip or event for all Family and Consumer Sciences students through FCCLA.

#### **32. HOW DO I GET MY STUDENTS TO THESE STATE AND NATIONAL ACTIVITIES?**

This should be done accourding to local policy. Talk to your administrators about it.

#### **33. ARE SUBSTITUTES AVAILABLE FOR MY CLASSES?**

This, again, is a local policy and should be discussed with your administrators.

#### **34. HOW WOULD THE ADMINISTRATION FEEL ABOUT FCCLA MEMBERS ATTENDING THESE STATE AND NATIONAL EVENTS AND ACTIVITIES?**

Administrators are very proud of the positive accomplishments of all students. It is the job of the FCCLA adviser to inform administrators about FCCLA and the influence that the organization has on its members. Show them the leadership skills that have been learned by your students, let them

discuss the organization with your members. Invite them to a meeting – or better yet, invite them to attend the state meeting, too!!

**35. SOMETIMES THERE SEEMS TO BE A LACK OF INFORMATION. THERE ARE SEVERAL PROJECTS THAT I DON'T UNDERSTAND!!**

The Kentucky FCCLA Chapter Handbook will be invaluable when the teacher-adviser needs information about the organization. It is the major source that should answer questions about most topics concerning Kentucky FCCLA. Also, the Kentucky FCCLA website includes the forms needed for the year for Honor Roll, Awards, officer nomination forms for regional and state officers, state scholarship forms, nominating forms for honorary membership, Outstanding Service awards, Outstanding Adviser and Administrator awards, and Decade of Service forms. It also gives deadlines for the year. Other information can be obtained from national headquarters and from mailings sent to chapters by the state adviser. National programs information can be obtained from national headquarters through publications.



Got all the answers now?????

# **Section 6**

# **CHAPTER MANAGEMENT**

**CHAPTER MEETINGS**

## **Types of Meetings**

Many activities of an organization are planned and carried out at chapter meetings. The FCCLA organization is no exception; however, it must be remembered that there are many types of meetings each with its own functions:

### **Business Function**

Some functions of the business meeting may be to discuss and plan activities, carry out responsibilities, present officer/committee reports, elect officers, establish committees.

### **Educational Function**

Educational meetings are those at which special presentations are made through films, slides, guest speaker, Family and Consumer Sciences and "Leadership" panels, or field trips.

### **Social Function**

These functions are usually held outside of class and are of a recreational nature such as banquets, dances, roller-skating, parties, etc.

### **Service Function**

Service functions are usually community based and include activities for the benefit of people in the community such as the handicapped, the elderly, and special needs groups.

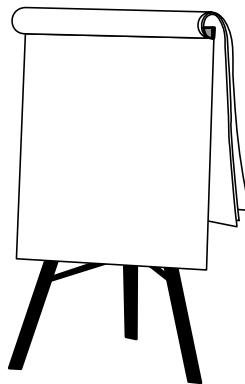
A chapter meeting may be a combination of any of the types of functions identified above. The business function is usually first on the agenda followed by the educational function. A sample agenda is shown on the following page.

A meeting checklist is furnished for assistance in planning and conducting local chapter functions.



## **Steps in Developing a Program of Work**

- \_\_\_\_\_ Involve students in planning a program of work. (The Planning Process Is a good tool to use.)
- \_\_\_\_\_ Use the Honor Roll as a guide for planning activities.
- \_\_\_\_\_ Develop lesson plans using class to help carry out the program of work activities.
- \_\_\_\_\_ Provide students with dates, forms, etc. that have come from the state FCCLA office as well as dates of other school functions already on the Calendar.
- \_\_\_\_\_ Watch for appropriate community service projects.
- \_\_\_\_\_ Set tentative dates for chapter activities.
- \_\_\_\_\_ Place regional/state/national FCCLA dates on the calendar.
- \_\_\_\_\_ Organize chapter program and yearbook or calendar.
- \_\_\_\_\_ Identify ways of financing program of work activities.
- \_\_\_\_\_ Coordinate program with career and technical education and/or FCS advisory committees.
- \_\_\_\_\_ Evaluate each activity as it occurs.



## **THE PROGRAM OF WORK**

### **WHAT IS A PROGRAM OF WORK?**

The program of work is a guide for the FCCLA chapter. It gives direction (like a road map) to all activities. The chapter's goals or objectives, projects, and activities are spelled out in the program of work.

**Goals** are specific statements of what the chapter wants to accomplish. Members decide on the goals as they plan activities that meet their concerns and interests.

**Example:** To carry out a service activity that will help individuals and families in the community.

A **project** is a group of activities that help accomplish the goal.

**Example:** HELP – Have Enough Love for People, a project that will be implemented through several activities. This is an example of a chapter project (not an individual project). More chapter projects are suggested later in this section.

**Activities** are the specific experiences and events that the chapter will carry out To complete the project and fulfill the goal.

**Example:** Adopt a needy family in the community and find ways to help themselves.

## **Who Plans the Program of Work??**

Using the planning process, the chapter members, with the support and counsel of their adviser, determine their concerns and agree on the action to be taken. Using the same planning process, members may select and plan appropriate money-raising project needed to finance their program objectives. **See FCCLA Planning Process.**

Following this process, appropriate committees and/or the executive council puts these ideas and plans together to make a polished and complete program and calendar of activities.

## **When is the Program of Work Planned?**

Frequently, this planning process takes place at the beginning of the chapter/school year. Ideally, time and effectiveness are gained when the planning can be done in the spring near the end of the previous school year. The difficulty with this schedule is membership turnover. Enthusiastic and influential members find it difficult to identify with objectives they had no part in planning.

## **What are the Steps in Planning a Program of Work?**

Briefly the planning process steps are:

1. Identify concerns.
2. Set your goals.
3. Form a plan
4. Act.
5. Follow up.

You will probably need to spend more than one session planning in order to arrive at an agreement on just one or two (not more than three) major goal(s). Do not despair. It is time well spent. If the members are in agreement about what needs to be done, they readily volunteer and are committed to help accomplish the goal(s). Keep on with your planning until every member has a job to do.

After activity, stop...discuss and evaluate results and think of ways to make it better next time. Do not forget to thank those who helped you succeed in completing your projects-chapter parents/sponsors, school personnel, and others. Publicize your results; report with pride on your accomplishments.



## **A BALANCED PROGRAM OF WORK**

- ▶ Competitive Activities
- ▶ Individualized Activities
- ▶ Cooperative Activities

### **ACTIVITIES**

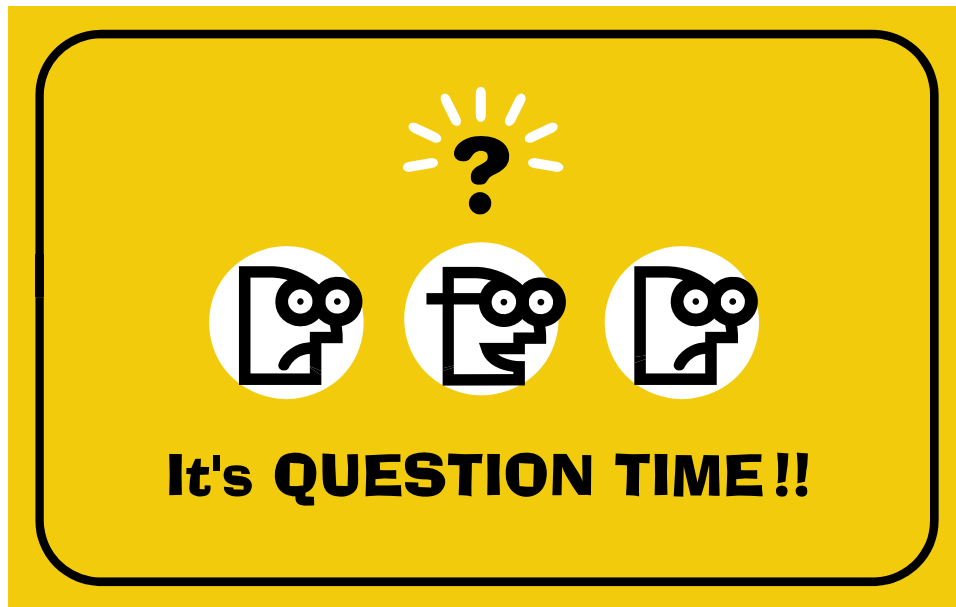
Fund-raising  
Membership Promotion  
Curriculum-related Projects

Social Events  
Business Meetings  
Competitive Events

Public Relations Events

## **QUESTIONS FOR EVALUATING THE PROGRAM OF WORK**

1. What did the chapter members gain from the programs and projects?
2. Did your programs and projects meet the intended objectives?
3. Were the various activities promoted effectively?
4. Did our program of work meet the concerns and interests of chapter members?
5. What were the comments made by chapter members indicating their attitudes and feelings during and after the programs and projects?
6. Did the activities of the program of work coordinate with classroom experiences?
7. What is your (and the advisory council's) reaction to the program of work?
8. Will activities/programs lead chapter to Honor Roll status?



**PROGRAM OF WORK  
SAMPLE WORKSHEET**

\_\_\_\_\_ FCCLA CHAPTER

GOALS	ACTIVITIES	TARGET DATE	PERSON RESPONSIBLE	DATE COMPLETED

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**SAMPLE FCCLA CALENDAR OF EVENTS**



**September**  
FCCLA Membership Drive

Organizational meetings  
Fall Leadership Training meeting

**October**

Organizational meetings  
Chapter affiliation  
Brainstorm for Program of Work  
Executive Council Meeting

**November**

Trip to fall leadership conference  
Organizational meetings  
School project (School Spirit for Thanksgiving)  
    \*Thought for the day will be given each day Nov. 19-21 by  
      an FCCLA member  
    \*Thanksgiving posters will be put up around the school.  
Individual Power of One projects  
Pen pals (elderly) chosen  
Begin STAR Events projects  
Executive Council meeting

**December**

Fund raising project  
Executive Council meeting

**January**

Fund raising projects  
Executive Council meeting  
Regional STAR Events

**February**

Committee service reports (make gifts for elderly pen pals, visit them in  
nursing home, bring gifts and refreshments, and entertain them

**March and April**

Easter part for orphanage or children's hospital  
Muscular Dystrophy Smile project  
Regional meeting  
Trip to state meeting  
Executive Council meeting  
Election of officers

**May**

Executive Council meeting  
Annual FCCLA banquet  
Installation of Officers

**SELECTING AND/OR EVALUATING CHAPTER ACTIVITIES/PROJECTS**

Title of Activity/Project \_\_\_\_\_

**IS THE ACTIVITY OR PROJECT.....**

Check one:  
Yes                      No

1. Important enough to be worth the time and effort?                      \_\_\_\_\_                      \_\_\_\_\_

- |  |       |       |
|--|-------|-------|
| 2. Meeting the purposes of FCCLA and the FCS Department?   | _____ | _____ |
| 3. Based on concerns of most chapter members?  | _____ | _____ |
| 4. Based on a survey of community resources and plans to Use those that are helpful?                                 | _____ | _____ |
| 5. Flexible (to permit quick recovery if some parts of it fail?  | _____ | _____ |
| 6. Open to all members so they can develop leadership skills And work together harmoniously?                         | _____ | _____ |
| 7. An opportunity to work with other student organizations?  | _____ | _____ |
| 8. An opportunity for members to practice problem solving, decision- making, and management?                         | _____ | _____ |
| 9. In accord with school policies and state laws, especially relation to money raising and use of school facilities? | _____ | _____ |
| 10. Planned so that plans and progress are evaluate frequently   | _____ | _____ |

**THE BEST THING ABOUT THIS ACTIVITY/PROJECT WAS:**

**IF WE CONDUCT THIS ACTIVITY/PROJECT AGAIN, THE MAIN THING WE COULD DO TO MAKE IT BETTER IS:**

## **THE PLANNING PROCESS**

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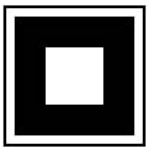
### **Identify Concerns**



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**Set Your Goal**

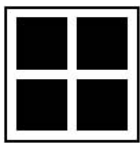
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**Form a Plan**

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**Act**

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**Follow -up****MEETING/ACTIVITY SHEET**

TYPE OF MEETING/ACTIVITY \_\_\_\_\_ MEETING ROOM \_\_\_\_\_

PEOPLE ATTENDING \_\_\_\_\_  
\_\_\_\_\_

TOTAL TIME \_\_\_\_\_ DATE \_\_\_\_\_

Timing	Activity Methods	Who Responsible	Resources/Equipment

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## **CHAPTER FINANCES**

### ***SUGGESTIONS FOR KEEPING CHAPTER FINANCE RECORDS***

The records on the following pages are samples. It is hoped that the samples illustrate usable forms for keeping your chapter's financial records. It is not expected that chapters follow them in detail but will adjust to fit the chapter's needs.

### ***MAKING THE CHAPTER BUDGET***

Many schools have a centralized finance system with separate accounts for each of the school's organizations. Some schools do not permit groups to earn money. So the

treasurer and adviser should discuss the school's policies regarding finances with school administrators before obtainable for the expenditures with are planned.

Consult the program of work committee I determining what activities and projects will call for funds and how much. The budget is developed in line with the amount of income needed and obtainable for the expenditures which are planned.

### ***KEEPING THE RECORD OF CHAPTER INCOME***

As the chapter receives funds, record the date received, from whom received, and the amount under the appropriate columns. Be sure to give receipts for all money received – dues, profit from money raising activities, donations, etc. Use a duplicate receipt book so that you can keep a carbon of each receipt given.

### ***KEEPING THE RECORD OF CHAPTER EXPENDITURES***

As expenditure are made by the treasurer, show date of check, to whom paid, number of check, and enter the amount in the appropriate column. There are several good software programs available to keep these records on the computer and obtain a variety of report if needed later.

### ***MAKING THE FINANCIAL SUMMARY***

At the end of the year you will need to make a final report of the chapter's financial status. The end of the year financial picture provides an opportunity for you to evaluate with your chapter how well your chapter stayed within the budget planned at the beginning of the year, and make revisions in the budget as needed for the coming year.



## **GUIDELINES FOR SENDING MONEY TO THE STATE OFFICE**

Kentucky uses the “direct affiliation” method of paying chapter dues for members. This means the affiliation form and dues are sent directly to national and national sends the state its share of the state dues. These forms should be filled out correctly (double checked and double checked) to make sure every persons name is on the list who paid dues. These dues should be correctly counted and reported. Checks are to be made out to FCCLA, Inc. to the address provided by the national headquarters. It is also good to send a copy of the affiliation form to the state adviser so that person has an idea of how many chapter there are and how many members in each. It take a while for national to get this information back to the state.

Check the spelling of each member's name and always use that same name on all documents that the students is a part of (STAR Events, Award Forms, etc.)

Checks that are sent to the state office for leadership training conference, state meeting, etc. should be made out to Kentucky FCCLA Association.

Always indicate the name of the chapter, chapter adviser and enclose the following when applicable:

- For conference and meeting registration, don't forget to send registration form.
- Check and double check the amount due and enclose a check for that amount.

Pay all bills PROMPTLY!!! Meet all deadlines for registrations, dues, etc.

When sending in registrations for conferences or anything that involved serving meals, be sure to give the correct number attending.....reservations are due by the deadline, and money for meals cannot be returned once they are turned in to the hotel. If cancellations need to be made, make sure you meet the deadline for this....no exceptions!!!



### REPORT OF ORGANIZATON FINANCES

Oragnization \_\_\_\_\_ Number \_\_\_\_\_

Sponsor \_\_\_\_\_ Year \_\_\_\_\_

DATE	SOURCE OF INCOME OR PURPOSE OF EXPENSE	INCOME	EXPENSE	BALANCE



Total

Expenditures (List)

Amount

Total

Add income, add to funds on hand; add expenditures, subtract from funds on hand plus income and give total on hand:

Total

## CHAPTER FINANCES

Successful chapter management requires a realistic budget. Start work on your budget just as soon as activities of your program of work are planned. The Vice President of Finance, a small scholarship or finance committee, and the adviser prepare a tentative budget that is presented first to the officers. That group reviews it and makes changes they feel are needed. Finally, the budget is presented to the entire membership for review, changes if they see fit, and approval.

### **Plan your Chapter Budget - - In Three Easy Steps**

**Think about expenses.** In addition to major chapter activities such as travel to workshops, fall leadership workshops, and state meetings, consider chapter operating expenses, costs of service projects and recreation.

**Thank about income.** Chapter dues will give you a little start, but most projects and activities require more than dues will cover. Furthermore, it is usually better to keep dues small and earn additional funds that are needed. There is great satisfaction in being self-supporting. Sometimes we lose good members because they cannot pay dues and contribute money for activities. These same people could be your champion workers on chapter money raising projects. Some chapters raise enough money to pay dues for all members, especially where the chapter is regularly a part of the family and consumer sciences class.

Money making can be structured so members gain skills as they do their share in well-selected and well-planned fund raising activities. Money raising activities can yield high dividends in learning and chapter spirit as well as \$\$\$\$; but be sure your project gives your “customers” their money’s worth.

**NOTE:** Before identifying money-making activities, check with the school administrator(s) to find out what guidelines and limitations govern money-making activities in the school.

Think about the balance of income and expenses. If they did not balance, review planning to adjust expenses or income. The ideal “money maker” has all chapter members working together on one BIG project. If your income comes in one large sum, then you can forget about \$\$\$\$ for awhile and devote time and attention to carry out the goals of your program of work.

## **FILING SYSTEM**

### **SUGGESTIONS FOR FCCLA CHAPTERS**

**ADVISORY BOARD**

**BUDGET**

Financial Records

**CONSTITUTION (BYLAWS)**

Local  
State  
National

**CORRESPONDENCE**

Local  
State  
National

**DEGREES**

**POWER OF ONE**

Planning forms  
Resource materials

**PROGRAM OF WORK**

Program ideas  
Local  
State  
Planning Process

**PUBLIC RELATIONS**

Junior  
Chapter  
State

National FCCLA Week  
Bulletin Board ideas

**MEMBERSHIP**

Affiliation forms  
Record of chapter membership by year  
Record of honorary members by year  
Record of chapter parents by year

**RECREATION**

Devotions  
Relaxers  
Songs  
Skits

**MINUTES**

Copy of minutes of chapter members  
Copy of executive council meetings

**REGIONAL**

Names and addresses of  
regional officers  
List of chapters regional  
officers by year

**NATIONAL**

National officer (when you have one)  
TEEN TIMES magazine  
The Adviser Newsletter  
Emblematic materials catalog and order  
forms  
Other publications and materials  
National Meeting information  
Cluster Meeting information

**REFERENCE MATERIALS**

**STATE**

Chapter calendars  
Officer candidate forms  
State meeting information  
State officer (when you have  
One)  
Other publications and  
materials

**OFFICERS and COMMITTEES**

Record of chapter officers by year  
Folder on each office with suggestions  
and resources  
Committee assignments

# RECOGNITION



# FOR EVERYONE

Everyone wants to be recognized when he or she does a good job or does something better than before!! Recognition is important in developing leadership among all members.

Appropriate and meaningful recognition is different for different people. Know your members. Use the types of recognition that will reward them for past and present accomplishments and encourage them to try for further accomplishments in the future. Include in your Program of Work specific plans for recognizing individual chapter members and others who help with FCCLA (principal, janitor, parents, etc.). Start with the following list and build from there to meet the needs of local chapter.

#### **INTRINSIC RECOGNITION**

Personal satisfaction for reaching a goal  
Love, respect, acceptance by peers, family, or important persons  
Compliments, praise, thank yous, congratulations

#### **EXTRINSIC RECOGNITION**

Scholarships  
Scholastic honors, good grades, diplomas  
Awards, certificates, trophies, medals, plaques, pins  
Letters of appreciation  
Money  
Gifts, prizes, trips, vacations  
Special privileges  
Banquets, parties, special dinners  
Public recognition in media or school, feature "member of the Month" in school or community newspaper  
Election to office, winning, gaining a title

### **ELECTIONS DON'T MAKE A LEADER**

Even though you have been elected to a chapter office, you may soon discover that simply being "plunked into a leadership position" doesn't make you a leader. It only gives out the obligation to lead.

Experience is the leader's teacher. Learning from big successes, and yes, sometimes even big mistakes are the first step to leading yourself. To lead others wisely and effectively, you must:

- Have a broad knowledge of FCCLA.
- Understand yourself, know your capabilities, strengths, and weaknesses.
- Have faith in people and want to work with them.
- Gain others' respect by being respectful to them.
- Take time to give honest praise to fellow workers.
- Realize that, as a leader, you must let others share responsibility.
- Take the risk to set a goal and follow it through.
- Be a hard worker, cooperative, fair and impartial.
- Be sensitive to the individual and recognize individual differences.
- Take pride in the job you are doing.
- Be well prepared, creative and use initiative.

- ☑ Show a sense of humor to relieve tension in a serious meeting.
- ☑ Take advice and do your best at all times.
- ☑ Make decisions based on the welfare and consideration of the majority of the persons involved and not just on your personal opinions.
- ☑ Believe in the FCCLA organization and have a sincere desire to serve as a “team member” in accomplishing the purposes of the organization.

Leadership is not over-controlling and dominating a group, but rather it is achieving results through the combined efforts of others.

Nothing learned is worthwhile unless it is shared.  
 What we know and don't share will decay,  
 But what we share will grow and grow.  
 Put it in action – success depends on you!!



## **RESPONSIBILITIES OF ALL CHAPTER OFFICERS**

- ✓ Be informed about the FCCLA organization (know colors, motto, creed, purposes, etc.).
- ✓ Know the parts in the FCCLA ceremonies.
- ✓ Work closely with the adviser on all plans and activities.
- ✓ Attend meetings of the executive council and chapter. Be on time for all meetings.
- ✓ Be cooperative and dependable. Assume responsibilities and carry through.
- ✓ Represent the FCCLA organization well and be an example to other chapter members.
- ✓ Be familiar with the chapter bylaws and follow these rules in chapter bylaws and in chapter work.
- ✓ Be familiar with state and national publications.

- ✓ Work closely with other officers, committee chairpersons, and members in carrying out the program.
- ✓ Know and use simple parliamentary procedure.
- ✓ Use democratic ways of working with others. Get along well with others. Respect their points of view.
- ✓ Help interpret FCCLA as an integral part of the family and consumer sciences program.
- ✓ Answer correspondence promptly.
- ✓ Know all the duties specific to your office. Make a written plan of work for the year.
- ✓ Keep a folder with information relative to your office. Include in activities you have participated in and suggestions for improvement. Pass the folder along to succeeding officers.
- ✓ Help the chapter members to evaluate the chapter and make plans for improvement.
- ✓ Check frequently with adviser on plans for carrying out responsibilities.
- ✓ Encourage others to accept responsibility.

#### **DUTIES AND RESPONSIBILITIES OF STATE OFFICERS**

##### ***GENERAL, FOR ALL STATE OFFICERS***

- Assist with membership recruitment and chapter development for the chapters in area
- Provide peer training and leadership to members
- Develop written proposals and oral presentations for building FCCLA partnerships with business/industry leading to financial support for the Kentucky Association
- Develop and implement state officer focus related to the duties of the office. Submit State Officer Focus Report Form (found elsewhere in this handbook) at each executive council meeting
- Chair state committees as designated by officer position
- Practice parliamentary procedure, presiding at meetings, public speaking, and written communication
- Attend State Executive Council meetings and preside at assigned sessions
- Attend the National Leadership Meeting and complete related duties as assigned
- Work closely with adviser for approval of all written correspondence, oral presentations, and officer project ideas; get final approval from the state adviser
- Keep your State Executive Council notebook up to date with copies of all designated information

- Adhere to all deadline dates for special responsibilities
- Accept the responsibility for selection of the State Executive Council goals and maintain an updated record of progress toward those goals and report at annual leadership conference

### ***PRESIDENT***

- Provide leadership to other state officers
- Preside over all business meetings of the Kentucky Association
- Complete the national State President's reports and, after approval by the state adviser, send to national FCCLA by the designated due date
- Monitor the process for selection of Honorary Membership, Distinguished Service Award, and the School Administrator Recognition program
- Appoint chairs of all state committees, after consultation with state staff; serve as an ex-officio member of all state committees
- Serve as the official spokesperson for the state association
- Serve on the Advisory Board and on board committees as assigned

### ***1<sup>st</sup> VICE-PRESIDENT***

- Assume the duties of the president in his/her absence
- Keep a written record of State Executive Council and Kentucky Association meetings
- Send minutes to the state adviser for approval within 10 days of all State Executive Council meetings and to the members of the State Executive Council within 20 days
- Collect all records pertaining to the work of state officers and committees and present these to the state adviser for the permanent records of the Kentucky Association
- Assist with the state recognition process for Power of One and State Degree completers
- Present a report on the activities of the State Executive Council during the annual Business Session
- 

### ***VICE PRESIDENT OF COMMUNITY SERVICE***

- Implement and publicize all state and national programs related to service learning: (Community Service Award, FACTS, Unite to Read and STOP the Violence)
- Manage recognition activities related to those programs
- Coordinate any statewide service learning projects
- Plan and implement a community service project for leadership camp

### ***VICE PRESIDENT OF FINANCE***

- Chair the State Scholarship Committee
- Present the report on the financial status of the association to delegates at the State Leadership Conference
- Assist chapters in fund raisers to donate to the scholarships
- Promote and publicize the state scholarships
- Serve on the State Advisory Board
- Help student with setting up and organizing scholarship committee

### ***VICE PRESIDENT OF INDIVIDUAL PROGRAMS***

- Implement and publicize the state programs (state degree) and national programs (Power of One & Japanese Exchange Program)
- Promote & publicize Kentucky's Degree program for Jr, Chapter and State Degrees and manage recognition activities for these programs.
- Manage recognition activities pertaining to state and national programs not assigned to other state officers
- Serve as Chair of the Achievement Committee

### ***VICE PRESIDENT OF MEMBERSHIP***

- Promote membership in the Kentucky Association of FCCLA
- Manage recognition activities related to membership: mailings to new chapters, membership awards, Master Advisers and Adviser Mentors
- Serve as Kentucky's representative on the National Membership Network, submitting national FCCLA reports by the designated due dates after approval by the state Adviser
- Present the membership report during the annual Business Session
- Serve as Chairperson of the Membership Committee including Honor Roll
- Manage the Honor Roll recognition session at state leadership conference

### ***VICE PRESIDENT OF PARLIAMENTARY LAW***

- Sustain parliamentary procedure throughout all State Executive Council meetings and the State Leadership and Recognition Conference
- Coordinate the process for election and installation of state officers
- Assist in recruiting the members of the State Nominating Committee
- Chair the state Bylaws Committee, & provide training in parliamentary procedure
- Lead the process for casting Kentucky's votes for national FCCLA officers and for national bylaws
- Have a working understanding of Roberts Rules of Order
- Work with bylaws updates as necessary

- 

### **VICE PRESIDENT OF PEER EDUCATION**

- Implement and publicize national programs (Student Body, Career Connection, Financial Fitness, Families First)
- Serve as Kentucky's representative on the national STOP the Violence Network
- Coordinate peer education activities
- Serve as Chair of the Programs Committee
- Manage recognition activities related to peer education

### **VICE PRESIDENT OF PUBLIC RELATIONS**

- Contact a television station to play FCCLA PSA's
- Be responsible for the publicity of the association, including news releases for state meetings
- Help manage the website information with state adviser's approval
- Manage recognition of educational partnerships for the association
- Assemble an electronic newsletter for November and February to be placed on the web
- Serve as Kentucky's National Connection Team member

### **VICE PRESIDENT OF STAR EVENTS**

- Meet with the STAR Events Task Force Committee and complete related assignments
- Assist in the implementation of STAR Events at the state level
- Promote and publicize the STAR Events
- Manage the state recognition activities related to STAR Events during the State and National Leadership Meeting

### **DUTIES OF STATE EXECUTIVE COUNCIL ADVISERS**

*"Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime."*

The adviser to a state officer plays an important role in guiding the work of your officer throughout the year. Because this is a youth-centered organization, advisers must frequently remain in the background while allowing the officer to assume more leadership responsibilities. Since so many experiences will be new to our officers, you have a very special role to play--letting your student go to develop and grow as a leader and young adult, while still being there to provide support, encouragement, and guidance. The state officer and the adviser work cooperatively together in completing officer tasks and in advancing the mission of Family, Career and Community Leaders of America.

Advisers need to accompany and supervise officers on all official trips for meetings, presentations, or other functions where the officer is representing the Kentucky Association. When this is not possible, other arrangements need to be made and approved by the state adviser and school district for an adult to accompany the officer.

As a supportive adviser, you play a key role. Following are tips that may be helpful throughout the year:

### **COMMUNICATIONS:**

- Establish a good relationship and talk about expectations of the officer, your role, state staff, and the state association.
- Be aware of commitments and encourage the officer to be prompt.
- Establish a friendly, supportive role with your officer.
- Realize it is the student's office and you serve in a consultant capacity.
- Work as a check system in making sure the officer keeps everyone informed.
- Encourage, double-check, help out, or take photos and enjoy a special relationship.
- Alert state staff to any conditions that may affect the officer's participation, such as problems with grades.
- Read the materials that come to you from the state office, including this handbook.
- Call or email if you have any questions.
- Establish good lines of communication with the state staff.

### **SUPPORT:**

- Help the officer know who to contact at school to prepare for missing classes. Either make contacts or go with the officer.
- Working with the state staff as needed, discuss the importance of school attendance and the need to accompanied students on travels with student, parents, and administrators.
- Call the officer's parents or guardians to discuss the year ahead and to answer any questions they may have.
- Assist the officer with contacts with teachers, administrators, and counselors to help interpret responsibilities and potential absences from school.
- Assist the officer with planning class schedules at the beginning of the year.
- Assist the officer in balancing responsibilities of the office with other extracurricular activities and classes; keep in mind the school's master calendar. Remind officer of commitment to state organization when conflicts occur. Caution students not to over extend themselves thereby endangering their health or grades.

### **TROUBLE SHOOTING:**

- If problems arise, discuss them immediately.
- Stressors common to state officers are: (1) missing school and keeping teachers happy; (2) changes in social life/keeping friends happy; and (3) maintaining grades and health while fulfilling officer responsibilities.
- Let officer know about problems that are critical. If discussions with the officer do not bring about a solution, outline the process to be followed in dealing with the issue.
- Ask questions before jumping to conclusions.

## **MENTORING:**

- As a state officer adviser, a unique position and highly regarded by colleagues across the state. You will serve as part of the Adviser-to-Adviser network in Kentucky to recruit and assist new advisers.
- State officer advisers should work collaboratively to coordinate and implement in-service programs/workshops/presentations for teachers. These activities could be scheduled as a part of state conference or as a separate program in a local school.

## **SPECIFIC ADVISER ASSIGNMENTS:**

- **Adviser to the State President** shall have the responsibility of:
  - monitoring the State Executive Council activities at the National Leadership Meeting.
  - assisting with state meeting rehearsals, state meetings, all individual officer assignments (voting delegate meetings, national teams, etc.), and any other SEC activity.
  - Serve on the State Advisory Board.
- **Adviser to the State Vice President of Parliamentary Law**
  - assist Kentucky's voting delegates during the National Leadership Meeting.
  - assist the adviser to the president in monitoring State Executive Council activities.
  - Assist with business session at conference.
- **Adviser to the State 1<sup>st</sup> Vice President**
  - assist with state leadership banquet.
  - Arrange for special seating of guest.
  - Assist with the 1<sup>st</sup> Vice Presidents minutes and proof read them before the executive council meeting.
- **Adviser to the State Vice President of Individual Programs**
  - assist with the recognition session of Power of One and State Degrees.
- **Adviser to State Vice President of STAR Events**
  - serve on the STAR event Task force.
  - serve as the Coordinator of STAR Events.
  - manage STAR Events activities during the state leadership conference.
- **Adviser to State Vice President of Peer Education**
  - assist and supervise the Sew Trendy project at the state leadership conference.
- **Adviser to State Vice President of Membership**
  - supervise Honor Roll recognition.
  - assist with banquet.
- **Adviser to State Vice President of Finance**
  - assist with the banquet specific seating of scholarship recipients at the banquet.
  - prepare student for advisory board presentation.
  - Help student with setting up and organizing scholarship committee.
- **Adviser to State Vice President of Community Service**
  - assist with all community service activities.
  - assist the state recognition of the Unite to Read program.

- **Adviser to State Vice President of Public Relations**
  - assist and manage the concurrent sessions, guest speakers.
  - assist ushers for the state leadership conference.

The Kentucky Association thanks you for your dedication and hard work in helping your officer get the most out of this year.

Source: National Executive Council Advisers Handbook, FCCLA Inc.

**NOTE:** At the chapter level, these duties would be carried out by one adviser in a one-teacher department or divided by teachers in a multi-teacher department if all teachers are FCCLA advisers.

These duties can be adapted at the regional level.

## **LEADERSHIP: WHAT, WHY, AND HOW?**

### **WHAT IS LEADERSHIP?**

Leaders aren't born; they are developed, almost completely by their own effort.

Leadership isn't a mystical trait that one individual has and another has not. It is learned behavior that anyone can improve by study and application. You can be a leader if you have the determination to develop the abilities that make a leader.

### **WHO DOES A LEADER DO?**

Sometimes people confuse leadership with bossing. There's a difference:

The boss drives men—  
     The leader guides them.  
 The boss depends on authority –  
     The leader on good will.  
 The boss creates fear –  
     The leader develops confidence.  
 The boss assigns tasks –  
     The leader sets the pace.  
 The boss says, "I" –  
     The leader says, "We."  
 The boss says, "Go" –  
     The leader says, "Let's go."

### **HOW DO YOU LEARN TO LEAD?**

There are five steps you can take to become a good leader:

1. Study the qualities of recognized good leaders.
2. Study yourself, picking out your weak and strong points.
3. Develop yourself as a good follower. You will learn that he who cannot obey cannot command.
4. Learn as much as you can about groups in general and what "makes them tick." Make sure you really understand your group.
5. Follow a definite plan of training and improvement in leadership.
6. Remember, leadership is a function, something you do, not merely a group of personality traits.

## **LEADERSHIP IS.....**

My definition of leadership is...

I think the three most important leadership skills are:

- 1.
- 2.
- 3.

The type of leader I would like to be is....

List the five most important leaders in your school. (It could be adults or youth, males Or females. It could be a thought leader, sports leader, cheerleader, peer leader. It Could be you):

- 1.
- 2.
- 3.
- 4.
- 5.

List people in your school you would most likely choose as a leader in the following situations:

To plan and host a party \_\_\_\_\_

To head up a play-day for handicapped children \_\_\_\_\_

To make posters for the membership drive \_\_\_\_\_

To give a speech to a community group \_\_\_\_\_

To work on a committee planning a regional meeting \_\_\_\_\_

Now compare your two lists of people – are the names the same? Probably not. Many times people are overlooked as potential leaders. Also another reason for the different names is that different kinds of jobs call for different leadership skills. Keep in mind that everyone, yourself included, has skills and strengths to lead in their own personal way.

***EFFECTIVE LEADERS DEVELOP THE KNACK FOR DISCOVERING THE ABILITIES IN THEMSELVES AND OTHERS.***

**QUALITIES OF LEADERSHIP**

What is a Leader? Leadership is the ability in a well adjusted person to handle people, to inspire or influence the actions of others to make decisions or move a group to action.

What are the Qualities of Leadership? A good leader must have certain qualities which can be learned by the average person if he/she works on them intelligently. These qualities are also highly desirable in everyday life.

1. A leader respects the rights and dignity of others. He/she realizes that every person can make worthy contributions.
2. A leader is willing to accept responsibility and do his/her part through work within a group.
3. A leader is able to work and get along with people in a friendly and peaceful manner. He/she must be straight forward, agreeable and industrious. The leader praises where praise is due, and has sensitivity to the basic trends and moods of the group.
4. A leader is able to communicate thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.
5. A leader is well informed on matters which concern the group and arrives at a decision only after he/she has an opportunity to secure and study pertinent information.
6. A leader is confident in self, he possess integrity and also shows trust for fellow group members.

7. A leader is optimistic and enthusiastic, believes that group action can overcome obstacles and solve problems, and works within the group with “zest” and enjoyment.
8. A leader is open-minded; does not claim to have all the answers; seeks the opinions of the group and accepts and supports them if they seem best for the group. However, he/she is willing to compromise on issues.
9. A leader has strength of conviction; will “take a stand” and be counted, yet can be convinced otherwise if evidence is presented that indicates he/she is in the wrong.
10. A leader will show initiative in getting the group started through sound and careful planning; proceeds with the group discussion with knowledge rather than with reckless abandon.

## **CHARACTERISTICS OF LEADERS**

### **THE GOOD LEADER.....**

- ☺ Has faith in people and wants to work with them.
- ☺ Has poise and confidence. Speaks in a clear voice and enunciates words clearly.
- ☺ Carefully pre-plans his program so the meeting moves with dispatch.
- ☺ Shows interest and alertness by own attitude, mind, body, and countenance.
- ☺ Is democratic in dealing with members.
- ☺ Is fair and impartial – doesn’t take sides when presiding.
- ☺ Is patient, optimistic and gives credit for work done.
- ☺ Is sensitive to the individual and recognizes individual differences.
- ☺ Acts as a helper, umpire and moderator so that all are encouraged to share in the work of the chapter.
- ☺ Show a sense of humor to relieve the tension of a serious meeting.
- ☺ Realizes that to serve the chapter as a leader, his/her responsibility is to let others share responsibilities.
- ☺ Believes in the organization and has a sincere desire to serve it to the best of his/her abilities. Wants to be a team member.

### **A POOR LEADER.....**

- ☹ Takes the job for the “honor” that he/she can get out of it.
- ☹ Fails to understand what his/her example means to the other members.

- ⊗ Lets everything go until the last minute, then just hopes everything will work out.
- ⊗ Seems bored, is not alert, whispers to other members and appears to be disinterested.
- ⊗ Dominates, imposes opinions, and forces others to depend upon him/her.
- ⊗ Shows what side he/she is on before getting the facts into the open.
- ⊗ Is impatient, sarcastic, pessimistic, critical and takes the work of others for granted.
- ⊗ Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.
- ⊗ Cares about the business in general and does not consider individual differences.
- ⊗ Has no humor in a meeting. The business is the most important thing, not the people.
- ⊗ Takes advantage of leadership position to show his/her importance.

## **CHARACTERISTICS OF A GOOD OFFICER**

### **An officer should:**

- Be a good speaker – able to adapt remarks to any situation.
- Have a good personality.
- Have exceptional morals and be honest.
- Have good manners.
- Be reliable and punctual.
- Be a hard worker and cooperative.
- Have a good knowledge of Family and Consumer Sciences Education and FCCLA.
- Have poise and be confident of self.
- Be stimulating in everything said and done.
- Be proud to be an FCCLA member and local officer.
- Always dress to fit the occasion – personal neatness is a must.
- Be humble, not a “glory grabber.”
- Have a personal code of ethics.
- Conduct self as a good officer first and last.
- Know the proper method of meeting people.

- Be a good conversationalist,.
- Be courteous. The words “Please” and “Thank you “ pay dividends. Use them often.
- Be careful of what he/she says and how it is said.
- Know proper methods of correspondence.
- Do level best at all times and make the most effective use of time and money.
- Find out the facts before committing self orally or in writing.

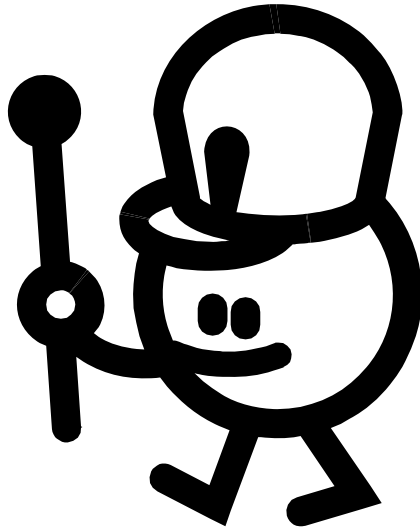
## **ACTIVITIES WHICH PROVIDE LEADERSHIP TRAINING**

- ❖ Being proficient in the use of parliamentary procedure.
- ❖ Giving officer reports and committee reports to your chapter.
- ❖ Giving talks before groups outside of FCS Education.
- ❖ Learning the opening and closing ceremonies.
- ❖ Studying the history, mission, and purposes of FCCLA.
- ❖ Becoming acquainted with the responsibilities of each officer.
- ❖ Assisting in the developing the chapter program of work.
- ❖ Participating in other school organizations.
- ❖ Thinking clearly. Acting in good taste.
- ❖ Getting the facts and analyzing them before drawing conclusions.
- ❖ Getting into the habit of cleanliness and orderliness.
- ❖ Establishing reasonable goals.
- ❖ Taking advise, but doing your own thinking.
- ❖ Encouraging the other fellow as you go along.
- ❖ Encouraging the other fellow as you go along.
- ❖ Never admitting to yourself that you are permanently beaten.

- ❖ Making friends and keeping them.
- ❖ Dreaming on what you would like to accomplish.
- ❖ Being proud of what you do.
- ❖ Taking pride in being a chapter officer, but earning it.

## **WAYS TO IDENTIFY POTENTIAL LEADERS/OFFICERS**

1. They may have original ideas that benefit the chapter or program.
2. They are not constantly pestering those above them for advice and guidance.
3. They produce answers as well as questions.
4. They work well under pressure and can get the job done without outside help.
5. They can be trusted to work on a project by themselves and without supervision.
6. They will stand up for an idea in which they believe.
7. They will not put judgment on the line and be willing to be judged by results.
8. They realize the importance of cooperation, even when they have to back down on a pet idea.



# **Section 7**

## **CO-CURRICULAR APPROACH**

## **THE CO-CURRICULAR APPROACH**

### **THE CASE FOR THE IN-CLASS CHAPTER**

Through integration of FCCLA into the classroom, more students may be involved in the organization.

Interest and enthusiasm in class activities and FCCLA may be increased and competition with other organizations is eliminated.

Many people in school and community may benefit from projects.

More students may be able to develop their skills and leadership abilities and more often, for those students not having this opportunity.

More time may be available for planning and working on projects and participation at regional and state levels since classroom time will be available for these purposes.

Projects may also be worthwhile and challenging to those who participate.

Student initiative and responsibility may be further increased through this integration.

## **INTRODUCTION**

The philosophy of career and technical student organizations indicates that chapter activities are not to stand apart from the career and technical education curriculum or to be separate from what goes on in the learning situation or on-the-job training. In other words, to be integral means chapter activities lend support and are a necessary part of the total career and technical education curriculum. Therefore, FCCLA is a teaching tool that should be a part of every career and technical education family and consumer sciences program.

Considering that chapter activities are to be an integral part of the total curriculum, the purposes of this chapter handbook are to help you as members and advisers to: a) develop a management structure as a part of class, b) incorporate FCCLA skills as a part of the instructional program, and c) integrate FCCLA activities to the curriculum. After reviewing this chapter, you should be able to:

- ✚ Plan for a management structure to meet the needs of members and chapter.
- ✚ Plan for effective student/teacher use of FCCLA resources and skills in chapter activities and the classroom.
- ✚ Use more effectively the chapter as a significant teaching tool in the classroom.
- ✚ Coordinate chapter-oriented units with existing curriculum.
- ✚ Plan classroom techniques to increase the amount of chapter participation in the class.

### **DEVELOP A MANAGEMENT STRUCTURE AS A PART OF CLASS**

In the development of a management structure as a part of the class, your chapter first needs to explore all the possible management structures. A management structure should be selected that meets the needs of your school, community and students. The structure should provide the most leadership potential for members of your chapter/class situation. Management structure includes the development of chapter structure leadership roles in the chapter/class, and of the meeting structure.

Here are a few guidelines to review as you think about structure and integration of your FCCLA chapter with the career and technical education family and consumer sciences program.

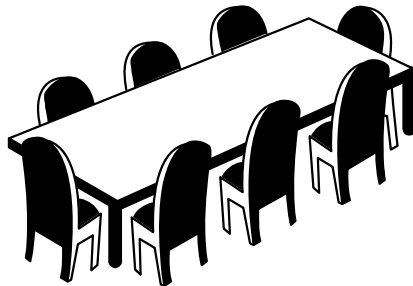
- Each chapter has to analyze its own school situation and devise a plan unique to the family and consumer sciences program.
- FCCLA will be presented to students, parents, and administrators as a part of the total family and consumer sciences program.
- Orientation needs to take place in each class so that everyone understands what FCCLA is, its relationship to class – and how FCCLA as an organization functions through the class to expand learning and develop the leadership potentials of members.
- Students in class who do not want to pay dues to join FCCAL understand chapter learning experiences are also family and consumer sciences and that there is a common goal. At the same time, students who do not pay dues understand that only FCCLA members have privileges which they do not have, such as serving as an officer, attending out-of-school functions, attending regional and state FCCLA activities.
- A structure for electing officers within a class will need to be formulated depending on the way and extent to which chapter and class actions are correlated.

- FCCLA should maintain its identity as an organization while at the same time functioning as a part of the family and consumer sciences education program.

**Chapter Structure:** A chapter may be creative to meet the needs of the members. There are several types or structures of chapters. These are discussed in this chapter of the handbook. Select the best structure for your situation whether it is a chapter in each class, one overall chapter with mini chapters in each class, a chapter in each interest area, or a combination of the above. Remember, structure may vary. Each school needs to make a plan of structure to give to its members. Diagrams later in this chapter illustrate possible FCCLA chapter structure, leadership roles, and meetings.

**Leadership Roles in the Chapter:** The management structure should give all students opportunities to experience leadership and responsibilities. Leadership roles may be class officers, chapter officers, class leaders, and committee members. The mere fact that the chapter is organized within the classroom gives more students the opportunity for leadership development. The length of the leadership role may vary and classroom responsibilities may be coordinated with chapter leadership roles. Select the leadership roles that are best for your management structure.

**Meeting Structure:** When planning your management structure, various factors need to be considered. What type of meetings will your chapter have? A chapter/class will need several types of meetings such as chapter planning meetings and officer meetings. Plans need to be made to incorporate those into your management structure. Some chapters may also have social or recreational meetings. When will the meetings be held? Will some meetings be held after school? Some activities may occur after school but the real beauty of an integrated chapter is that most of the activities occur during the classroom situation.



## IDEAS AND INFORMATION FOR ADVISERS AND STUDENTS

- The State FCCLA Adviser is always helpful when puzzled about integration.

- Continually sell administrators, advisory boards, teachers and students on the value of FCCLA with worthy projects. Ask administrators for advice and assistance.
- Build friendships with other staff members. They can be very helpful (and you can be helpful to them). Art teachers make wonderful consultants and judges when working on state and regional posters, exhibits, nametags, etc. Coral directors love to include their students in FCCLA community projects (example: the school chorus sang for FCCLA balloon release). Every department loves PR.
- Use **TEEN TIMES** to benefit your chapter.
- Allow only affiliated (dues paying) members the privilege of holding office; voting; participating in social activities; participating in regional, state and national meetings; wearing official emblem. Define these privileges.
- Develop projects that create co-ed interest.
- Allow as many students as possible to assume leadership roles.
- Use parent chaperones as often as possible.
- Design ways to maintain FCCLA identity as an organization when it functions as part of the class structure. (Examples: awards day; yearbook; Career and Technical Education Week, American Education Week, etc.)
- Good FCCLA chapters (in-class activities) build family and consumer sciences enrollment.
- As a new school year begins (or at any point in the school year when new classes arrive) tell the students that they are automatically members but they have a choice in state and national affiliation.
- Devise a plan for including former FCCLA members that are no longer in FCS class.



## INTEGRATE FCCLA ACTIVITIES INTO THE CURRICULUM



Planning is essential to successfully interrelating FCCLA activities into the curriculum. Adviser(s) and members must work together to ensure this outcome. Many FCCLA projects will resemble the regular career and technical education family and consumer sciences learning experiences, but they are unique. How are FCCLA activities unique from regular classroom activities?

- \_\_\_\_\_ The student members are involved in the leadership roles of planning and evaluating the experience.
- \_\_\_\_\_ The student members plan and conduct the activity.
- \_\_\_\_\_ The activity is directed by the student leaders rather than the teacher.
- \_\_\_\_\_ The student members achieve the eight purposes and overall goal of FCCLA.
- \_\_\_\_\_ The activity promotes individual growth and/or community involvement in the student members.
- \_\_\_\_\_ FCCLA resources and/or skills are used.

Through coordinating classroom and chapter activities, the total program is enriched. The checklist above may be helpful for members and teachers with interrelating FCCLA activities to the curriculum.

Planning to incorporate FCCLA in the instructional program may be done by planning yearly, monthly, by semester, or at the time of introduction on a new unit. Many techniques may be used to make FCCLA an integral part of the instructional program.

## **FCCLA YEARLY CURRICULUM PLANING**

The organization for interrelating FCCLA and the curriculum calls for a yearly plan of FCCLA activities based on the entire year's curriculum plan or course of study for the educational program for one or more courses. This plan encompasses the whole year, takes into consideration the state projects as state theme, identified student concerns, and utilizes student committees to plan FCCLA projects as an outgrowth of family and consumer sciences curriculum.

## **IDENTIFYING STUDENT CONCERNS**

The purpose of identifying student concerns is to aid in making FCCAL activities and curriculum learning experiences meaningful by basing many of the activities and learning experiences on these student concerns.

Student concerns can be derived through many technique. These techniques can be developed to categorize student concerns in desired areas. Areas or categories for developing students' concerns may include school, family, career and community, general curriculum areas such as perennial problems for family and consumer sciences and jobs for job training, specific curriculum areas.

Units of study for family and consumer sciences duties/tasks or unit in related class for job training concern areas also may include categorizing them according to the FCCLA eight purposes or the overall goal or mission of the organization.

Specific concerns are then narrowed down and identified by students as the basis to plan FCCLA projects or classroom learning experiences. This could be done by a vote or through a committee. Activities and projects are then planned using the planning process and committees.



## **THE ROLE OF THE ADVISER IN INTEGRATING FCCLA INTO THE INSTRUCTIONAL PROGRAM**

All teachers of a career and technical family and consumer sciences program have a responsibility in relating the career and technical education instructional program they are teaching to the FCCLA career and technical student organization. Integrated into the instructional program are FCCLA leadership skills and knowledge as well as FCCLA program activities enhancing or reaching classroom objectives. Each teacher then is considered an adviser. It is important in multi-teacher department for a spirit of cooperation to exist among teachers when planning FCS content, FCCLA organizational structure and overall department responsibilities.

In establishing FCCLA as a part of the instructional program, the FCCLA organization must first be realized as a teaching tool for achieving curriculum objectives and providing content in the curriculum for leadership skill development

## **MANAGING A CHAPTER AS A PART OF CLASS**

Understanding how to organize a chapter as a part of class is essential in class/chapter management. Developing a chapter structure to meet the needs of your school situation and utilizing chapter leaders in managing class/chapter organization and learning activities is a very important aspect of integrating FCCLA into the instructional program.

## **CHAPTER STRUCTURE DECISIONS**

Deciding on a structure for your chapter(s) first begins by analyzing your school's situation. Is this the first year FCCLA will be introduced in your school? Have you had an active after-school chapter but are now beginning to organize FCCLA in class?

For the family and consumer sciences program, numerous classes present a different type of organizational concern. Introducing FCCLA as a part of class in FCS is a place to begin and gain experience in managing in this way. As each year passes, expand FCCLA to more classes until eventually all classes are included. Another alternative, if FCCLA is new to the school, is to introduce it as a part of class in all classes at once.

An experienced chapter that is in transition from an after-school chapter to in-class chapter is in a process of modification from year to year. Many times an "umbrella" chapter is formed that will take in those members not currently enrolled in class but who want to remain involved. In-class members may participate in "umbrella chapter" activities after school if desired.



## **CHAPTER MANAGEMENT THROUGH CLASS OFFICERS AND LEADERS**

Chapter officers can become class managers and have experiences practicing leadership skills. They can be responsible for some class/chapter management situations. The following will help integrate class and chapter:

- ❖ Have the president be responsible for gathering information about guest speakers and presiding on days when speakers make a presentation.
- ❖ Have the first vice president take notes at all events such as chapter meetings, field trips and when there is a speaker in class. This officer can also maintain a class calendar of events and be the student leader that class members go to when assignments need to be clarified and can also check the roll each day.
- ❖ Have a vice president be responsible for developing a resource file of field trip possibilities that students might be interested in and then be chairperson of the committee to organize the field trip.
- ❖ Have the vice president for public relations take pictures of students on the job for promotional use and be responsible for displays about programs and other events.
- ❖ Have president be responsible for room arrangement before and after class/chapter meetings.
- ❖ Have a vice president in charge of preparing bulletin boards and showcases related to class/chapter learning experiences.
- ❖ Have a vice president write news articles informing the community of the FCS program.

These are only examples of officers and what their duties could be. It is up to the teacher/adviser and officers to come up with the officers needed and duties of each.

The following strategies which teachers from around the state have used to organize class members to be chapter leaders and managers.

- This year FCS classes elected representatives to attend our once-a-month executive council meetings with our officers. These reps will report back to the classroom, handle moneymakers and make assignments for the FCCLA members.
- Each class elects mini-chapter officers who attend FCCLA executive council meetings. They return to class and spearhead enthusiasm for carrying out FCCAL chapter plans. These plans include moneymaking drives, membership campaigns and field trips.

- FCCLA is introduced to all FCCLA students. Each class elects a chairperson that represents that class as an officer. Each class plans one activity for each unit that is taught during the year. For example, one class will tour a ready-made factory. They will see how garments are made on an assembly line. The students will handle all the arrangements.
- Students of the Month: Every month a different FCCAL member is responsible for the meeting. They feel important and it appears to help build enthusiasm and interest in serving as officers.
- Designate Fridays have been our FCCLA day during class time. Also, anyone who can't make it to all the meetings still feels a part of the chapter.
- Membership posters were displayed in the freshman homeroom classes. Freshmen became more informed about FCCLA. They participated in making two classroom displays for the regional meeting plus the membership posters, which were used, on a large classroom bulletin board at a future date. Much was accomplished and learning by 25 freshmen. Many were members of FCCLA; however, those students who were not paid members worked on FCCLA projects that reflected what was being taught in FCS class.

## **FCCLA PROGRAM DEVELOPMENT AS A PART OF CLASS:**

In establishment of FCCLA as a part of the instructional program, it is important to realize that managing FCCLA through the career and technical education family and consumer sciences curriculum helps to reach family and consumer sciences program objectives in a motivating, creative, student-led manner.



**It's a Winner!!!!!!!**

**HOW TO DETERMINE IF CHAPTER  
ACTIVITIES ARE CO-CURRICULAR**

- 👉 Build upon class learning
- 👉 Initiated and planned by students
- 👉 Relates to one of the eight purposes of the organization
- 👉 Performed in an in-class or out-of-class chapter
- 👉 Goes beyond curriculum requirements
- 👉 Uses organizational resources in class
- 👉 Provides incentives and recognition that are not part of class requirements.

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## **DEVELOPING CO-CURRICULAR CHAPTER ACTIVITIES**

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### **WHERE**

-Any family and consumer sciences class

-Any unit of study

## HOW

-Use the 5-step planning process to have members identify a concern related to a topic presently being studied.

-Set a goal

-Form a plan (supplements class requirements and is not part of the grading system.

-Act on the plan

-Follow Up

## WHEN

-Develop different activities for each class or join some classes together

-Use as often as necessary to keep chapter active

## ADVISER ROLE

-Support

-Guide

-Encourage student decision making

-Motivate

## LESSON PLAN FOR PLANNING A CHAPTER PROJECT

Instructions: Complete this lesson plan for one of your classes. Add as much detail as needed to get members to develop their first co-curricular project.

Timing Topics	Process	Resources
Introduction	Discuss the unit presently being studied in class. Explain that students can develop a chapter project related to the unit. It is to be	

	their idea and they will be responsible for carrying it out.	
	Your notes:	
Planning Process	Review Family, Career and Community Leaders of America Planning Process and explain all the steps.	Planning Process Worksheet
	Your notes:	
Planning the Project	Complete the first three steps of the Planning Process following instructions in the <b>FCCLA CHAPTER HANDBOOK</b> . Plan a project that relates to the topic or unit presently being studied in class. (Hint: You may want to think of a creative lead-in to stimulate their thinking about concerns related to the unit, i.e., clipping from magazines, newspaper articles, cartoons, etc. Classes may be broken into small groups if there is not enough interest   one large group project.)	
	Your notes:	
Refining the Plan	Determine what is realistic considering available resources and adjust as necessary. Students determine specific tasks and develop clear deadlines.	
	Your notes:	

## STRUCTURE I

### ONE-TEACHER DEPARTMENT – INTEGRATED CHAPTER

**Membership:** Students enrolled in family and consumer sciences classes who pay national, state, regional and local dues to affiliate, Provisions can be

made for students not enrolled I class who want to be members to meet at another time or tie into an in-class chapter.

**Adviser:** Family and Consumer Sciences teacher

**Executive Council:** Leaders from each class serve on an executive council. Executive councils meet with adviser during class-time, activity periods or other arranged times. The council meets monthly or periodically to share ideas and progress. The council is responsible for implementation of projects carried out jointly by class sections. Executive council member's report to the council about class activities and report back to their class about council meetings.

**Meetings:** Meetings occur as part of class-time and lessons. The entire class functions as a planning unit for curriculum and extended learning activities. Affiliated the majority of action occurs in class with outside resources brought into class settings. (May involve some out-of-class action for those who can participate on weekends or after school).

**Advantages:** Assures relationship of chapter activities to curriculum. Enables students to be involved in projects that extend beyond the curriculum. Enhances informal communication between student and teacher/adviser in the classroom setting. Breaks down potentially large chapters into manageable working units. Helps make the class youth-centered rather than adviser-centered. Allows more members opportunities to assume leadership roles and to become involved. Usually more students participate than out-of-class chapters.



## STRUCTURE II

### CLASS CHAPTER

In this structure there is an overlapping of the classroom and chapter activities.

**Membership:** Combination of students presently and previously enrolled in a FACS class.

Everyone is considered a class-level FCCLA member and is required to take part in activities. Extra privileges of belonging to the chapter such as attending regional and state meetings, becoming chapter officers, and attending monthly meetings of the entire chapter membership are granted to dues-paying members.

**Officers:** Officers preside over the combination of out-of-class and in-class membership. Officers are elected from the total membership and function with committees from each family and consumer sciences class. There is an overall executive council of officers and class representatives.

**Meetings:** The total membership meets after school or during an activity period to discuss chapter business and overall plans. Committees may meet in individual classes.

**Chapter and Action:** Occurs before or after school, during activity period, on weekends, in class.

**Advantages:** Easier for members not enrolled in class to participate.

Provides learning experiences for the student who could not schedule a Family and Consumer Sciences class.

Grading is not a consideration.

Chapter action can carry over the summer months.

Meetings and activities can be held regularly in places other than the school.

### **STRUCTURE III CLASS CHAPTER**

**Membership:** Students enrolled in Family and Consumer Sciences class this term.

Everyone is considered a class-level FCCLA member and is required to take part in activities. Extra privileges of belonging to chapter such as attending regional and state meeting, becoming chapter officers, and attending monthly meetings of the entire chapter membership are granted to dues paying members.

**Officers:** Each class has its own set of officers and each class sends one or more representatives to an overall executive council.

Classes affiliate jointly as one chapter. Classes work with interdependently and jointly on projects.

**Meetings:** Meetings occur as part of class-time and lessons. The entire class functions as a planning unit for curriculum and extended learning activities. Affiliated members have opportunities beyond the chapter for personal growth such as holding office and attending regional, state and national meetings.

**Chapter Action:** Majority of action occurs with outside resources brought into class settings. May involve some out-of-class action for those who can participate on week-ends or after school.

**Advantages:** **Assures relationship of chapter activities to class curriculum.**

Eliminates conflicts with transportation scheduling and after-school jobs.

Produces less formal communication between student and adviser.

Automatically breaks down potentially large chapters into manageable working units.

Group is small enough that everyone's ideas are heard.

Nearly every student has the opportunity to be responsible for a part of the project.



## CONSOLIDATED CLASS CHAPTER

Period	Period	Period	Period	Period
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<b>1 Classes</b>	<b>2 Classes</b>	<b>3 Classes</b>	<b>4 Classes</b>	<b>5 Classes</b>
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1. Each section meets at regularly scheduled time each month during class time. Members not enrolled in a FACS class could attend section meeting during their study period.
2. Each section would have the following officers (suggested):
  - Chairperson**
  - Secretary**
  - Reporter**
3. The chairpersons from each section meet monthly or periodically to share ideas and progress during school hours if possible. This group could form the executive council.
4. The following officers may be elected from the entire membership to work with chairpersons if all sections are to be consolidated in one chapter:

**President**

**Treasurer**

**Vice President**

**Secretary**

**Others as needed**

## **IDEAS FOR MEMBERSHIP ACTIVITIES**

### **BYOB – BRING YOUR OWN BANANA**

Each student brings a banana to make a sundae or banana split. Chapter furnishes remainder of items for sundae or banana split.

To receive “parts” of a sundae (bowl, spoon, vanilla ice cream, etc.) they must answer a question.

**Example:**

To receive a bowl: What is FCCLA?

To receive a spoon: Who is the adviser?

As sundae items get more “desirable” (fudge sauce, cherries, or nuts) questions get more difficult.

Students love this, plus they have learned the basics of FCCLA.



## **FCCLA Scavenger Hunt**

Cooperation of principal and other teachers is necessary. Find 10 teachers and/or administrators and assign each an answer. Students must find answers and get signature of that person. Give a prize to the first student to get the answers to the adviser or president and one to everyone who finished.

**Sample Questions:**

1. What is FCCLA?
2. What is the FCCLA motto?
3. What are FCCLA’s colors?
4. What is FCCLA’s flower?
5. Who is the FCCLA Adviser?
6. Who can join FCCLA?
7. What are FCCLA dues?
8. When is our FCCLA Leadership Conference?
9. What is “Power of One?”
10. Where is FCCLA’s national headquarters?

## **A TREASURE CHEST OF MANAGEMENT TECHNIQUES FOR INTEGRATING FCCLA INTO THE FACS CLASSROOM**

- Organize a mini chapter in each class to involve all students taking FACS. Set up an officer/leadership structure in each mini chapter. Only affiliated members will be entitled to chapter privileges.

- Define the privileges of dues paying members.
- Devise a plan for participation of eligible students not enrolled in FACS.
- Become involved in chapter project to help finance dues, especially for deprived students. Develop a structure for collecting state and national dues.
- Use methods determined by “brainstorm sessions” to encourage all eligible students, both male and female, to join FCCLA.
- Develop a method (and units of instruction) for introducing FCCLA into the class structure.
- Identify teacher/adviser competencies necessary to make FCCLA function as a part of class structure.
- Plan for the involvement of the school administration in structuring FCCLA as part of the class structure.
- Design ways to maintain FCCLA identity as an organization when it functions as part of the class structure.
- Give recognition to students/.members for progress achieved.
- Use **TEEN TIMES** and other resource materials for posters, bulletin boards and reading for information.
- Plan for publicity of activities of key interest to the school and community.
- Work cooperatively with other clubs and organizations to help interpret FCCLA and its value to students.
- Use varied teaching methods, techniques, visual aids, resource people and materials to stimulate interest in the FACS curriculum and FCCLA organization.



## CHAPTER PROJECTS – THE CO-CURRICULAR APPROACH

Instructions: For each the purposes of Family, Career and Community Leaders of America indicate a topic covered in FACS curriculum and an idea for a chapter project related to that topic:

**Example:**  
**PURPOSES**

**FACS CLASS TOPIC**

**CHAPTER PROJECT**

Strengthen the function  
Of the family as a basic  
Unit of society.

Parent-teen relationships

Teen-Parent Talk Night

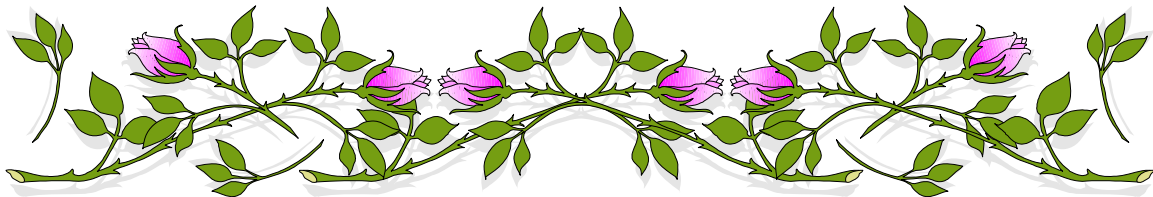
PURPOSES	FACS CLASS TOPIC	CHAPTER PROJECT
1. To provide opportunities for personal development and preparation for adult life.		
2. To strengthen the function of the family as a basic unit of society.		
3. To encourage democracy through cooperative action in the home and community.		
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.		
5. To promote greater understanding between youth and adults.		
6. To provide opportunities for making decisions and assuming responsibility.		
7. To prepare for the multiple roles of men and women in today's society.		
8. To promote family and consumer science and related occupations.		

### **PURPOSES OF FCCLA WITH RELATED CHAPTER PROJECTS AND ACTIVITIES**

The purposes of FCCLA can be integrated in the classroom without isolating them from the purposes of the class program. The following suggested activities are intended to relate to all the teaching areas of FAC while stressing the eight purposes of the organization.

**PURPOSE 1: To provide opportunities for personal development and preparation for adult life.**

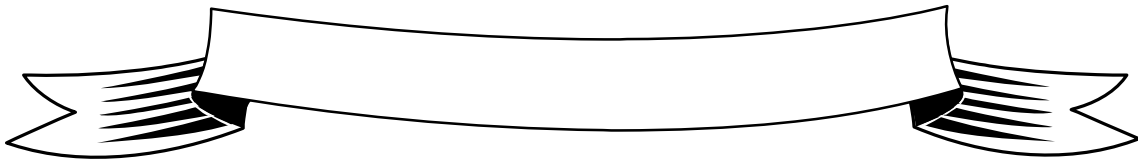
1. Study and dramatize the life-styles food, clothing and traditions of a foreign country.
2. Adopt a “grandparent” in either a nursing home or a private home. Plan community strategies for interaction and assist them with shopping and other daily routines.
3. Teach nutrition to elementary and preschool children.
4. List five personal goals toward self-development that may be accomplishing them. Seal a copy of the plans in an envelope, date it, and review for progress at the end of the year.
5. Compile and distribute or post a list of sources of information about jobs for youth in the community.
6. Make plans for an hour debate each month where an issue or concern to youth would be discussed in depth.
7. Identify personality characteristics expresses in clothing by analyzing the clothing that he or she is wearing.
8. Conduct a job interview workshop where students’ practice interviewing in various situations.
9. Conduct regular story hour for children.
10. Sponsor a “know your community” project and encourage courtesy to community visitors who seek information.



**PURPOSE 2: To strengthen the function of the family as a basic unit of society.**

1. Compile a list of responsibilities in the home that helps your family accomplish daily living. Identify the family member that is responsible for each task. Record the amount of time that is necessary to complete each task. Estimate the monetary value of each member’s responsibility.

2. Identify crisis situations that may affect family living and role play or discuss actions that will help family members cope with the crisis.
3. Describe to class members the aspects of one's family that makes it special, unique, or different. Include such factors as cultural, heritage, beliefs, etc. Identify strengths that enable families to work together in accomplishing goals for improving society.
4. Investigate current costs of raising a child, include time, energy, emotional and monetary costs. Discuss the importance of weighing all aspects when considering family planning.
5. Adopt a disadvantaged family.
6. Sponsor family recreation night.
7. Promote a Family Life conference for youth and adults.
8. Interview single parents families. Compare the division of responsibility between single and two-parent family structures.
9. Have a "Family tea and ideas to See" inviting family members of the class.
10. Identify technology such as television, radio, transportation, and material goods, which have affected the family. Show how they affect the family and discuss adaptations that enable families to cope with these changes in order to keep the family a viable unit.



**PURPOSE 3: To encourage democracy through cooperative action in the home and the community.**

1. Compile a list of community resources, both people and places (list by specialty) to be given to new students or families in the community.
2. Sponsor a series of meetings on current issues such as alcoholism, drug abuse, child abuse, etc., for the community.

3. Visit a courtroom to further knowledge about our legal system I relation to adoption, divorce, etc.
4. Sponsor a “community shop” that would enable individuals and families to sell homemade items.
5. Contribute to the design and construction of a quilt to be made in cooperation with the elderly in the community to be given to a needy family or individual.
6. Construct household items such as room accessories, clothing, etc., that would be given to economically deprived children or families.
7. Train chapter members to be able to speak on pertinent subjects by invitation at civic organization meetings, and FCCLA chapter meetings, local or out of town.
8. Survey services offered by health agencies in your community.
9. Schedule TV interviews.
10. Cater civic and school functions.
11. Sponsor a Career Day.
12. Contact civic clubs to determine ways in which FCCLA can assist them with some of their projects.
13. Set up displays for fairs and for community and school show cases.
14. Learn more about local government and how the city is operated.
15. Conduct a community survey on the image of FCCLA and follow up as appropriate.

**PURPOSE 4: To provide opportunities for making decisions and for assuming responsibility.**

1. Develop a big brother/big sister program in your community for children who need the friendship and guidance of an older person.
2. Set up a baby-sitting service for parents in the community with a description of the sitter such as: name, phone number, times available, age group a group preferred, etc.
3. Role play problem situations on such topics as early marriage, further education, a new car, etc., and identify factors which influence choice.

4. Conduct the shopping for shut-ins and/or elderly in the community.
5. Analyze advertisements on television. Write letters of congratulations or criticism to the sponsoring companies.
6. Implement a plan to inform the community of the FACS program.
7. Sponsor an ecology day to help clean up the school, town and/or community.
8. Conduct a rummage sale of flea market items to earn money for a project.
9. Have a "Restaurant Day". Organize the lunchroom into a restaurant. Work with food service workers concerning the different menus you would like to offer. Have hostesses, waitresses, cashiers, etc.
10. Conduct a nutrition-education program for adults.



**PURPOSE 7: To prepare for the multiple roles of men and women in today's society.**

1. Closely look at television for one week to identify characteristics that lead to sex role stereotyping on TV and in other media.
2. Discuss the various roles of family members by comparing one-parent and two-parent families, the mother and father roles, and the homemaker and wage earner role.

3. Identify values that influence the for both parents to work full-time; what tradeoffs are made when only the husband and wife are involved; when the children are involved.
4. Invite a man in a traditionally female occupation and/or a woman in a traditionally male occupation to discuss personality traits or characteristics needed for the job and factors they have had to cope with in holding such a position. Compare with those of other cultures of the world.
5. Evaluate children's books for role discrimination and role models. Communicate findings to editors.
6. Survey fathers of classmates to ascertain the types of home responsibilities they are assuming. Determine if this varies with age of children, wife working, hours husband works, season of the year, etc.
7. Identify toys, which are traditionally male or female. Observe children and identify patterns of use that might indicate sex-role stereotyping.
8. Visit an elementary school and ask children to draw or describe a picture of a mailperson, a nurse a schoolteacher, a firefighter, etc.
9. Discuss the implications for sex role stereotyping.
10. Identify women who have attained "first" in various jobs or careers. Suggest goals needed to reach their position in society.
11. Follow a person through the performance of various roles during a day and compare the responsibilities of this role with the roles found by other classmates.

**PURPOSE 8: To promote Family and Consumer Sciences and related occupations.**

1. Interview various persons in FACS or related occupations to ascertain education and personal qualifications for each position and compile a card file o each.
2. Explain the purposes of FCCLA through posters and display it ii the school or community.
3. Construct a display of projects completed throughout the year in family and consumer science classes to be used for public relations in the community.
4. In the spring, survey the community for job opportunities. Give guidance to teenagers who want to work. By summertime, jobs and workers can be "matched".

5. Visit a college of university and investigate courses that relate to careers in FACS.
6. Sponsor a career conference and have several speakers who are in the many different areas of FACS related occupations give the important aspects of their occupations.



## STEPS IN BEGINNING AN FCCLA CHAPTER



A chapter needs to secure two valuable resources as it begins to organize. **The KY FCCLA CHAPTER HANDBOOK FOR MEMBERS AND ADVISERS** and the national

**FCCLA Handbook** (on CD). This material is designed to serve as a guide for beginning chapters.

As a chapter begins to organize, needs are top.....

**GATHER INFORMATION**

Request materials from the KY State FCCLA Adviser, 21<sup>st</sup> Floor, Capital Plaza Tower, 500 Mero Street, Frankfort KY 40601

**APPROVAL**

Discuss plans with your administration. Obtain permission to form a chapter.

**CONSTITUTION/BYLAWS**

Most schools require an organization to have a constitution or bylaws in order to be recognized as an approved organization. this is also required of the State FCCLA Association. Write bylaws. (samples may be obtained from State Adviser)

**FINANCES**

Discuss financial management with your school's treasurer or bookkeeper and submit a budget. Refer to the section on Chapter Management for a sample budget and other information.

**DECIDE ON STRUCTURE**

Since each chapter has a unique organization, each adviser and members must determine the best structure for their chapter: one large chapter, other?

**DECIDE ON LEADERSHIP ROLES**

FCCLA offers many leadership opportunities. Each chapter must decide on the leadership roles offered its members. What officers will you have? What are the class leaders' or officers' responsibilities? Will membehave roles on committees? NJow you are ready to elect these leaders.

## **DECIDE ON MEETINGS**

When will you meet? What type of meetings will you have? (Examples: business, program, planning, etc.)

## **INTRODUCE FCCLA**

FCCLA is a co-curricular organization. Members need to be informed about the Organization. Use "The Co-curricular Approach" section in this handbook.

## **AFFILIATE**

Decide how to collect dues. Refer to Chapter Management in this handbook and to the national **FCCLA Handbook**. Affiliate all members to become a chapter. Affiliate as soon as possible to benefit from a full year's services from the state and national levels.

## **SET CHAPTER GOALS**

Decide on the goals of the chapter based on the curriculum and what your chapter hopes to accomplish during the year. Attend state meeting? Participate in STAR Events? Degrees? Etc. Look at deadlines and requirements. Be sure to meet all deadlines. There are NO exceptions.

## **PLAN ACTIVITIES**

Plan FCCLA activities for the year, coordinating them with the program curriculum. Use members' concerns and ideas. Use The planning process. Develop a chapter Program of Work. Consider state projects And programs when making plans.

## **ENCOURAGE INDIVIDUAL GROWTH**

Introduce Power of One in your chapter and classroom. Help individuals set goals and plan to reach them. Another way for individuals to grow is STAR Events and degrees. Incorporate them into your classroom curriculum.

## **RECOGNIZE MEMBERS**

It is important to reward members and adult supporters for their accomplishments. This could be in a form of a banquet or a special meeting.

## **DEVELOP PLANS FOR SUMMER**

A swim party or pizza party during the summer is a good way to keep members

connected and to introduce freshmen (and other new class members) to the organization.

Planning meetings can also be held in the summer so members are ready to start the FCCLA year off when school begins in the fall.

## **AFFILIATION**

Affiliation is very important to an FCCLA chapter. In order to participate in any regional, state or national sponsored meeting or event, the chapter and its members must be affiliated. A chapter affiliates with the state and national organization by paying state and national dues. Regional dues come out of state dues and are sent to the regions later in the year by the state adviser. The chapter must affiliate to both state and national in order to be recognized as an official chapter. Official membership is important for group identity and full member involvement in activities at all levels. The goal should be to affiliate 100 percent of all chapter members as soon as possible after school starts in the fall and as soon as possible in January when class members may be different than fall.

For many state-sponsored events such as STAR Events, a chapter must affiliate one month prior to the regional events or by December 1, whichever comes first. Additional members may be affiliated during the school year by affiliating more members on line. Other affiliation deadlines may be found in the state bylaws or on the deadline list sent by the state adviser and on the state and national websites.

National dues are used by national headquarters to finance the business of Family, Career and Community Leaders of America, to develop new and better materials, and to provide excellent meetings for chapter members. They also help pay the national officers' expenses to national sponsored events and to finance the national leadership meeting and cluster meetings.

State dues are used for updating programs and materials, retaining the state website, paying state officer expenses, helping pay for state meetings, and providing materials for the chapters.

**New Chapter** – New chapters may obtain affiliation forms by requesting information from the state adviser. New chapters should affiliate as soon as possible in order to get on the mailing list and receive information sent out by the state adviser.

**Affiliated Chapter** – Affiliation forms are found on the FCCLA, Inc website. (<http://fcclainc.org>).

### **How to achieve 100% Affiliation**

In order for student so receive full benefits from FCCLA they need to be full-fledged affiliated members. The attitude of the adviser toward membership does make an impact on whether a student joins as a class/chapter member. Members and advisers need to encourage 100% affiliation as a part of membership promotion activities.

A key to 100% affiliation is the method of paying dues. One or more of the following ideas could be used:

- Use an installment plan with the treasurer collecting dues weekly, biweekly or monthly.
- Have a moneymaking activity for raising dues for all that participate in the activity.
- Have a special occasion such as a social event for only dues paying members.
- Discount the dues for all paying before a specified deadline.
- Let the students establish the rules and activities for collecting dues. Peer leadership works!!

## **PROMOTING MEMBERSHIP**

### **THERE IS ALWAYS SOMETHING GOING ONE!!!!!!!!!!!!!!!**

A strong chapter will promote membership automatically. Throughout this handbook, there are numerous suggestions about chapter structures, members and dues, public relations and meaningful activities that can be used in building an action-oriented chapter. The chapter that maintains itself through a stable or an increased membership will be the one that produced such comments as:

**Students:**

“There is always something going on.”

“We are given the chance to be responsible for our actions.”

**Administrator:**

“I thought this was just another club, but now realize that

chapter activities support the professional, civic, social and financial development of students. Chapter work is a highly successful teaching tool”.

“The chapter is an effective tool to transfer responsibility to students”.

**Teachers:** “The chapter is an effective tool to transfer responsibility to students”.

**Parents:** “What goes on in that classroom has real practical useful meaning”.

**Community:** “We don’t mind helping out. They also know how to help us”.

### **WHO PROMOTES MEMBERSHIP?**

- Chapter members who are involved and interested.
- Teacher/adviser with interest, enthusiasm, and a belief that chapter work is integral.
- Career and Technical Education and Guidance Counselors who are informed.
- Teachers and students in feeder schools who have knowledge about chapter work.
- Community members who are involved with advisory councils or cooperative work experience for student.

### **THE TEACHER/ADVISER PROMOTES MEMBERSHIP BY:**

- Being flexible in structure and in dues collection.
- Building membership through meaningful activities.
- Recognizing members who contribute and work hard.
- Having a positive attitude about chapter work.
- Recognizing a chapter as a successful and proven teaching tool.
- Promoting 100% affiliation (dues paying) members.

## **NEW CHAPTER – HOW TO ORGANIZE**

Invite a neighboring chapter to come and present a program to students interested in forming a chapter.

Invite a state officer in your region or in a region that is close to you and your State Adviser to an organizational meeting.

Check the records in the family and consumer science department file to see if FCCLA materials are present.

Call the state adviser and ask for materials for starting a new chapter.

Begin a file drawer of FCCLA materials.

Determine the amount of dues, including state and national, and the source of dues, i.e. members pockets, subsidized in part by chapter fund raising, or totally subsidized by chapter fundraising.

Send first affiliation and dues to national early in the school year, then follow with additional dues later.

As soon as possible, affiliate with the state and national organizations since only affiliated chapters can use the name and emblem.

Contact key people to discuss FCCLA and what it has to offer students:

- a) administration and supervisory staff in school and district.
- b) students in your classes.
- c) other family and consumer sciences teachers.
- d) Parents

Set aside a corner of the FACS department for FCCLA materials and a bulletin board. Make use of bulletin boards throughout the school, if available.

Talk with the administration about the:

- Organization of a chapter
- Purpose of the chapter'
- Plans for the program of work
- Time and place for meetings
- School regulations for activities
- Plans for integrating FCCLA into your FACS classes.

Try to get back issues of **TEEN TIMES** magazine for suggestions of projects and programs of work. The state adviser can also give you sample programs of work and bylaws.

Develop bylaws.

Select a committee to write bylaws for the chapter, subject to membership approval. The State Bylaws should be used for a pattern and where possible local bylaws should reflect them. Bylaws should also reflect the local chapter's structure and the policies and procedures dictated by the local school district.

Talk with teachers who have a chapter to ask for suggestions.

Don't be in too big a HURRY to organize a chapter. Make students want to join.

Stress the importance of attendance at executive council and chapter meetings.

## **CHAPTER IMPLEMENTATION**

Discuss qualifications for different offices (look at state bylaws for officers and duties).

College dues if members are to pay their own.

Elect officers.

Invite a state officer or neighboring chapter bring their officers to your school to install your officers and induct your members.

**AND.....THEY'RE OFF!!**



## **INACTIVE CHAPTER – HOW TO REVIVE**

Believe in FCCLA!!!

Try to find the cause for lack of interest.

Talke to past and present members.

Help members understand the meaning and purposes of FCCLA>

Plan a good public relations program by keeping others informed of chapter plans.

Make all members aware that it is their chapter and that every member has a contribution to make and that it will be as good as they make it!

Allow as many members as possible to assume leadership roles.

Every member should be on a program or committee.

Encourage members to accept responsibility and reward their efforts.

Express gratitude for advice and help and let members know that they are needed.

Acquaint officers and members with their responsibilities.

Keep administrators actively interested and informed.

Have a program of work planned early in the year and based on definite goals.

Help develop the program of work that is challenging and focuses on life.

Use FCCLA Week, American Education Week, Nutrition Month, Family Week, Career and Technical Education Week, and other special days to focus on family and community concerns.



**CONGRATULATIONS!!!!!! You've revived a  
chapter!!!!!!!!!!!!**

# **Section 8**

# **PARLIAMENTARY PROCEDURE**



## HAVE YOU EVER WONDERED.....

### .....what parliamentary procedure really is?

Well, parliamentary procedure is a set of rules for conducting meetings. It allows everyone to be heard and to make decisions...without confusion!!

### .....what parliamentary procedure came from?

It originated in the early English Parliaments with discussions of public affairs. It came to America with the first settlers and became uniform in 1876 when Henry M. Robert published his manual of parliamentary law. Today, ***Robert's Rules of Order Newly Revised*** is the basic handbook of operations for most clubs, organizations, and other groups.

### .....why parliamentary procedure is important?

It's important because it is a time-tested method of conducting business at meetings and public gatherings. Parliamentary procedure means democratic rule, flexibility, protection of right, and a fair hearing for everyone. It can be adapted to fit the needs of any organization, so it's important that everyone know the basic rules!!

Reference: “***The A-B-C's of Parliamentary Procedure***”, Channing L. Bete, Co. Inc.

# PARLIAMENTARY PROCEDURE

**PURPOSE:** An interesting way to bring a discussion of Parliamentary Procedure.

**MATERIALS:** One dozen ping pong balls.

**GROUP SIZE:** Any number.

**DIRECTIONS:** Throw a dozen ping pong balls, one at a time, out into the audience. Ask everyone to look at the ball and then throw it to someone else. Everyone must be ready to catch a ball being thrown by any other person. In just a few minutes you will have pandemonium. Have everyone throw his or her ball back up to the "secretary" all at once. He/She will be unable to catch very many.

Next, throw the one ball to the group and have each person look at it, make a comment about the ball and then get someone's attention and throw the ball to that person. After the ball has been thrown around a few times, have the person with the ball throw it up to the secretary.

**DISCUSSION:** Now discuss the difference between the two situations and compare each one to an organizational meeting. What happens when we talk about too many items at one time and no one gets a chance to say anything about the items because everyone is talking? The last time when there is only one item on the floor at a time and everyone gets a chance to speak about it and then let someone else talk.

Now, stress the importance of the agenda and everyone following it so there will be "order".

**Name 3 things that you can do to make your next meeting run more smoothly?**

- 1.
- 2.
- 3.

For an organization to be successful, the meetings themselves must be successful, which means they should be well organized and follow basic parliamentary procedure. The purpose of parliamentary procedure is to provide a framework, an arrangement, which will allow an organization to conduct its business in an orderly efficient manner; and yet, protect the rights of its members.

## OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with parliamentary procedure to correct definition.
2. Select from a list basic parliamentary procedure principles and/or reason for their design.
3. Arrange, in order, the parts of business.
4. Match types of motions to their description.
5. Match parliamentary procedures to possible meeting occurrences.
6. Arrange, in order, the steps in the progression of a motion.
7. Discuss how to amend a motion.
8. Select from a list the duties of the chair.
9. Use parliamentary procedure to conduct and/or participate in a meeting.

### Resources:

***Robert's Rules of Order***, revised (paperback), by Morrow Quill Paperbacks, 105 Madison Avenue, New York, NY 10016

***A Guide to Parliamentary Procedure*** (booklet) by The Interstate Printers and Publishers, 19-27 Jackson Street, Danville, IL

***Parliamentary Procedure At a Glance*** (booklet), Hawthorn Books, Inc., 260 Madison Avenue, New York, NY 10016

## PARLIAMENTARY PROCEDURE

# INFORMATION SHEET

## **Objective 1: Terms and Definitions**

1. Adjourn – the ending of a meeting.
2. Agenda – an organized order of business.
3. Amend – to change the wording of a motion by inserting or adding, by striking out, and inserting.
4. Assembly – gathering of persons for a purpose.
5. Chair – title applied to the presiding officer when he/she is in charge of a meeting.
6. Commit – to refer questions to paper to committee.
7. Debate – procedure, which allows expression of positive and negative views on a question.
8. Entertain – the chair recognizes a member for the purpose of making a motion or of discussion a pending motion.
9. Floor – refers to the place from which a member speaks. The member is said to have “the floor” if the chair has recognized him/her.
10. Majority – the number greater than half the total of a group. Usually refers to more than half the votes cast.
11. Minutes – record of the proceedings at a meeting.
12. Motion – also referred to as a question. It is a proposal that something be done; a method of bringing a question before the assembly for consideration.
13. Nominate - to suggest names to be considered for office.
14. Parliamentarian – a person with knowledge of rules and usage of parliamentary procedure.
15. Parliamentary Procedure - a set of rules for conducting a meeting in an organized and efficient manner.
16. Question – refers to a motion, which is put before the assembly.

## **Objective 2: Basic Principles and Reason for Design.**

Parliamentary Procedure rests on these basic principles:

- To provide justice and courtesy to all.
- To cover one subject at a time.
- To allow for the rights of the minority, but the rule of the majority.
- To allow for full and free debate.
- To be objective for the good of the group.

These principles are designed to:

- Expedite business.
- Maintain order.
- Insure justice and equality.

### **Objective 3: Order of Business**

It is customary for every group to adopt a standard order of business for meetings. When no standard has been adopted, the following order of business may be followed:

1. Opening Ceremony
2. Call to Order
3. Roll Call
4. Reading and approval of minutes
5. Reading and approval of treasurer's report
6. Report from officers and standing committees
7. Reports from special committees
8. Unfinished business
9. New business
10. Program
11. Closing Ceremony/Adjournment



### **Objective 4: Type of Motions**

**MAIN MOTION**

Introduce business or bring a question directly to the Assembly. A main motion can be made only when no Other motion is pending.

**SUBSIDIARY MOTION**

Modify or dispose of a main motion and must be voted Upon before vote is taken on the main motion. Listed Below are subsidiary motions in order of their precedence, Starting with the highest in rank:

1. Lay on the Table
2. Previous Question
3. Limit or Extend Limits of Debate
4. Postpone to a Certain Time
5. Commit or Refer
6. Amend
7. Postpone Indefinitely

**INCIDENTIAL MOTIONS**

Arise out of pending motion, and, as a result, they must Be decided before a decision is made on the motion to which are incidental.

**PRIVILEGED MOTIONS**

Are not connected to the main motion and outrank all Other motions. Listed below are privileged motions in Order of their precedence, starting with the highest In rank:

1. Fix the Time to Which to Adjourn
2. Adjourn
3. Recess
4. Raise a Question of Privilege
5. Call for the Orders of the Day

**UNCLASSIFIED MOTIONS**

Motions that bring a question again before the assembly. Like main motions, all motions are usually made while no business is pending.

1. Take from the Table
2. Rescind (or Repeal or Annul) also
3. Amend Something Previously Adopted
4. Discharge a Committee
5. Reconsider

**PARLIAMENTARY PROCEDURE**

## INFORMATION SHEET

### Objective 4

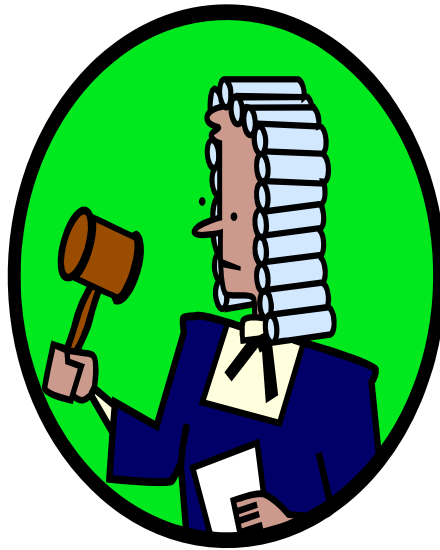
MOTIONS	YOU SAY	POSSIBLE MEETING OCCURENCES
<b><u>Main Motions</u></b>	"I move that"	To introduce a new subject. When no other main motion is pending.
<b><u>Subsidiary Motions</u></b> <b>Postpone indefinitely</b>	"I move to postpone the motion indefinitely."	To defer a matter or kill it.
<b>Amend</b>	"I move to amend the pending motion by inserting the word _____ in front of _____" OR "I move to amend the pending motion by striking the word(s) and inserting....."	To change a motion to fit the need of the group by inserting, striking, or by inverting. NOTE: Out of order of it changes an affirmative to a negative or is frivolous or absurd.
<b>Refer to a committee</b>	"I move to refer motion to another committee."	To allow a few to attend to the subject and report to the group at a later time.
<b>Postpone until a certain time</b>	"I move to postpone the motion until the next meeting." (general order)  OR I move to postpone pending motion until 2:00 p.m. and made a special order."	To delay action until a later time but not later than the next meeting so that more deliberation is possible or so a representative group can be present. To delay action but state the exact time it must be considered by the assembly.
<b>Limit debate (requires a 2/3 majority vote.</b>	"I move the debate be limited to not more than _____ minutes for each speaker." "extend to _____ minutes."	To save time for the assembly.  When a subject requires additional time.
<b>Previous question</b>	"I move that debate stop and vote be taken:"	To stop a long debate that is not aiding the assembly, also stops further amendments.
<b>Lay on the table</b>	"I move to lay the motion (or motion and pending amendments) on the table."	To lay a motion aside temporarily when more urgent business has arisen. NOTE: as soon as there is intervening business, the tabled motion may be brought before the assembly again. NOTE: if it is not taken from the table at either the present or following meeting then it is considered dead.

(Instruction Sheet continued)

<b>MOTION</b>	<b>YOU SAY</b>	<b>POSSIBLE MEETING OCCURANCES</b>
<b><u>Incidental Motions</u> Point of Order</b>	"I rise to a point of order."	To call to the attention any error or violation which occurs.
<b>Suspend the rules (requires 2/3 majority to suspend)</b>	"I move to suspend the rule(s) that no one but members may discuss during the meeting."	To temporarily set aside adopted standing rules providing the action does not conflict with the by-laws or basic principles of parliamentary procedure.
<b>Request information</b>	"I rose to request information." OR "I rise to a point of parliamentary information."	To clarify what is being done or said. To clarify a question concerning parliamentary procedure.
<b>Division of the House</b>	"I call for a division of the house." OR "Division"	To ask for actual count to verify a voice vote.
<b>Appeal the Decision</b>	"I appeal the decision of the Chair."	To vote on a decision which has been made by the Chair.
<b>Provide Manner of Voting</b>	"I move to provide the manner of voting on this question by a show of hands."	To provide for voting by either a show of hands, standing, or ballot.
<b>Withdraw</b>	"I move to withdraw the motion."	To prevent a motion from being voted upon.
<b>Object to the consideration Of a motion (requires 2/3 Majority vote to pass).</b>	"I object to the consideration of the motion."	Before any debate or subsidiary motions are applied so as to save the group embarrassment or if the motion is ill-advised.
<b><u>Privileged Motion</u> Rise to Question of Privilege</b>	"I rise to a point of privilege. (May affect the assembly or be a personal desire).	To ask a question or comment about such things as room temperature, noise, etc.
<b>Take a recess</b>	"I move to take a recess." (NOTE: the place to take the recess cannot be designated.)	To allow time for meals or for counting ballots; or in case of conventions which last several days, a recess may be taken for a day or portion of a day.
<b>Adjourn</b>	"I move to adjourn the meeting."	To dismiss a meeting. NOTE: is privileged unless the effect would disband the organization permanently-it would then be qualified and would be treated as a main motion.
<b><u>Unclassified Motion</u> Take from the Table</b>	"I move to take from the table."	To bring a previously tabled motion back before the group for discussion and possible vote.
<b>Reconsider</b>	"I move to reconsider."	To allow further consideration and another vote on a question.

**Objective 5: Progression of a motion**

1. Member rises and addresses the Chair. Example: “Mr. or Madame Chair....”
2. The Chair recognizes the member
3. Member proposes the motion. Example: “I move that....”
4. Another member seconds the motion without rising or addressing the chair. Example: “I second the motion”.
5. Presiding officer states the motion.
6. Assembly discusses or debates the motion.
7. Presiding officer take a vote. Example: “Is there any further discussion? Hearing none, all in favor say ‘aye’ – those opposed say ‘no’.” (Always vote both ways.)
8. Result of the vote is announced. Example: “The motion passed” or “The motion fails”.



**Objective 6: Amending a Motion.**

**Example:** “I move to amend the motion by adding the words ‘and flag’”.

**The following may amend a motion:**

- |  |  |
|--|--|
| 1. By inserting or adding words.           | Example: "I move that the motion that we send two delegates to leadership camp be amended by adding, at the end of the original motion, the words, with expenses paid up to a maximum of \$25.00". |
| 2. By striking out words                   | Example: "I move that the motion that we send two senior delegates to leadership camp be amended by striking the word 'senior'".   |
| 3. By striking out words and adding senior | Example: "I move that the motion that we send two delegates to leadership camp be amended by striking out the words 'two seniors' and insert the word 'three' before the word delegates".          |

**A motion to amend is out of order in any of the following instances:**

1. If the amendment does not have a bearing on the subject.
2. If it strikes out or adds words that would not leave a rational question.
3. If it is frivolous or absurd. Example: in above motions to strike 'two delegates' and insert 'all members'.
4. If the amendment is applied to a motion which is not amendable.
5. If it makes the affirmative of an amended question equivalent to the negative of the original motion.
6. If it is an amendment of the third degree, that is an amendment to an amendment (only amendments in the first and second degree are in order).

**Objective 7: Duties of the Chair**

1. Restate the motion clearly after it has been made and seconded, "It is moved and seconded that....".

2. When a motion requires a second, he/she should be sure one is received.
3. He/she should entertain only one main motion at one time.
4. He/She should be aware of the majority of the vote needed for each motion if it is debatable or amendable.
5. He/She should give the maker of the motion the first chance to discuss it.
6. He/She should not allow anyone to speak twice on a motion until all have had a chance to speak once.
7. He/She should appoint committees.
8. When voting publicly, the chair should vote only when the Chair's vote will break a tie. When voting secretly, the chair shall vote when the assembly votes.
9. The chair should avoid influencing a vote by his/her own comment on a motion. If he/her comments are vigorously for or against the motion, then he/she may ask the first vice-president or any other member to serve as chair until the motion is disposed.



## PARLIAMENTARY PROCEDURE AT A GLANCE

MOTION	YOU SAY:	REQUIRES A SECOND	DEBATABLE	VOTE REQUIRED
--------	----------	-------------------	-----------	---------------

To introduce business	"I move that..."	Yes	Yes	Majority
To adjourn	"I move that we adjourn"	Yes	No	Majority
Complain about noise, room temp, etc.	"Point of privilege"	No	No	No Vote
To table/put off a decision	"I move we table it"	Yes	No	Majority
End debate	"I move the previous question"	Yes	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	Yes	Yes	Majority
Have something studied further	"I move we refer to a committee"	Yes	Yes	Majority
Amend a motion	"I move this motion be amended"	Yes	Yes	Majority
Object to procedure	"Point of Order"	No	No	No vote
Request Information	"I call for a division of the house"	No	No	No vote (Unless someone objects)
Take up a matter previously tabled	"I move we take from the table".	Yes	No	Majority
To reconsider (by one prevailing side_)	"I move we reconsider".	Yes	Yes	Majority
Consider something out of its scheduled order	"I move we suspend the rules and..."	Yes	No	2/3
Vote on a ruling by the chair	"I appeal the chair's decision".	Yes	Yes	Majority
To rescind	"I move we rescind..."	Yes	Yes	2/3

## QUIZ ON PARLIAMENTARY PROCEDURE

### Part 1

Select the most appropriate term for the following statements and fill in the blank:

**Motion  
Parliamentarian  
Agenda**

**Chair or  
Presiding Officer**

**Nominate  
Adjourn**

**Second  
Debate**

**Majority  
Floor**

- \_\_\_\_\_ 1. A member introduces new business by stating "I move..."
- \_\_\_\_\_ 2. Granted the opportunity to speak
- \_\_\_\_\_ 3. The person in charge of the meeting.
- \_\_\_\_\_ 4. To allow a motion to be debated by the members.
- \_\_\_\_\_ 5. To suggest names to be considered for office.
- \_\_\_\_\_ 6. A discussion or argument over a motion.
- \_\_\_\_\_ 7. An organized order of business.
- \_\_\_\_\_ 8. The number greater than half of the total.
- \_\_\_\_\_ 9. A person with knowledge of rules and usage of parliamentary Procedure.
- \_\_\_\_\_ 10. The ending of a meeting.

Fill in the blanks below with the correct word:

- 1. The first two words in stating a motion are \_\_\_\_\_.
- 2. Before a motion can be discussed, there must be a \_\_\_\_\_.
- 3. When a member presents a plan of action for consideration, that statement he/she make is called a \_\_\_\_\_.
- 4. A motion may be lost for lack of a \_\_\_\_\_.
- 5. A motion can be debated only after some member has seconded it and repeated by the \_\_\_\_\_.
- 6. After a vote on the motion, the chair will announce the results of the vote. Another motion may now be \_\_\_\_\_.
- 7. To obtain the floor, a member must be recognized by the \_\_\_\_\_.
- 8. When a member is ready to vote on any motion being discussed, he/she may \_\_\_\_\_.
- 9. The written record of the meeting that the secretary keeps is called the \_\_\_\_\_.
- 10. The proposed order of business for a meeting is called an \_\_\_\_\_.

## Part 2

In the blank provided, write the word true or false.

- \_\_\_\_\_ 1. Parliamentary procedures are rules for conducting an orderly business meeting.
- \_\_\_\_\_ 2. The president or presiding officer calls the meeting to order.
- \_\_\_\_\_ 3. It is correct parliamentary procedure to allow two or more motions on the floor at one time.

- \_\_\_\_\_ 4. A motion made by a member and recognized by the chairperson will always be discussed by the group.
- \_\_\_\_\_ 5. To introduce new business, a member should put his/her thoughts in the form of a motion.
- \_\_\_\_\_ 6. A good form to begin a motion is, "I move that...(followed by the statement of the proposal)."
- \_\_\_\_\_ 7. When a member receives recognition from the presiding officer, that member is said to "have the floor".
- \_\_\_\_\_ 8. Before a motion can be discussed, there must be a majority vote.
- \_\_\_\_\_ 9. A member may second his/her own motion.
- \_\_\_\_\_ 10. When a member, during the discussion of a motion, calls out "question", it means he/she is confused.

Give the name of the officer for which the following duties are specified:

- \_\_\_\_\_ 1. Works to see that all meetings are democratic and parliamentary Procedure is followed.
- \_\_\_\_\_ 2. Collects and keeps chapter records and materials.
- \_\_\_\_\_ 3. Writes news articles and uses other media to promote FCCLA.
- \_\_\_\_\_ 4. Presides at meetings using a carefully planned agenda.
- \_\_\_\_\_ 5. Keeps record of all chapter income and expenses.
- \_\_\_\_\_ 6. Keeps accurate account of all chapter meetings.
- \_\_\_\_\_ 7. Is in charge of the Goals and Program of Work for the chapter.

## ANSWERS TO QUIZ ON PARLIAMENTARY PROCEDURE Part 1

- |                      |           |
|----------------------|-----------|
| 1. Motion            | 1. I move |
| 2. Floor             | 2. Second |
| 3. Presiding Officer | 3. Motion |

- |                    |                               |
|--------------------|-------------------------------|
| 4. Second          | 4. Second                     |
| 5. Nominate        | 5. President/chair            |
| 6. Debate          | 6. Made/entertained           |
| 7. Agenda          | 7. Presiding officer          |
| 8. Majority        | 8. Call for previous question |
| 9. Parliamentarian | 9. Minutes                    |
| 10. Adjourn        | 10. Agenda                    |
- 

**Part 2**

- |          |   |
|----------|---|
| 1. True  | 1. Vice president for Parliamentary Law |
| 2. True  | 2. Vice President for Peer Education    |
| 3. False | 3. Vice President for Public Relations  |
| 4. True  | 4. President                            |
| 5. True  | 5. Treasurer                            |
| 6. True  | 6. First Vice President                 |
| 7. True  | 7. First Vice President                 |

**PARLIAMENTARY PROCEDURE TEST  
(Sample)**

Name \_\_\_\_\_

**Objective 1**

Terms and Definitions

Match the terms associated with parliamentary to the correct definition. Place the correct letter for the list in the blanks provided on the left:

- A. Parliamentary Procedure
- B. Assembly
- C. Majority
- D. Minutes
- E. Motion
- F. Chair

- G. Amend
- H. Entertain
- I. Floor
- J. Commit
- K. Adjourn
- L. Agenda

M. Debate

- \_\_\_\_\_ 1. Used to designate the place from which members speak.
- \_\_\_\_\_ 2. The ending of a meeting.
- \_\_\_\_\_ 3. More than half of the votes cast.
- \_\_\_\_\_ 4. Title applied to presiding officer when performing duties.
- \_\_\_\_\_ 5. Set of rules for conducting a meeting in an organized and efficient manner.
- \_\_\_\_\_ 6. Refer questions or papers to a committee.
- \_\_\_\_\_ 7. Proposal that something be done: method of bringing a question before the assembly.
- \_\_\_\_\_ 8. Gathering of a group of persons for a purpose.
- \_\_\_\_\_ 9. To change the wording of a motion by inserting or adding words, by striking words, or by both striking and inserting words.
- \_\_\_\_\_ 10. An organized order of business.
- \_\_\_\_\_ 11. Procedure to allow expression of positive and negative views on a question.
- \_\_\_\_\_ 12. A written record of business that takes place during a meeting.
- \_\_\_\_\_ 13. When the chair recognizes a member for the purpose of making a motion.

Test (continued)

### **Objective 2**

Select from the list below the basic parliamentary procedure principles and reasons for parliamentary procedure. Place an "X" in front of the correct answers.

- \_\_\_\_\_ 1. Justice and courtesy is provided to each member.
- \_\_\_\_\_ 2. Officers and executive council members have more rights than other members.

- \_\_\_\_\_ 3. Limits debate to five minutes on each motion.
- \_\_\_\_\_ 4. Is objective for the good of the group.
- \_\_\_\_\_ 5. Allows for more than one subject to be discussed at a time.
- \_\_\_\_\_ 6. The majority rules but the rights of the minority are respected.
- \_\_\_\_\_ 7. Two main reasons for parliamentary procedure are to maintain order and expedite business.

### **Objective 1**

Arrange in order the following sections of an order of business. Place a "1" in front of the first order of business, a "2" in front of the second order of business, and so on.

- \_\_\_\_\_ Reading and approval of minutes
- \_\_\_\_\_ Unfinished business
- \_\_\_\_\_ Opening Ceremony
- \_\_\_\_\_ Program
- \_\_\_\_\_ Report of officers and standing committees

Test (continued)

### **Objective 4**

Match the types of motions by placing the appropriate letters in the blanks provided.

- A. Main motion
- B. Subsidiary motion
- C. Privileged motion
- D. Incidental motion

- \_\_\_\_\_ 1. Has no connection with the main motion and outranks other motions.

- \_\_\_\_2. Modified or disposes of the main motion and must be voted upon before the vote is taken on the main motion.
- \_\_\_\_3. Introduces business or brings a questions directly before the assembly.
- \_\_\_\_4. Arises out of a pending motion and so must be decided before a decision is made on the motion to which it is arising from.

### **Objective 5**

Match the parliamentary procedures below to the possible meeting occurrences by placing the appropriate letter in the blanks provided.

- |                            |  |
|----------------------------|--|
| A. Main motion             | G. Suspend the rules                         |
| B. Postpone indefinitely   | H. Postpone until a certain time             |
| C. Table                   | I. Object to the consideration of the motion |
| D. Amend                   | J. Question of privilege                     |
| E. Commit                  | K. Adjourn                                   |
| F. Previous question       | L. Division of the house                     |
| M. Request for information |  |

- \_\_\_\_1. To delay action until a later (set) time.
- \_\_\_\_2. To dismiss the meeting.
- \_\_\_\_3. To change or modify a motion.
- \_\_\_\_4. To defer a matter or kill it.
- \_\_\_\_5. To clarify a question about what is being done or a question concerning parliamentary procedure.
- \_\_\_\_6. To ask a question or comment about such items as room temperature, noise, ability to hear, etc.

Test (continued)

### Objective 5 (continued)

- \_\_\_\_7. To let a few attend to a matter.
- \_\_\_\_8. To introduce business
- \_\_\_\_9. To oppose a motion in order to save the group embarrassment or if motion is ill-advised.
- \_\_\_\_10. To temporarily set aside adopted standing rules.
- \_\_\_\_11. To lay a motion aside temporarily so more urgent business can be taken

care of.

- \_\_\_\_ 12. To stop debate and order an immediate vote.
- \_\_\_\_ 13. To ask for an actual count to verify a voice vote.

Arrange in order of the following steps involved in the progression of a motion. Place a “1” in front of the first step, a “2” in front of the second step, etc.

- \_\_\_\_ A. Assembly discusses or debates the motion.
- \_\_\_\_ B. Member proposes the motion.
- \_\_\_\_ C. Member rises and addresses the presiding officer.
- \_\_\_\_ D. Result of the vote is announced.
- \_\_\_\_ E. Presiding officer states the motion.
- \_\_\_\_ F. Member is recognized.
- \_\_\_\_ G. Presiding officer takes a vote.
- \_\_\_\_ H. Another member seconds the motion without rising or addressing the chair.

### **Objective 6**

The following is three ways which a motion may be amended. In the space provided below each way to amend, write an example of how to amend the following motion:

“I move to send five members to FCCLA State Meeting with the chapter paying \$20.00 toward their expenses.”

Amend the motion by inserting or adding a word(s).

Amend the motion by striking a word(s).

Amend the motion by striking and inserting a word(s).

### **Objective 7**

Select from the list below the duties of the chair by placing an “X” in the blank to the left of the statement.

- \_\_\_\_\_ 1. Appoint committees.
- \_\_\_\_\_ 2. Give the maker of the motion first chance to discuss it.
- \_\_\_\_\_ 3. Vote on all motions when a vote rises.
- \_\_\_\_\_ 4. Recognize the members even when they will try to obstruct business.
- \_\_\_\_\_ 5. Influence voting by giving own opinion.
- \_\_\_\_\_ 6. Entertain only one main motion at one time.

Test (continued)

### **Extra test questions**

True and False

In the blank provided, write the word true or false.

- \_\_\_\_\_ 1. Parliamentary procedure is a set of rules for conducting an orderly business meeting.
- \_\_\_\_\_ 2. The president or presiding officer calls the meeting to order.
- \_\_\_\_\_ 3. It is correct parliamentary procedure to allow two or more motions on the floor at the same time.

- \_\_\_\_\_4. A motion made by a member and recognized by the chairperson will always be discussed by the group[.
- \_\_\_\_\_5. A good form to begin a motion is, "I move that...(followed by the statement of proposal)."
- \_\_\_\_\_6. A motion may be lost for lack of a second.
- \_\_\_\_\_7. When a member receives recognition from the presiding officer, that member is said "to have the floor."
- \_\_\_\_\_8. Before a motion can be discussed, there must be a majority vote.
- \_\_\_\_\_9. A member may second his/her own motion.
- \_\_\_\_\_10. When a member, during the discussion of a motion, calls out "question", it means he/she is confused.

**PARLIAMENTARY PROCEDURE  
ANSWERS TO TEST**

**Objective 1**

1. I
2. K
3. C
4. F
5. A
6. J
7. E
8. B
9. G
10. L
11. M

**Objective 2**

1. x
- 2.
- 3
4. x
- 5.
6. x
7. x

**Objective 3**

1. 2
2. 4
3. 1
4. 5
5. 3

**Objective 4**

1. C

- 12. D
- 13. H

- 2. B
- 3. A
- 4. C

**Objective 5 (Part 1)**

- 1. H
- 2. K
- 3. D
- 4. B
- 5. M
- 6. J
- 7. E
- 8. A
- 9. I
- 10. G
- 11. C
- 12. F
- 13. L

**Objective 5 (Part II) Objective 6**

- A. 7
- B. 3
- C. 1
- D. 8
- E. 5
- F. 2
- G. 6
- H. 5

Answers will vary -  
the teacher will grade.

**Extra Questions**

True/False

- 1. True
- 2. True
- 3. False
- 4. False
- 5. True
- 6. True
- 7. True
- 8. False
- 9. False
- 10. False