The Virtual Community Counts Competitive Event is a ***chapter/team event*** that promotes community service, specifically local and state initiatives that fight hunger. There is a total of three parts to this event. Participants are expected to identify the problem, set goals, collaborate for a solution, mobilize their chapter to solve the problem of hunger in their community; they will develop and carry out one local community service project directed at a population with food insecurity.

NEW JERSEY CORE CURRICULUM STANDARDS

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves uncertain.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CP.1	Compare prices for the same goods and services.
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organization with similar missions.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affects income.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.
9.4.8.CT.4	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.12.CI.3	Investigate new challenges / opportunities for personal growth, advancement, and transition.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.12.CT.3	Enlist input from a variety of stakeholders to design a service-learning activity that addresses a local or global issue.
9.4.12.CT.4	Participate in online strategy and planning session for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

1.3.3	Analyze personal and Family Assets and skills that provide service to the community
1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.
1.3.6	Identify ways individuals and families can influence change in policies, Agencies, and institutions that affect individuals and families

EVENT CATEGORIES

Junior: Participants in grades 6 – 8
Senior: Participants in a comprehensive program in grades 9 – 12
Occupational: Participants in an occupational program in grades 9 – 12

ELIGIBILITY

1. Participation is open to any affiliated FCCLA school. Affiliation must be submitted by October 29, 2021.
2. Each affiliated school may submit one (1) entry in this event.
3. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. Each entry will have an assigned folder for the adviser to submit all of the project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021** and privacy settings must be viewable to anyone with the link.

2. The following materials must be included in the electronic folder:
    - **PowerPoint Presentation**
    - An **Evidence of Impact Form**
    - A **Summary Statements Form**

3. The Community Counts event consists of three parts:
    - A PowerPoint presentation to increase understanding and awareness of hunger
    - Motivational activity/tool to encourage participation in the service project
    - A chapter service project to combat hunger in the local community

4. To educate chapter members about the growing need to help fight hunger, the participants are required to create a PowerPoint presentation on hunger that must be presented to their chapter at the start of the local project concerning hunger in their community. The presentation must be included in the email submission of the project. A photo of the participants presenting the PowerPoint to their chapter must be included in the Evidence of Impact form. The presentation must include the following information:
    - Definition of hunger
    - Prevalence/statistics of hunger (in the state and in the local community)
    - Target populations associated with hunger
    - Suggestion about how to address this concern

5. Participants must create a chapter service project, which battles hunger in their local community. Examples are helping at a food bank or collecting food for a food bank. The project should address an identifiable and specific need.

6. Chapter officers and competitive event participants need to devise creative and motivational activities that encourage members to be generous in their participation.

7. Evidence of the service projects must be documented on the Evidence of Impact Form. The Evidence of Impact Form must be completed, labeled, and submitted in the electronic folder. This form can be no longer than two (2) pages.

8. The Summary Statements Form must be completed, labeled and submitted to the electronic project folder. This form can be no longer than two (2) pages.

9. Participant(s) must be registered and attend the 2021 NJ FCCLA Fall Leadership Conference.

COMMUNITY COUNTS SPECIFICATIONS

Digital File
Participant(s) will have an assigned folder to submit all of their project materials via Google Drive. Included in this folder must be the PowerPoint presentation, Evidence of Impact Form and Summary Statements Form. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021** and privacy settings must be viewable to anyone with the link.

PowerPoint Presentation on Hunger	PowerPoint must be informational including data from your research about local and state hunger. The presentation must be neat, colorful, creative, include appropriate illustrations, and be geared towards a peer audience. The presentation must have a minimum of 10 slides and a maximum of 15 slides. Check for spelling or grammatical errors. PowerPoint presentation must be included in the digital folder. Pictures must be taken and included on the Evidence of Impact Form.
Chapter/Local Hunger Event	Participants must create a chapter service project, which battles the problem of hunger in their local community. Examples are helping at a food bank or collecting food for a food bank. The project should address an identifiable and specific need. Pictures must be taken as part of the documentation and included on the Evidence of Impact Form.
Evidence of Impact Form	Submit an Evidence of Impact Form that documents the actions taken during all phases of the community service initiatives. Start with identifying the specific problem in your community. Recognize the stakeholders and collaboration opportunities to solve the problem and meet your goals. All information should be checked for spelling and grammar and must be legible. Pictures must be included as evidence.
Summary Statements	Summarize the goals, the process used to plan and accomplishments of the community service initiatives on the local level. Identify what was learned about the local hunger by the members that attended the presentation and the impact it had on the participants. Answers must be detailed and give an accurate account of the entire campaign. The Summary Statement may not exceed two (2) pages.

Evidence of Impact

Presentation on Hunger

Date Completed:
Target Audience:
Number in attendance:

(Insert color picture of presentation here)

Attach file of the presentation to e-mail submission.

Chapter Service Concern: Identify Specific Need

Chapter Service Initiative

Date of Food Collection:
Number of participants:
Number of items collected:

(Insert color picture(s) of service project her) Date(s) Completed:

Summary Statements

1. State the overall **goal(s)** of the community service projects.

2. What steps did you take to research the problem of hunger?

3. Summarize the **process** used to plan and implement the chapter and state community service project.

4. With whom did you collaborate to solve the hunger issue and home did you work together online to create solutions?

5. Summarize the **accomplishment** of the event and how it met a community need.

6. How did you motivate chapter members and community members to participate?

7. Identify and explain lessons that were learned by participating in the Community Counts project.

8. Describe additional community service plans to combat hunger your chapter has for the remainder of the school year. What is your goal? Who is the target audience?

COMMUNITY COUNTS RATING SHEET

Name: _____ **School:** _____

Check One Event Category: _____**Junior** _____**Senior** ____**Occupational**

Write the appropriate rating under the "SCORE" column. Points given may range between 0 and maximum number indicated. Where information is missing, assign a score of 0. Total the points and enter under "TOTAL SCORE."

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
DIGITAL FILE							
All the documents were submitted and submitted on time	0-1	2	3	4	5		
Uses correct grammar and spelling throughout all documents	0-1	2	3	4	5		
PROJECT COMPONENTS							
Research on Local Hunger	0-2	3-4	5-6	7-8	9-10		
PowerPoint Presentation Research is thorough and slides are creatively designed	0-3	4-6	7-9	10-12	12-15		
EVIDENCE OF IMPACT							
Initiative addresses a specific need	0-2	3-4	5-6	7-8	9-10		
Success of Local Hunger Initiative	0-3	4-6	7-9	10-12	12-15		
Motivational techniques to encourage member participation	0-2	3-4	5-6	7-8	9-10		
SUMMARY STATEMENS FORM							
Goals and plan for Hunger Initiative produced the outcome	0-1	2	3	4	5		
Details and Descriptions of Local Hunger Initiative	0-2	3-4	5-6	7-8	9-10		
Lessons learned by participating members and collaborating with others	0-2	3-4	5-6	7-8	9-10		
Additional Plans for the remainder of the school year	0-1	2	3	4	5		

TOTAL SCORE: _____

Verification of Total Score (please initial)

Evaluator _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100 Silver: 79-89 Bronze: 70- 78