

The Civic Engagement Event is a State Event conducted prior to the NJ FCCLA State Leadership Conference. It is a chapter event that encourages youth civic engagement through service learning within the Family and Consumer Sciences curriculum. The students will plan a service-learning initiative that is appropriate for their school/community using the Center for Disease Control and Prevention (CDC) guidelines for the COVID-19 pandemic. Students are judged on their research, plan, the use of FCS skills, time management, and the relevancy and impact of their initiative.

Youth civic engagement is defined as working to make a difference in the civic life of one's school/ community. It also involves developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community and encouraging student empowerment. Volunteering and service learning are the most common forms of civic engagement for youth.

NEW JERSEY LEARNING STANDARDS

RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media to address a question or solve a problem.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; L, mL; hr, min, sec.
7.G.A.2	Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect 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.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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.
9.4.12.CI.3	Investigate new challenges / opportunities for personal growth, advancement, and transition.
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries
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.
1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions.
1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.

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

- 1.2.4 Demonstrate teamwork skills in school, community, and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace, and community settings.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textile, fashion, and apparel construction, alteration, repair, and recycling.
- 16.4.5 Demonstrate basic skills for production and alteration, repair and recycling of textiles, fashion, and apparel.

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.
2. Each affiliated chapter may submit one (1) entry in this event.
3. An event category is determined by the participants' grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. This event has 5 parts:
 - a. It begins with a large group **brainstorm** of some of the school/community's needs.
 - b. After sifting through the list, **research** the greatest needs in the community and examine the skills and resources the chapter possesses to solve a problem or alleviate the community need. This is an important step in the formation of a solid foundation for the service initiative.
 - c. Develop a **Presentation / Call to Action**: Participants present their findings to the chapter, other organization collaborators, and outside stakeholders.

- d. **Implement** the service-learning project.
 - e. **Reflection:** What was gained from journeying through this project? Reflect on:
 - a. What did you learn about the need you identified?
 - b. What did you learn about yourself / chapter / school / community?
 - c. How do you now think differently?
 - d. What FCS skills did your chapter have at the start of the civic engagement learning project and what skills did your chapter develop in the process of addressing the need?
2. Although, this is an in-person event, each entry will have both a “hard copy” and a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.
3. Each entry must submit a digital file (in addition to the “hard copy” requirements) with the following information:
 - A. Project Identification Page
 - Name(s) of Participant(s)
 - School Name
 - Chapter Name
 - Event Name (Civic Engagement)
 - Event Category
 - Project Title
 - B. Research Evidence/ A Work Cited page with all the resources used (2 pages maximum)
 - C. Call to Action Presentation (5-10 slides)
 - D. Storyboard showing the service initiative (10-15 pictures) (one picture per slide)
 - E. Budget
 - F. An Evidence of Impact Form (2 pages maximum)
 - G. A Summary Statements Form (2 pages maximum)
 - H. 5 Pictures of the display. One full page picture of the entire display and 4 pictures- one of each of the quadrants of the display that shows the content of the display.
4. The “hard copy” file folder will be submitted with the display at the designated set-up time at the beginning of the State Leadership Conference (see the conference program for the exact time and location). The file folder must include one copy of the following materials in one (1) letter-sized file folder:
 - A. Project Identification Page
 - Name(s) of Participant(s)
 - School Name
 - Chapter Name
 - Event Name (Civic Engagement)
 - Event Category
 - Project Title
 - B. Research Evidence/ A Work Cited page with all the resources used (2 pages maximum)
 - C. Call to Action Presentation (5-10 slides)
 - D. Storyboard showing the service initiative (10-15 pictures) (up to 4 pictures per page)
 - E. Budget
 - F. An Evidence of Impact Form (2 pages maximum)
 - G. A Summary Statements Form (2 pages maximum)
5. The display must not exceed **36” deep by 48” wide by 48” high**. No electrical outlets will be available. Battery-operated audio-visual equipment may be used. The display may include visuals such as posters, photographs, models, charts, etc. The display should be a clear and concise representation of your service/civic engagement project. It should have an impact on the target audience chosen for your project.

6. Each entry requires an oral presentation related to the “Call to Action” and Outcomes of the initiative. Each participant/team must present the project with a five (5) minute to ten (10) minute oral presentation. The display and the oral presentation collectively support the goals of the project.
7. The participants are required to create a “Call to Action” presentation (not to exceed 10 slides) about the civic engagement initiative. The slide presentation must be given to their chapter at the start of the local service project. The presentation should define the needs, explain the procedure, and inspire and encourage chapter members and community members. The presentation must be included in the 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 need(s) being addressed
 - Target population(s) affected
 - Suggestions about how to address this concern
 - The FCS skills used to address the concern
 - Resources required to meet the needs
8. The project organizers need to devise creative and motivational activities that encourage chapter members and other community stakeholders to be generous in their participation.
9. A storyboard of pictures that show the service-learning project in action as well as the impact the completed project had on the community must be prepared by the participants.
10. Verification 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.
11. The Summary Statements Form must be completed, labeled, and submitted to the electronic project folder, as well as a “hard copy” to be submitted at the State Leadership Conference. This form can be no longer than two (2) pages.
12. Participant(s) must be registered and attend the NJ FCCLA State Leadership Conference.

CIVIC ENGAGEMENT SPECIFICATIONS

File Folder

Participant(s) will have an assigned folder to submit all of their project digital materials via Google Drive, in addition to the “hard copy” of materials to be submitted at the State Leadership Conference.

Project Identification Page	One 8½” x 11” page on plain paper, participant must include name(s), school name, chapter name, event name (Civic Engagement), event category, and title of the project.
Research/Evidence Work cited	Research 2 to 3 possible service-learning project ideas. What FCS skills and other resources would be needed to succeed in these projects? Justify the project selected. Include the work cited information. (Maximum of 2 Pages)
“Call to Action” Presentation	Slide Presentation that motivated and encouraged peers and community stakeholders to support and participate in this initiative. It must be informational including data from your research about a local need. The presentation must be neat, colorful, creative, include appropriate illustrations, and be geared towards a peer audience. The presentation must not exceed 10 slides. It is prior to the initiation of the service project.
Storyboard of service initiative	Provide 10-15 pictures of the project as it unfolds showing the heart of what happened. (One picture per slide for digital version, up to 4 pictures per page for “hard copy” version).
Budget	Reflects the need for monetary resources. Monetary donations and in-kind donations must be listed. Not to exceed one page.
Evidence of Impact Form	Submit an Evidence of Impact Form that documents the actions taken during all phases of the service-learning initiative. Pictures must be included as evidence. (Maximum of 2 Pages)
Summary Statements/ Reflection	Summarize the goals, the process used to plan, and accomplishments of the service initiatives on the local level. Identify what was learned about the local need(s) 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 Service-Learning Project. (Maximum of 2 Pages)

Oral Presentation

The oral presentation may be five (5) to ten (10) minutes long and is delivered to evaluators. The presentation should focus on the Civic engagement initiative and how the participant(s) met the goals of the project.

Identify Specific Concerns	Explain the concern and the call to action
Organization	State what you wanted to accomplish and express the of impact of the project. Present the project in sequence. Explain successes and identify possible improvements.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Knowledge of the Project	Provide clear and concise answers to evaluators’ questions

Evidence of Impact

2 pages maximum

Presentation of the “Call To Action”

Date Completed:

Target Audience:

Number in attendance:

Outside stakeholders:

(Insert color picture of presentation here)

Civic Engagement Concern: Identify Specific Need

Civic Engagement Initiative

Date(s) Completed:

Number of participants:

What was accomplished:

(Insert color picture(s) of service project here)

Summary Statements

2 pages maximum

1. Explain the research of 2-3 potential project. Identify the one selected and explain why.
2. State the overall **goal(s)** of the project(s). Include the **budget**. Identify and justify the “community stakeholder.”
3. Summarize the **process** used to plan and implement the Civic Engagement project.
4. Summarize the **accomplishment** of the project and how it met a community need.
5. Identify and explain what FCS skills were employed to achieve a successful **outcome**. How were the outcomes measured?
6. Explain the results of the Reflection process and the lessons that were learned by participating in the Civic Engagement project. See guiding questions in the event guidelines.

CIVIC ENGAGEMENT RATING SHEET

Name(s): _____ **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
COMPONENTS OF THE PROJECT							
Evidence of Impact	0-1	2	3	4	5		
Research of 2-3 projects that are relevant for the community Research is thorough and accurately cited.	0-2	3-4	5-6	7-8	9-10		
Call to Action Slide Presentation Motivating and thoroughly identifies the needs of the community. Slides are creatively designed.	0-2	3-4	5-6	7-8	9-10		
Motivational techniques to encourage member participation	0-1	2	3	4	5		
Storyboard Thorough and creative.	0-2	3-4	5-6	7-8	9-10		
Oral Presentation	0-2	3-4	5-6	7-8	9-10		
SUMMARY STATEMENTS FORM							
Initiative Addresses a Specific Community Need	0-2	3-4	5-6	7-8	9-10		
Success of outcomes of the initiative	0-2	3-4	5-6	7-8	9-10		
Incorporates FCS and academic applications	0-2	3-4	5-6	7-8	9-10		
Goals, Plan, and Budget for the service-learning project produced a successful outcome	0-1	2	3	4	5		
Reflection Lessons learned by participating members encompassed all aspects of the project.	0-2	3-4	5-6	7-8	9-10		
Uses correct grammar and spelling throughout all documents	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