

Entrepreneurship, an *individual* or *team event*, recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and *sound business practices*. The business must relate to an area of Family and Consumer Sciences education or related occupations. Participants must prepare a *portfolio* containing a **written business plan**, which they are not required to have implemented, and an **oral presentation**.

NEW JERSEY CORE CURRICULUM STANDARDS

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 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.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 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.


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.

ENTREPRENEURSHIP SPECIFICATIONS

Portfolio

The *portfolio* will present items researched and developed in a written business plan for establishing a small business. The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 64 pages, as described below. The *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	One 8½” x 11” page on plain paper, with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name and project title.
1- 8½” x 11” page	Table of Contents	One 8½” x 11” page. List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	FCCLA <i>Planning Process</i> Summary Page	One 8½” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab on the FCCLA Portal, and include proof of submission in the <i>portfolio</i> .
0-10	<i>Divider Pages</i> or Sections	Use up to ten (10) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 50 8½” x 11” pages	Business Description	Include name of the new small business and mission statement. Describe services provided, hours of operation, demographics served and business feasibility (including <i>community</i> survey data or market research).
	Facility	Describe site, space, utilities, and emergency procedures and maintenance plan.
	Supplies and Equipment	Include list of suppliers, inventory of equipment and supplies, and description of provisions for maintenance and repair.
	Organizational Chart	Describe job titles and tasks. Include hierarchy/departments as projected for business growth.
	Personnel Management	Describe hiring procedures, salaries and benefits, policies and procedures, key job descriptions, and evaluations/appraisals. Include all applicable forms and records.
	Funding Sources for Business	Describe methods and sources of funding, and include fee structures.
	Budget	Describe income, expenditures, financial procedures and applicable tax information. Include all applicable forms.
	Laws, Regulations and Codes	Describe health; environment; fire; insurance; zoning; and other local, county and state codes. (Actual codebooks need not be included.) Provide appropriate governmental contact information.
	Marketing Plan	Describe advertising plan (including special events) and include sample advertisements to cover types of advertising chosen.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
Appearance	Business plan must be neat, legible, and <i>professional</i> and use correct grammar and spelling.	

Oral Presentation

The oral presentation **may be up to** ten (10) minutes in length and is delivered to evaluators. The presentation should be *professional* in nature and summarize the business plan. The presentation cannot be prerecorded. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time. *Visuals* should be used during the presentation. The *portfolio* may be used as a *visual*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize business plan.
Knowledge of Subject Matter	Show evidence of mastery of entrepreneurial skills including facility management, budget and credit management, personnel management and understanding of government regulations.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative and appealing <i>visuals</i> to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>visuals</i> and notes or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the business plan. Questions are asked after the presentation.

Entrepreneurship Rating Sheet

Name(s) of Participant(s) _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<i>PORTFOLIO</i>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Business Description	0-1	2	3	4	5		
Facility	0-1	2	3	4	5		
Supplies and Equipment	0-1	2	3	4	5		
Organizational Chart & Job Descriptions	0-1	2	3	4	5		
Personnel Management	0-1	2	3	4	5		
Funding for Business	0-1	2	3	4	5		
Budget	0-1	2	3	4	5		
Laws, Regulations and Codes	0-1	2	3	4	5		
Marketing Plan	0-1	2	3	4	5		
Works Cited/Bibliography	0-1	2	3	4	5		
Appearance	0-2	3-4	5-6	7-8	9-10		
<i>ORAL PRESENTATION</i>							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Use of Portfolio and Visuals	0-1	2	3	4	5		
Voice, Body Language, Clothing Choice	0-1	2	3	4	5		
Grammar / Word Use / Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		

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