

The FCCLA Chapter Spotlight Competitive Event is a State Event conducted prior to the NJ FCCLA Fall Leadership Connection. It is a ***chapter/team*** event that promotes and advocates for NJ FCCLA and Family and Consumer Sciences (FCS) education through a coordinated public relations campaign in order to increase understanding and awareness of NJ FCCLA and related FCS programs. This event should promote and advocate for FCCLA and Family & Consumer Sciences (FCS) education on the local and state level through social media in order to increase understanding and awareness of the benefits of these programs.

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 matters 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.
- 9.3.12. AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 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.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.

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- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.
- 9.4.12.CT.1 Identify problem solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking.
- 9.4.12.CT.4 Participate in online strategies and planning sessions for course-based, school-based, or another project and determined 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.
- 9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13 Identify the impact of the creator on the content production, and delivery of information.
- 9.4.8.IML.15 Explain ways that individuals may experience the same media message differently
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

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

- 2.1 Classify different types of concerns (e.g. theoretic, technical, practical) and possible methods for addressing them.
- 3.4 Distinguish adequate and /or reliable information from inadequate and /or unreliable information.
- 4.1 Synthesize information from a variety of sources that are judged to be reliable.
- 4.16 Evaluate practical reasoning process.
- 13.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communication.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.

EVENT CATEGORIES

Junior: Participants in grades 6 – 8

Senior: Participants in a comprehensive 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 November 1, 2022.
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.

REGULATIONS

1. This event requires:
 - A. Documents uploaded electronically in the assigned digital project folder
 - B. A recorded oral presentation
2. Participant(s) will have an assigned folder to submit their 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 9, 2022** and privacy settings must be viewable to anyone with the link. The following documents must be included in the assigned student folder:
 - A. **A Project Identification Page**
 - B. **An Evidence of Completion Form**
 - C. **A Summary Statements Page**
 - D. **Recording of Oral Presentation**
3. The Project Identification Page must include the following information:
 - A. Participant(s) Name(s)
 - B. School
 - C. Chapter Name
 - D. Event Name (FCCLA Chapter Spotlight)
 - E. Event Category
4. Participants create a chapter social media presence, receive feedback from school community and a public figure and they have the option of having a press release published or creating a brochure or creating a school bulletin board.
5. The social media posts must be designed and created by members. The posts must represent the current state theme and FCCLA national programs, membership, and/or community service.
6. Participants must highlight their involvement in FCCLA and Family and Consumer Sciences programs through feedback from the school community and public figures, such as the local Board of Education, a local/state legislator, town council, mayor, or district administration.
7. Participants have the choice of publishing a newspaper article or electronically producing a brochure or creating a bulletin board in or near their FCS room(s). The press release must relate to FCCLA and Family and Consumer Sciences education and must be published in a local, county/regional, or state newspaper, either on a hardcopy or electronic version of the newspaper. The brochure must focus on the value of FCCLA and the integration into the Family and Consumer Sciences course work. It must be attractive with use of color and show a balance of text and images to support the concepts. The bulletin board must be located in a school hallway or FCS classroom. The bulletin board must be designed and created by members only and must represent the current state theme and FCCLA national programs, membership, and/or community service.
8. Evidence of the social media presence must be documented on the Evidence of Completion Form.
9. The Summary Statements Form must be completed and submitted in the electronic student folder. This form can be a maximum of two (2) pages.

FCCLA CHAPTER SPOTLIGHT SPECIFICATIONS

Digital Folder

Participant(s) will submit in their digital folder the following documents which must be labeled.

Project Identification Page	One 8½" x 11" plain document, participants must include name(s), school, chapter name, event name (FCCLA Chapter Spotlight), and event category.
Evidence of Completion Form	<p>Each entry must submit an Evidence of Completion Form that documents the actions taken during the public relations campaign.</p> <p><i>Bulletin Board:</i> Participants must attach a color photo of the completed bulletin board and must identify the date the bulletin board was completed and the location of the bulletin board.</p> <p><i>Social Media Presence:</i> In a document, participants must attach color photos of social media page and posts. The posts must include dates.</p> <p><i>Feedback from School Community and Public Figures:</i> Participants must share feedback from social media presence and press release or brochure from school community and public figure, such as the local Board of Education, a local/state legislator, town council, mayor, or district administration. The feedback must be provided.</p> <p><i>Press Release/ Brochure:</i> Participants must submit an article to a local, county/regional, or state newspaper. The article <u>must</u> be published by the newspaper, either on a hardcopy or electronic version of the newspaper. OR... the participant must create an informative and attractive color brochure that is electronically generated. It must focus on the chapter involvement and value of FCCLA and Family and consumer Sciences and have a balance of text and images.</p>
Summary Statements	Summarize the plan, actions, and accomplishments of each specific component of the public relations campaign. Identify what was learned by the members participating. Discuss additional public relations plans. The Summary Statement may not exceed two (2) pages.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes in length and is prerecorded and submitted in the digital project folder prior to the Fall Leadership Connection. The presentation should concentrate on the public relations campaign and how the participants effectively completed the components of the campaign.

Content	Discuss the goal of an effective social media presence and public relations campaign. Summarize the process used to plan and implement the public relations campaign and identify the accomplishments of each specific component. Discuss the learning outcomes of the execution of the campaign. Describe additional public relations plans for the remainder of the school year.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact.
Grammar and Pronunciation	Use proper grammar and pronunciation.

Evidence of Completion

Bulletin Board

Date Completed:
Location of Bulletin Board:
Target Audience:

(Paste color picture of bulletin board here)

Social Media Presence

Date Started
Dates Posted:
Platform Used:
Target Audience:

(Paste color pictures of social media posts here)

Press Release OR Color Brochure

Date Submitted: Target Audience:
Date Published:
Name of Newspaper: Intended Use:
Target Audience:

(Attach published article or electronic brochure to this document)

Feedback from School Community and Public Figure

Date of Meeting:
Name and Title of Public Figure:
Target Audience:

Summary Statements

1. State the overall goal of the FCCLA Chapter Spotlight.

2. Summarize the process of keeping up involvement in FCCLA and FCS education and the use of social media and the public relations campaign. Provide specific details for each component.

a. Social Media Presence

b. Press Release/ Brochure/ Bulletin Board

c. Feedback from School Community and Public Figure

3. Summarize the accomplishments of each of the three components of the public relations campaign and how they contributed to the overall goal.

a. Social Media Presence

b. Press Release/ Brochure/ Bulletin Board

c. Feedback from School Community and Public Figure

4. Identify and explain lessons that were learned by participating in the FCCLA Chapter Spotlight.

5. Describe additional plans your chapter has for the remainder of the school year. What is your goal? Who is the target audience?

Spotlight on FCCLA 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	
FILE FOLDER								
Uses correct grammar and spelling	0		1		2			
EVIDENCE OF COMPLETION FORM								
Social Media Presence	0-2	3-4	5-6	7-8	9-10			
Press Release, Bulletin Board, or Brochure	0-2	3-4	5-6	7-8	9-10			
Feedback from Public Figure	0-2	3-4	5-6	7-8	9-10			
SUMMARY STATEMENT FORM								
<i>Process to plan/implement the following campaign:</i>								
Social Media Presence	0-1	2	3	4	5			
Press Release, Bulletin Board or Brochure	0-1	2	3	4	5			
Feedback from Public Figure	0-1	2	3	4	5			
<i>Accomplishments of campaign:</i>								
Social Media Presence	0-1	2	3	4	5			
Press Release, BB or Brochure	0-1	2	3	4	5			
Feedback from Public Figure	0-1	2	3	4	5			
Lessons learned by participating	0-1	2	3	4	5			
Additional public relations plans	0-1	2	3	4	5			
EFFECTIVENESS OF CAMPAIGN								
Promotion of FCCLA and FCS	0-2	3-4	5-6	7-8	9-10			
Effective promotion to target audience	0-2	3-4	5-6	7-8	9-10			
ORAL PRESENTATION								
Content	0-1	2	3	4	5			
Voice, Grammar, and Pronunciation	0	1		2	3			

TOTAL SCORE: _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70- 78