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CHAPTER 2

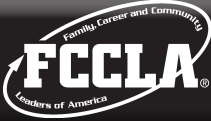
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CHAPTER 2:

Organizing and Managing an FCCLA Chapter

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CHAPTER 2

Organizing and Managing an FCCLA Chapter

Establishing and Affiliating a Chapter

Chapter Eligibility and Affiliation

All middle, junior and senior high schools as well as ROCPs that offer a Family and Consumer Sciences instructional program and have a credentialed Family and Consumer Sciences teacher(s) who is/are willing to serve as an advisor(s) may establish an FCCLA chapter. To become involved in FCCLA, a school affiliates with the state and national Associations. The school is then automatically affiliated with the region level of the Association as well.

Chapter Affiliation

To become an affiliated chapter, a school must submit online affiliation with fees for a minimum of twelve students through the national affiliation system.

When a school affiliates for the first time, a certificate is issued to confirm affiliation. After initial certification, a chapter can continue affiliating by completing affiliation and submitting the form with fees annually.

Affiliation information is mailed to schools in the Fall Affiliation Packet from the FCCLA State Office. This information is also available on the FCCLA website. All required forms should be completed and signed by the school principal and chapter advisor before being submitted. The affiliation forms should be accompanied by affiliation fees for the chapter and forwarded to the national FCCLA office.

Chapters in good standing maintain policies consistent with those of region, state and national Associations and submit annually the following information to the Financial Services Office as required:

1. Region, state, and national fees from July 1 through May 31, the final deadline for submission of fees;
2. Chapter membership rosters with the names of all active members, officers, and advisors; and
3. Affiliation forms, fees, and materials.

Chapter affiliation and membership year extends per school year. Chapters that are affiliated during the current school year will automatically receive affiliation information and materials the following year. Schools that are not affiliated with FCCLA may request materials from the State FCCLA Office or the Family and Consumer Sciences Staff member that serves the geographic area.

Fees Deadlines

Chapters may submit fees upon obtaining the official information for the current year. For members intending to participate in Competitive Recognition Events, chapters must submit initial membership fees by the established deadline date each year. Additional memberships and fees for newly formed, reinstated, and affiliated chapters are accepted through May 31. Early remittance of fees and required materials assures prompt delivery of region, state, and national publications; full benefits to members; eligibility for participation in activities above the local level; and lower registration fees at the State Leadership Conference.

Membership

Students who are currently enrolled in or have been enrolled in a Family and Consumer Sciences course (including both Consumer and Family Studies or Family and Consumer Sciences Related Occupations Career Pathway Programs) in a public or private middle, junior, or senior high school, grades six to twelve, as well as students in a ROCP are eligible for membership in FCCLA.

Advisor Eligibility

Any teacher(s) who has/have a valid Family and Consumer Sciences credential or a valid credential authorizing the teaching of Family and Consumer Sciences may serve as a chapter advisor of FCCLA. More than one Family and Consumer Sciences teacher may serve as an advisor to a chapter.

Affiliation Information

Chapter affiliation information is mailed each fall to middle schools, junior high schools, senior high schools, and ROCPs with Family and Consumer Sciences programs. For more information about affiliating call the California FCCLA State Office, (916) 319-0890. Forms can be found on the FCCLA website.

Types of Activities

Activities at the chapter, region, and state levels of the California Association focus on six areas of emphasis.

An effective chapter reflects these components when planning a program of work and conducting activities. Through activities reflecting on these six components, chapters can provide a well-rounded quality program that is integral to instruction in Family and Consumer Sciences and more readily meet the needs of all members.

FCCLA Components

- ◆ ***Personal Growth***
- ◆ ***Leadership Development***
- ◆ ***Career Preparation***
- ◆ ***Member and Advisor Recognition***
- ◆ ***Social, Recreational, and Fund Raising Activities***
- ◆ ***Community Service***

Calendar of Activities

Each year, a state calendar of activities is developed and sent to all affiliated chapters. Interested schools may receive copies of the calendar by contacting the state office in Sacramento. Listed below is a summary of activities which typically occur in the months indicated. Chapters should be aware of and plan to participate in these activities by including them on their chapters' programs of work.

State Calendar of Activities

October/November

*Fall Region Meetings**

November

*State Executive Council Meeting***

January/February/
March

*Spring Region Meetings**

*Qualifying Competitive Recognition Events**

March/April

*State Leadership Conference**

*State Finals - Competitive Recognition Events**

July

*National Leadership Conference**

August

Region Officer Training Conference

*State Executive Council Meeting***

* Participation in these activities is open to all active members.

** Participation is limited to region and state officers.

Sequence of Statewide Mailings and Deadline Dates

California FCCLA activities and mailings follow an annual cycle. The following lists the steps or procedures for advisors once they have received the mailings.

September

Mailings:

Chapter Affiliation Packets and Competitive Recognition Events (CRE) Information

One packet from the FCCLA State Office includes program and membership information for the year. General information about CRE, entry information, and revised guidelines are also included. (Sent to all currently affiliated chapters and those requesting information from the California FCCLA State Office.)

Fall Region Leadership Meeting Information

Information regarding meeting dates, locations, and agendas for the Fall Region Leadership Meetings will be forwarded to chapters from their respective Region Coordinators/Region Advisors.

Suggested Procedures for Advisors:

1. Note deadline dates;
2. Conduct membership drive;
3. Collect fees and complete membership roster, submit initial fees by the established deadline date and continue to submit additional memberships until May 31;
4. Complete and return advisor information sheet;
5. Share information with officers and members;
6. Assign officers and/or committees to assist with preparing materials for submittal, and;
7. Develop plan for sharing CRE information with students and encouraging members to compete. (Ideally, infuse CRE in the Family and Consumer Sciences classes.)
Reminder: Entry forms and fees for paid members due by November 1.

October/November

Suggested Procedures for Advisor

Submit initial affiliation forms, fees, and materials by the established deadline dates.

State Executive Council Meeting

(Only State Officers and Region Presidents attend this meeting.)

Suggested Procedure for Advisors:

1. Assist State Executive Council members to prepare for the meeting.
2. Submit Honorary Membership nomination by November 1.
3. Continue to collect affiliation fees.
4. Complete and return CRE Entry Forms and fees no later than January 15.

December

Suggested Procedure for Advisors:

1. Resolve current CRE entry and membership deficiencies no later than January 15.

January/February

Mailings:

State and National Meeting Information

Includes meeting highlights and reservation materials. (Information sent by the FCCLA State Office.)

Suggested Procedures for Advisors:

1. Note dates, information and procedures for both activities;
2. Share information with chapter officers and members;
3. Make travel arrangements to attend state conference;
4. Develop selection process for students to attend state conference;
5. Note deadline dates of registration and hotel reservation forms and other state conference activities;
6. Complete travel arrangements for chapter to attend CRE;
7. Work with members to prepare for CRE;
8. Submit CRE substitutions and new member entries by January 15;
9. New and reinstated chapters need to affiliate and submit CRE Entry Forms and fees by January 15; and
10. Submit Region Officer Candidate Applications one week prior to the Spring Leadership Meeting.

February/March

Mailings:

Spring Region Leadership Meetings and Qualifying Competitive Recognition Events

(Information is sent by Region Advisors, Region Coordinators and/or Region Competitive Recognition Events Chairperson.)

Suggested Procedures for Advisors:

1. Read information carefully;

2. Inform members and officers of meetings;
3. Arrange with school district for transportation;
4. Recruit officers and members to attend the meeting;
5. Work with chapter CRE participants to prepare for CRE, and submit Parliamentary Procedure Team Entry Forms by March 15, and
6. Complete plans to attend State Leadership Conference; submit reservations and registration forms and fees.

March

Mailings:

State Leadership Conference - Follow-up packet

(Information sent by the FCCLA State Office)

Suggested Procedures for Advisors:

1. Review guidelines for conduct and dress before departing for the State Leadership Conference;
2. Assist delegates in preparing for meeting and/or assigning responsibilities;
3. Assist CRE participants, if applicable, for state finals;
4. Submit State Officer Candidate Application by March 1;
5. Assist officer candidates in preparing for state meeting nomination and election activities, and;
6. Complete plans to attend state meeting.

May/June

Mailings:

State Executive Council Conference

Suggested Procedure for Advisors to State Executive Council Members:

1. Assist officers to prepare for the meeting.

Mailings:

National Leadership Conference

(Attendance is open to active members and advisors.)

Suggested Procedure for Advisors:

1. Assist members and officers to prepare for the National Leadership Conference and STAR events.

June/July

Mailings:

Region Officer Training Conference

(Attendance is limited to state and region officers.)

Suggested Procedure for Advisors to Region Officers:

1. Assist officers to prepare for the conference.

Procedure for Mailings

California materials are automatically sent to all chapters that were affiliated the previous school year. Information is sent to newly affiliated chapters upon receipt of confirmation of affiliation. Interested schools and individuals can receive materials by submitting a request to the FCCLA State Office.

National materials are automatically sent to all chapters which were affiliated the previous school year. Newly affiliated chapters receive information after their affiliation fees are processed at the national office.

Deadline Dates for Submitting Materials to the State Association

- ✓ **August 1 - November 1** Submit Initial Membership forms and fees
(First deadline to affiliate for participation in CRE)

- ✓ **January 15** Submit CRE Entry Forms and Fees for current members

- ✓ **January 15** Region Officers Application
or one week prior to
Spring Leadership
Meeting

- ✓ **January 15** Qualifying CRE Substitution and New Member Entries

- ✓ **February 1** Submit Scholarship Applications
Submit Nominations for Recognition Awards

- ✓ **March 1** Submit State Officer Candidate Applications
Submit Honor Chapter Applications

- ✓ **May 31** Final Date for submitting affiliation fees

- ✓ **Other:** State Leadership Conference registration and hotel reservations
must be submitted one month in advance of the State Leadership
Conference held annually in the spring. State Leadership
Conference information will be posted on the State website.

What Does FCCLA Offer the Advisor?

FCCLA is an organization for students that is managed by students with chapter advisors serving as facilitators. FCCLA chapters provide opportunities for students and adults to work cooperatively, each making contributions that benefit the organization, the chapter, and the Family and Consumer Sciences program.

For the teacher, FCCLA provides opportunities for greater communication with students and a better understanding of their changing concerns and needs. Perhaps one of the greatest rewards of being an FCCLA advisor is watching students develop leadership skills and self-confidence through planned activities. Satisfaction also can be derived from the fact that the organization is structured to provide great opportunities for community involvement and recognition for the Family and Consumer Sciences program.

To each advisor, different aspects of the program will provide unique satisfactions and rewards. Though benefits differ on the basis of personal goals and interests, Family and Consumer Sciences teachers report that member participation in chapter projects fosters a more positive attitude toward learning.

FCCLA participation is an excellent motivation for keeping students in school and encouraging young people to enter the field of Family and Consumer Sciences.

Two former State Officers summed up the role of an FCCLA advisor as: the teacher who is interested in the students of today, their problems and concerns. An advisor radiates essential qualities of a leader...strength and determination. He/she allows the chapter to breathe and to have freedom, but is there with a gentle hand to guide.

The commitment of the advisor greatly affects the FCCLA chapter. Youth have an ability to spot the people who really care about problems. They will turn to the people who really care and who can help them find the answers. By working and sharing together, young people and adults can achieve much more.

Additional benefits that advisors realize through participation in FCCLA include:

- **Opportunities** to interpret the contemporary direction of Family and Consumer Sciences education and to communicate the curriculum to others;
- **Stronger Family and Consumer Sciences program** because of updated professional development opportunities at all levels of the Association;
- **Enhanced relationships** on both the personal and professional level through frequent contacts with students, parents, administrators, business and industry, community members, and other FCCLA advisors;
- **Articulation** with state and national Family and Consumer Sciences goals and priorities through FCCLA, as the organization is structured to emphasize current curriculum, courses, and department direction;

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- **Leadership** within the Family and Consumer Sciences department for demonstrating the initiative to conduct leadership development activities;
 - **Professional recognition and growth** through the FCCLA advisors' commitment to students in assisting them both in and out of the classroom to develop their full potential;
 - **Development of a support network** involving parents, alumni and persons interested in promoting, expanding and continuing Family and Consumer Sciences programs;
 - **Professional pride** in knowing that students are being prepared for leadership roles and careers in the industries related to Family and Consumer Sciences;
 - **Rapport with students** because FCCLA represents a unique channel for keeping in touch with the current concerns and directions of today's young people; and
 - **Satisfaction** in motivating students to expand their interests and develop their skills through planned activities such as competitive recognition events and community outreach projects.

Responsibilities of a Chapter Advisor

For an effective co-curricular Career Technical Student Organization (CTSO) each Family and Consumer Sciences teacher in the department serves as an FCCLA advisor and uses the classroom as a means of promoting and initiating leadership activities. FCCLA is an effective teaching strategy when activities and projects are incorporated into the existing curriculum to extend, expand, and enrich learning beyond the classroom.

Chapter advisors are responsible for organizing, affiliating, and managing the chapter at their respective schools. A working knowledge of FCCLA and the ability to convey the value of the organization to parents, school personnel, and community members are important in generating support.

In order to advise a chapter successfully, experience has shown that Family and Consumer Sciences teachers will be more effective in the role if they:

1. Know the organization's beliefs, philosophy, purposes, programs of action, and relationship to the total Family and Consumer Sciences program, and are able to interpret FCCLA to members, prospective members, school personnel, parents, and others;
2. Become familiar with state and national publications as well as other resource materials related to the chapter so that the advisor may refer members, chapter parents, and advisory committee members to pertinent information;
3. Know the needs of members, their families, the school, and the community in order to help plan projects that will focus on and fulfill these needs;
4. Help officers understand their responsibilities and guide them in assuming their responsibilities, as well as guide and work with committees by helping members develop, carry out, and evaluate their program of work;
5. Comprehend the principles of group dynamics in order to assist chapter members in adhering to these principles;
6. Inform the school, parents, and community about chapter activities;
7. Help members evaluate their programs and activities;
8. Provide a place in the Family and Consumer Sciences department for chapter records and materials, and
9. Work with chapter, region, and state-level advisors in expanding the California FCCLA program.

Sharing Chapter Advising Responsibilities in the Family and Consumer Sciences Department

In schools that have several Family and Consumer Sciences teachers and more FCCLA chapter members than one teacher can adequately guide, the chapter can be divided into sections or “mini chapters” that are supervised by different teachers, or operate as one chapter with advisors sharing duties. See suggested chapter structures beginning on page 2-20 for more information.

In general, advisors working within a multi-teacher situation need to develop excellent lines of communication and coordination between these “mini chapters.” Other considerations can be listed as:

1. Working cooperatively with other staff members and students to develop the FCCLA program;
2. Coordinating the planning and activities undertaken by the chapter;
3. Cooperating to determine ways of correlating FCCLA activities with the existing Family and Consumer Sciences curriculum;
4. Helping members carry out and evaluate program and activities, and
5. Sharing a belief in the worth of FCCLA and Family and Consumer Sciences Education with colleagues and students.

An important consideration is that the “newest” or least experienced teacher in the department should not be assigned primary FCCLA advisor without extra assistance or support from other department staff members. If everyone cooperates and shares in advising a chapter, no individual is overburdened.

Establishing an FCCLA Chapter: Guidelines for the New Advisor

At some time, you may find yourself wondering, “How do I begin working with an FCCLA chapter?” Whether you’re a new teacher, or just new to your school, or if you want to revive an inactive chapter, this section contains a step-by-step approach to get you started. Although procedures will vary somewhat due to the present or past circumstances, here’s a guide to organizing or revitalizing an FCCLA chapter in your school.

- ❑ **Step 1:** Write to the FCCLA State Office for a packet of affiliation materials

**FCCLA
Family and Consumer Sciences Office
California Department of Education 1430
N Street, Suite 4202
Sacramento, CA 95814
Phone: (916) 319-0890**

- ❑ **Step 2:** Become knowledgeable about FCCLA by carefully reading the materials sent by the State Office.
- ❑ **Step 3:** Discuss your interest with an advisor of a nearby chapter. You could also contact the State Advisor or Region Coordinator for assistance.
- ❑ **Step 4:** Discuss the following points with your administrator as soon as you feel knowledgeable about the organization:
 - a. Purpose of a chapter;
 - b. Organizing a chapter;
 - c. Chapter plan of activities;
 - d. Time and place of meetings;
 - e. School regulations for activities;
 - f. Plans for integrating FCCLA activities into the classroom;
 - g. Leadership development activities; and
 - h. Chapter constitution and bylaws.
- ❑ **Step 5:** Have one or more organizational meetings with students to:
 - a. Inform them of FCCLA programs and activities;
 - b. Elect or appoint officers;
 - c. Organize a chapter plan of activities.

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- ❑ **Step 6:** Complete the affiliation process and other appropriate materials sent from the State Office (see step 1). The affiliation materials and a check for membership fees made payable to “FCCLA” should be paid to the National Office.

Please note that submittal of fees automatically affiliates a chapter with the Region, State Association and National organization.

- ❑ **Step 7:** Write chapter bylaws. (See Chapter 9 for sample bylaws.)
- ❑ **Step 8:** Consult available state guides and other resources for ideas on chapter management. (See Chapter 10 for resources or contact the FCCLA State Office.)
- ❑ **Step 9:** Create interest in FCCLA by publicizing the organization via a school bulletin board or announcements in your classes. Communicate the benefits to be gained through participation in FCCLA to your students.
- ❑ **Step 10:** Once the chapter is organized and operating, serve as a facilitator.

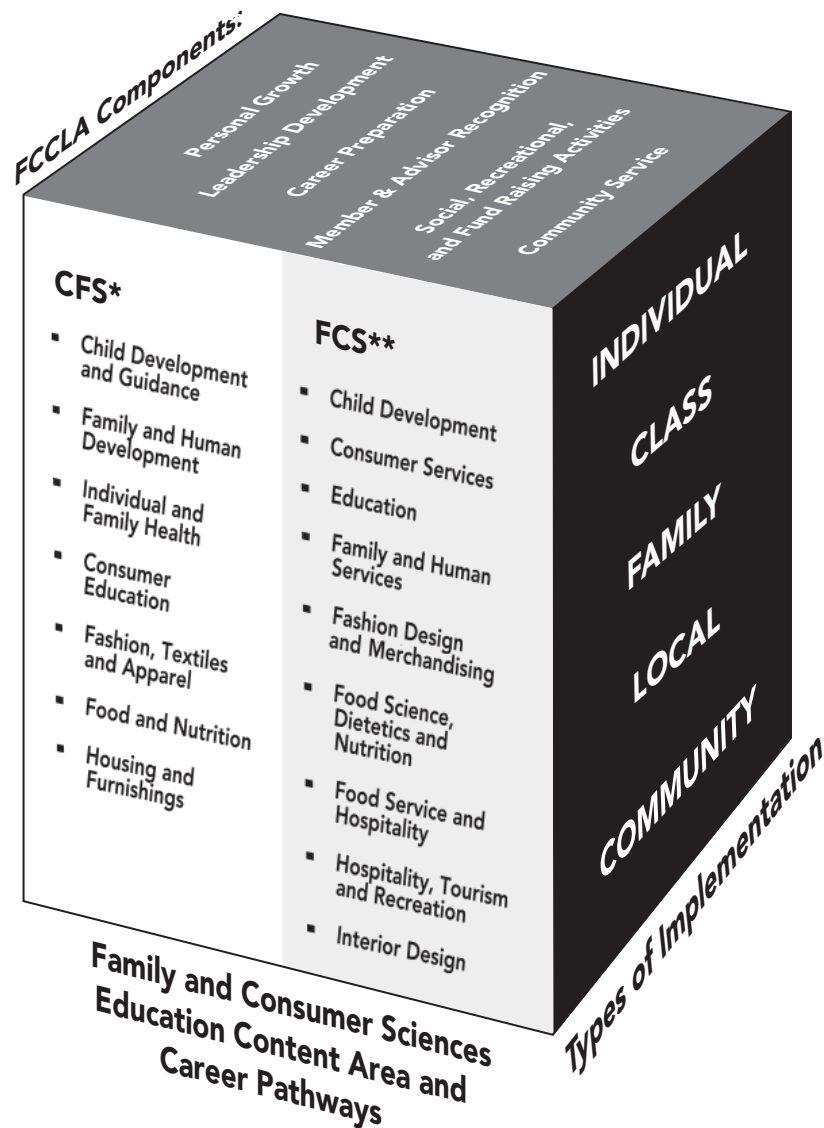
Reviving an Inactive Chapter

Teachers, especially those new to a school, may find themselves in a situation where the students are enthusiastic about participating in FCCLA, but the chapter is inactive for one reason or another. If this is the case in your school, inject new vitality into the chapter by following these steps to reviving an inactive chapter.

- ❑ **Step 1:** Research the chapter's past activities by reading through departmental files. Pay special attention to the chapter's previous programs of work, calendar of events and annual reports.
- ❑ **Step 2:** Review state and national FCCLA publications and the existing files available in the Family and Consumer Sciences department. If necessary, secure copies of current materials from the State Office to update your files.
- ❑ **Step 3:** Locate and visit with officers, program of activities committee members, chapter parents and the advisory committee. Enlist their help in becoming familiar with your responsibilities and theirs.
- ❑ **Step 4:** Arrange a meeting of the Executive Council, chapter parents, program of work committee and advisory committee. Make plans with the chapter president to have this meeting serve the purpose of focusing on what the chapter hopes to accomplish during the school year.
- ❑ **Step 5:** Discuss the plans for the meeting with school administrators and invite them to attend.
- ❑ **Step 6:** Help students arrive at a definite meeting time and place.
- ❑ **Step 7:** Help members plan a relevant and interesting program of work and activities.
- ❑ **Step 8:** Set up an FCCLA resource file/center with a file of materials available to students and advisors.
- ❑ **Step 9:** Develop a leadership training program for chapter officers and members.
- ❑ **Step 10:** Make plans to become involved in FCCLA activities at the region, state and national levels. Conduct an effective public relations program by keeping others informed of chapter plans and activities.
- ❑ **Step 11:** Your enthusiasm will be picked up by others, so make sure everyone can readily see that YOU believe in FCCLA!

FCCLA - Integral to Instruction

This diagram illustrates how FCCLA is integral to instruction. FCCLA activities are based upon the seven content areas of Family and Consumer Sciences Education and focus in on one or more of the components of an effective chapter. These activities are implemented by an individual member or by class/chapter members in the home, in the local community and/or on a state or national level.



*CFS: Consumer and Family Studies

**FCSRO: Family and Consumer Sciences Related Occupations Career Pathway Programs

Janice L. DeBenedetti, Unpublished thesis project, "Competencies to Organize and Manage an FCCLA Chapter: An Instructional Model for Preservice and Inservice Family and Consumer Sciences Education Programs," California State University, Sacramento.

When FCCLA is integrated into the instructional program, classroom instruction is reinforced, extended, and enriched. In addition, the planned activities will contribute to the attainment of specific learning objectives.

Successful integration of FCCLA activities in the Family and Consumer Sciences Education instructional program will use a combination of three approaches. Activities will be planned and conducted as follows:

1. Completely infused with planned instruction so that they become one and the same;
2. Overlapping with the planned instruction, and/or
3. Totally separated from the regularly planned classroom instruction.

The approach selected will depend upon the activities, needs and interests of the students and members.

Integrating FCCLA Into the Instructional Program

In order for FCCLA to become an effective part of the Family and Consumer Sciences program, students and adults must understand how such an organization can function as an exciting and effective educational tool.

Being an integral part of Family and Consumer Sciences Education means FCCLA is a teaching strategy which reinforces what the student learns in the classroom or on the job through planned activities. These activities relate to the curriculum in such a way that they extend, enrich, and expand classroom instruction. A specific activity is integral to instruction when it assists in the accomplishment of specific learning objectives and relates directly to the Family and Consumer Sciences curriculum.

FCCLA places emphasis on student-planned and student-directed activities. When students are directly involved in determining and acting on relevant issues, their families and society, classroom, and FCCLA experiences become more meaningful and exciting. In other words, the more integrated FCCLA, the more effective the total Family and Consumer Sciences program.

There are several ways to successfully integrate FCCLA into the Family and Consumer Sciences program, but in order to do so, advisors must lay the proper groundwork by following the guidelines listed below:

1. FCCLA should be represented as part of the total Family and Consumer Sciences program to students, parents, administrators, industry, and community members.
2. Orientation should be held for each class so that everyone understands FCCLA and its relationship to the Family and Consumer Sciences program.
3. Students who choose not to be active members of FCCLA understand that chapter learning experiences are also Family and Consumer Sciences instruction and that FCCLA members have certain privileges which they do not have.
4. A structure for electing officers will be formulated based on the way chapter and classroom activities are correlated.
5. Provisions for participation in FCCLA will be made for eligible members who are not currently enrolled in the Family and Consumer Sciences program.
6. The chapter will analyze its own school situation and develop a plan unique to their Family and Consumer Sciences program and school situation.
7. FCCLA maintains its identity as an organization while at the same time functioning as a part of a Family and Consumer Sciences Education program.

Advantages of Integrating FCCLA Into the Classroom

The more integrated FCCLA, the more effective the total instructional program. Experience has indicated that the in-class, integrated approach to chapter management is more effective in helping the students see the relationship of FCCLA to the Family and Consumer Sciences instructional program.

Some advantages include:

1. More members can assume leadership roles.
2. Meetings occur as a part of class time.
3. The entire class functions as a planning unit for curriculum and experiences beyond the classroom. Committees and officers meet during class as part of leadership development.
4. The majority of planning and action occurs in class with outside resources brought into the class setting. This assures a relationship of chapter activities to class curriculum.
5. Integration eliminates conflicts with transportation scheduling and after school employment.
6. Divisions of student leadership help to make the class student-centered rather than advisor-centered, making less work for the advisor(s).

Suggested Chapter Structures

The following pages suggest six different ways to organize an FCCLA chapter. Take a moment to read each description carefully, keeping in mind personnel, facilities and resources. Of course, it's a good idea to get input from members and colleagues so that the structure selected will be agreeable to all.

Possible Chapter Structures

- ◆ *Individual Class Chapters*
- ◆ *Two Teacher Departments*
- ◆ *Multi-Teacher Departments*
- ◆ *Consolidated Class Chapters*
- ◆ *Separate Chapters on One Campus*
- ◆ *Out-of-Class Chapters*

Keep in mind that these six structures can be modified to fit the needs of your school, as long as the following are included:

1. Officer leadership training;
2. Regular chapter meetings;
3. Current and future needs of members;
4. Planned, implemented, and evaluated activities; and
5. Exploration of careers in the industries related to Family and Consumer Sciences.

Although there are advantages and disadvantages to each chapter structure, several points should be considered before a final decision is made:

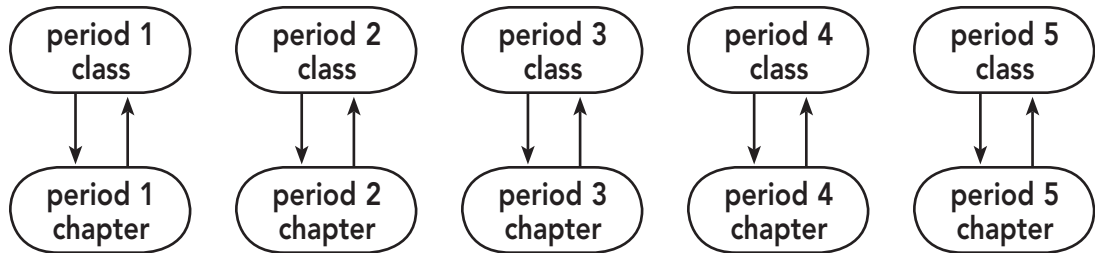
1. The relationship of the class to chapter learning activities;
2. The number of current versus potential members;
3. Available transportation for students;
4. The number of members working in after-school employment;
5. Time constraints of members, officers, and advisors;
6. Class schedules;
7. Time and location of chapter meetings;
8. Number of teacher-advisors in the department; and
9. Policies of the school administration and local school board.

The following pages also explore the relative advantages and disadvantages of class time and after-school meetings along with suggestions for one, two or multi-teacher departmental structures. Although the most effective chapters operate during the school day, chapters can easily be structured to meet outside of class if that is the most convenient time for members and advisors.

Chapter Structures Diagrammed

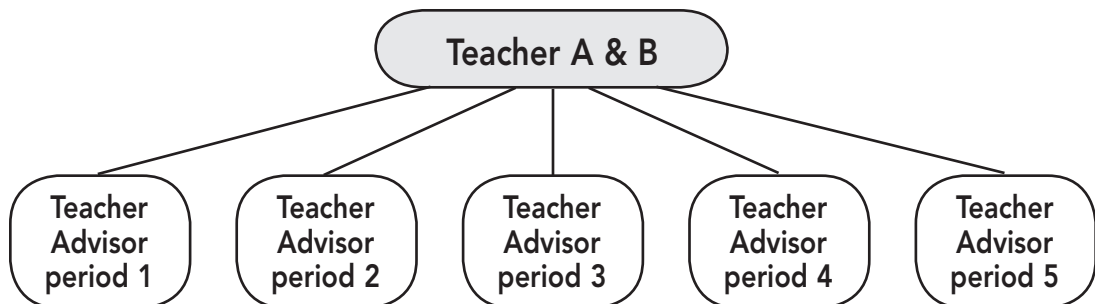
Individual Class Chapters

This structure may be most efficient if your school or class enrollment is large.



1. Every student in the class may participate even though he or she has not affiliated.
2. Each section should meet at a regularly scheduled time each month during normal class sessions.
3. Each group may elect its own officers.
(President, Vice President, Secretary, Treasurer, Historian, Reporter)
4. To accommodate members not enrolled in a class, a monthly meeting may be planned for outside class time.

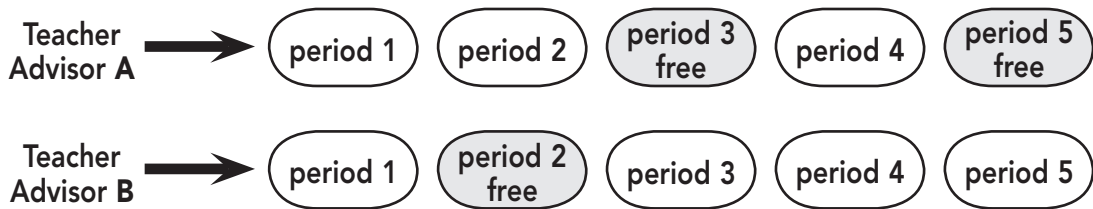
Two Teacher Departments



One teacher would be an advisor to more than one class. Not every class would necessarily have a chapter.

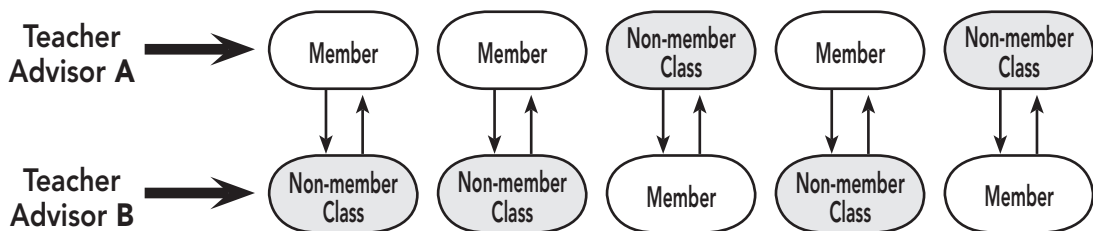
On Non-Meeting Days:

One advisor would be designated as the primary advisor and the other advisor would function as a co-advisor.



On Meeting Days:

Members from both sections (both Period 1) meet with an advisor; non-members from both sections meet for class work or independent study with the other advisor.



One or both teachers could share responsibilities for working with officers, coordinating activities, and conducting special activities, such as chapter banquets, community projects, and other special events.

This plan provides an idea of how to divide advising duties in a two-teacher department:

Advisor A

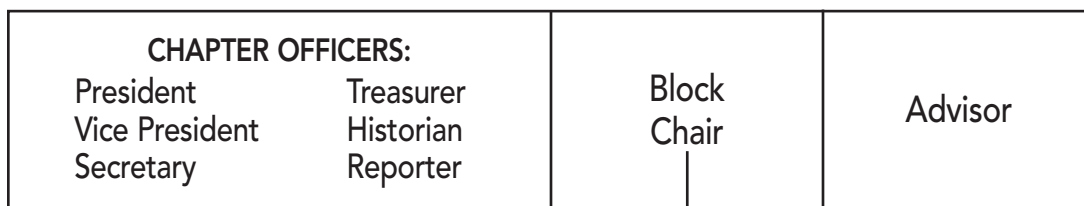
1. Organize the local chapter and affiliate with state and national associations.
2. Provide leadership training for officers and members.
3. Assume responsibility for training, meeting, and working with the Executive Council.
4. Work with half the committees.
5. Work closely with Advisor B so that no work will be duplicated or conflict with established plans.

Advisor B

1. Help chapter members develop a program of work and plan chapter activities.
2. Provide adequate space in the Family and Consumer Sciences department for filing records and chapter materials or supplies.
3. Acquaint committee chairpersons with their duties.
4. Work with half the committees.
5. Work closely with Advisor A so that no work will be duplicated or conflict with established plans.

Multi-Teacher Departments

CHAPTER EXECUTIVE COUNCIL



Block = all Family and Consumer Sciences classes
scheduled in same class period

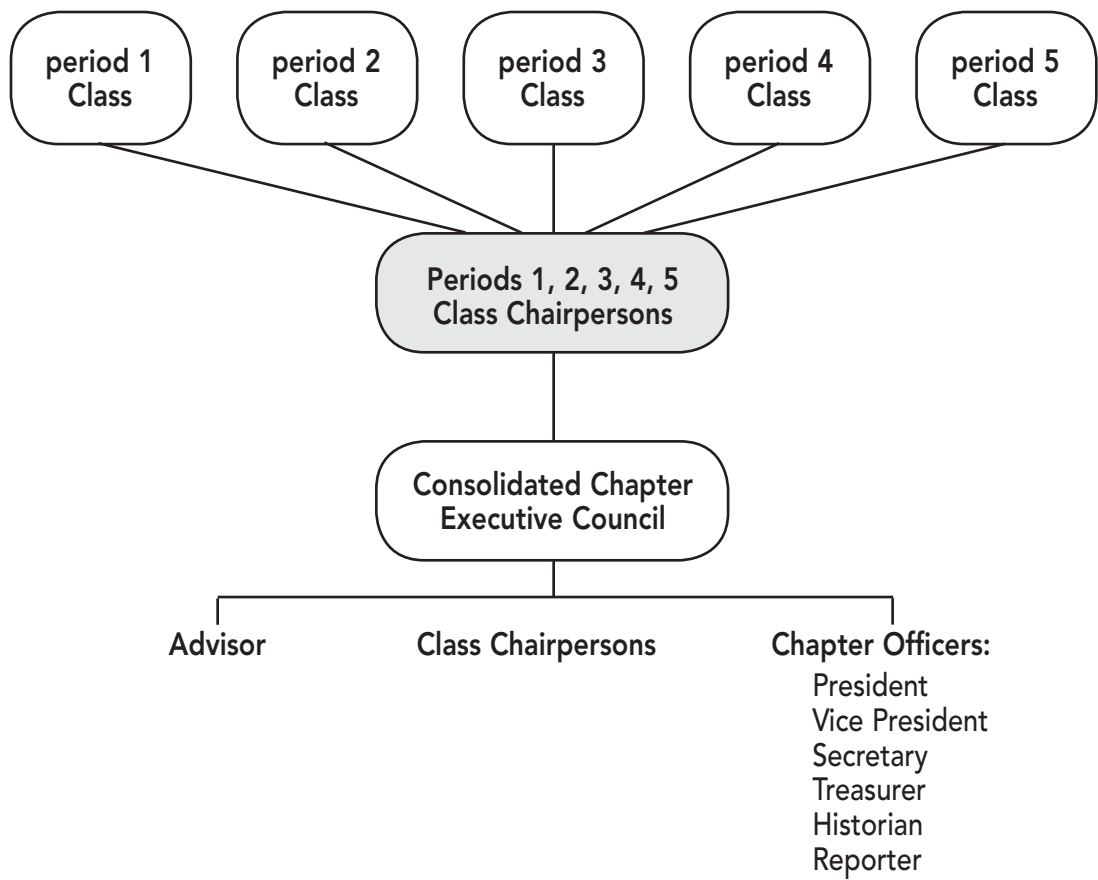
In a school with three or more teachers, this approach may be used to share advising responsibilities and to give more students leadership opportunities.

1. Chapter leadership is provided by chapter officers, block chairpersons, and advisors.
2. Chapter officers are elected by popular vote by members enrolled in the blocks.
3. Each class block elects a block chairperson to represent them on the executive council, conduct meetings, and provide a liaison with chapter officers and other classes. The block chairpersons may be elected for a semester or for one year.
4. Each class which forms a block elects a chairperson and secretary for classroom and out-of-class meetings and activities on a semester basis.

Consolidated Class Chapters

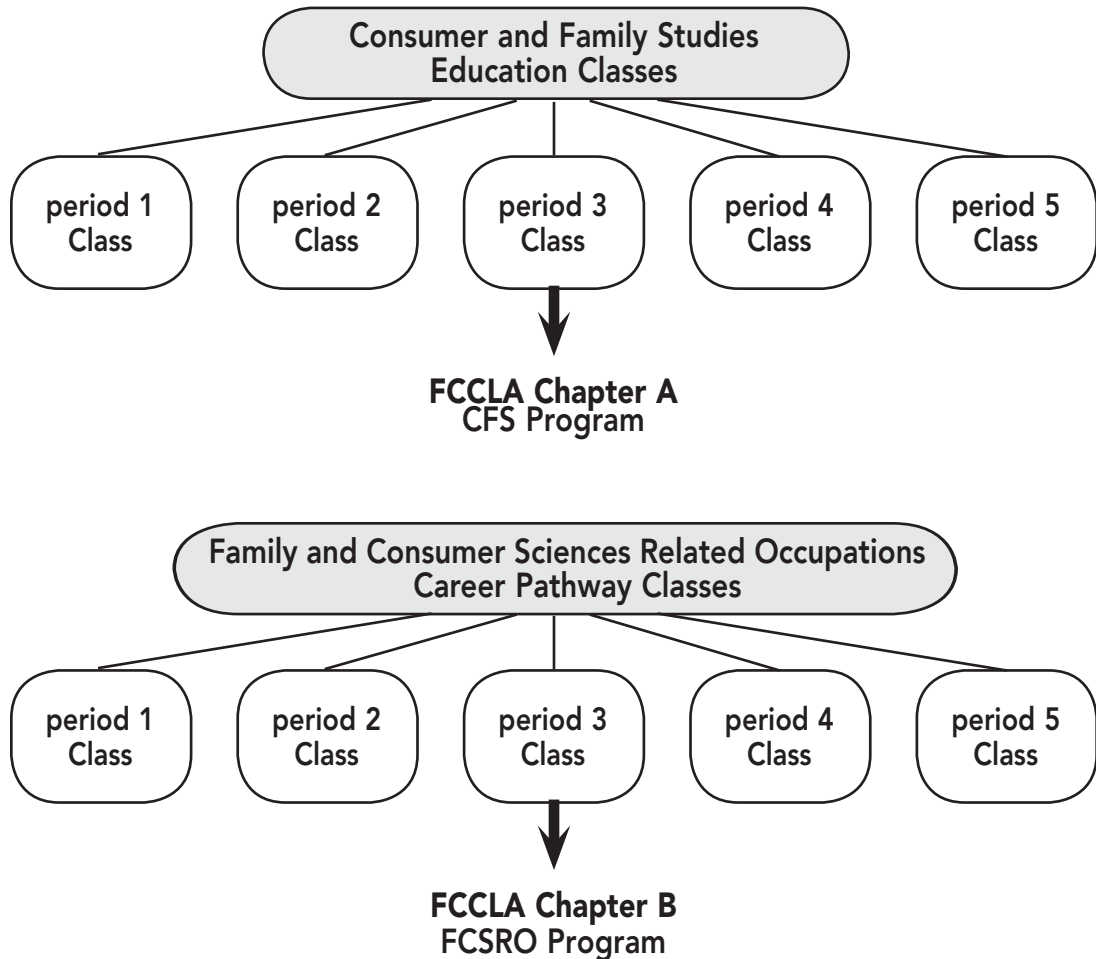
This structure is ideal for a one-teacher department.

1. Each class section meets at regularly scheduled times each month during class time.
Note: To accommodate members not enrolled in a section, a monthly meeting outside of class time may be planned.
2. Each section could have a minimum of three elected officers: Chairperson, Secretary and Reporter.
3. Chairpersons from each class section meet monthly or periodically to share ideas and progress during school hours, if possible. This group would represent their section on the chapter Executive Council.
The following officers would be elected from the entire membership to work with them in a consolidated chapter: President, Vice President, Secretary, Treasurer, Historian, and Reporter.
4. The total chapter could meet at regular intervals to conduct business, coordinate activities and hold special events, such as chapter banquets, community service projects, etc.



Separate Chapters on One Campus

This structure works well for separate chapters on one campus, with one chapter represented by students enrolled in Consumer and Family Studies (CFS) programs and the other chapter represented by Family and Consumer Sciences Related Occupations (FCSRO) Career Pathways students.

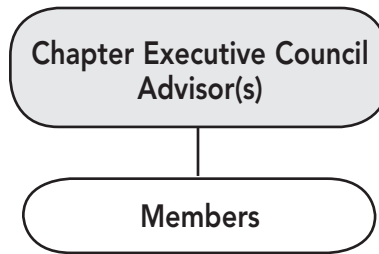


1. Each class group would function as a mini chapter.
2. Everyone in the class participates, even though not all students may have paid membership fees.
3. Each section meets at regularly scheduled intervals during class time each month.
4. Each section has its own officers; chairperson and secretary. Section chairpersons would represent their members on the Executive Council.
5. To accommodate members not enrolled in a Family and Consumer Sciences Related Occupations class, a monthly meeting outside of class time may be planned.

6. All of the sections would elect chapter officers: President, Vice President, Secretary, Treasurer, Historian, and Reporter.
7. To foster cooperation, both chapters could plan some joint activities during the school year.

Out-of Class Chapters

In some situations, students may not be available at any times other than after school; in these cases, this structure would work best.



1. Chapter officers would be elected by the total membership.
2. The chapter Executive Council would meet regularly to discuss projects and plans.
3. All meetings would be held outside of regular class periods.
4. All leadership training sessions would be held outside of regular class periods.
5. Chapter projects may be conducted during and after regular class periods.

Using Federal and State Career Technical Education Funds for FCCLA

It is appropriate to use federal and state funds to support FCCLA career and leadership development activities if:

1. A credentialed Family and Consumer Sciences teacher is the designated chapter advisor;
2. Local chapter(s) are affiliated with the State Association and national organization;
3. Affiliation in FCCLA is made available to all students enrolled in the Family and Consumer Sciences programs;
4. Proposed expenditures are included in the LEA's combined application of federal funds;
5. Documentation on the use of funds and expenditures are included in the accountability file; and
6. FCCLA is an integral part of the Family and Consumer Sciences instructional programs.

NOTE: Only local FCCLA chapters that are affiliated with the California Association may use the name and emblematic materials of FCCLA and make use of federal and state funds for local activities, programs, services, and instructional materials or supplies.

The Family and Consumer Sciences Education staff can assist Family and Consumer Sciences teachers/FCCLA advisors with policies on the appropriate use of federal and state funds. Local Educational Agencies (LEA) may expend non-federal funds for Career Technical Student Organization activities in any manner consistent with the State Education Code.

***The success of FCCLA
depends on national,
state and local support.***