National Programs in Action, an *individual* or *team event*, recognizes participants who explain how the *Planning Process* was used to plan and implement a *National Program project*. Participants must prepare a ***file folder,*** an **oral presentation**, and *visuals.*

NEW JERSEY LEARNING STANDARDS

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers*,* building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.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 specific 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.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
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.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

1.2.3   Apply communication skills in school, community and workplace settings.

1.2.6   Demonstrate leadership skills and abilities in school, workplace and community settings

1.3.1   Analyze goals that support individuals and family members in carrying out community and civic responsibilities.

1.3.2   Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

1.3.4   Analyze community resources and systems of formal and informal support available to individuals and families.

2.1.1   Apply time management, organizational, and process skills to prioritizing tasks and achieving goals.

EVENT LEVELS

Level 1: Participants through grade 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register one (1) entry in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

PROCEDURES & REGULATIONS

1. The National Programs in Action project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.

2. The National Programs in Action project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.

4. Spectators may not observe any portion of this event.

5. Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each entry **must** submit a file folder to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation **may be up to ten (10) minutes** in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. *Note:* A PowerPoint presentation is not appropriate for this event.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	**Prepare Ahead of Time**	**Participant Set Up/ Prep Time**	**Maximum Oral Presentation Time**	**Equipment Provided**	**Electrical Access**
Individual or Team (1-3 participants)	File Folder, Oral Presentation, Visuals	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	**Costumes**	**Easel(s)**	**File Folder**	**Large Newsprint Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
■	■	■	■	■		■	■	■	■

NATIONAL PROGRAMS IN ACTION SPECIFICATIONS

File Folder

Participant will submit one (1) letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the room location designated in the State Leadership Conference program during the specified registration time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with participant's name, school name, chapter name, event name (National Programs in Action), and event level.

Project Identification Page	One 8½" x 11" page on *plain paper*, with no *graphics* or decoration; must include participant's name(s), chapter name, school, city, state, event name, project title, and name of the National Program on which the project focuses.
FCCLA *Planning Process* Summary Page	One 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project. Each step is fully explained.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the *file folder*.

Oral Presentation

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should deal with how each step of the *Planning Process* was used to plan and implement a *National Program* project. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out their project. If audio or audio-visual recordings are used, they are limited to one (1) minute playing time during the presentation.

Identify Concerns: Relationship to National Program	Explain local concerns and how the *National Program* addresses the concerns.
Identify Concerns: Knowledge of the National Program	Review *National Program* selected, its components, and its goals.
Set a Goal: Structure	State what you want to accomplish in concrete and measurable terms.
Set a Goal: Appropriate Goal	Express how goal relates to *National Program* concerns and to the size and demographic nature of chapter and *community* to which members belong.
Form a Plan: Organization	Present plan in the chronological sequence in which it was accomplished.
Form a Plan: Logistics and Timeline	Determine who, what, when, where and how; list abilities, skills and knowledge required; list available *resources*; identify possible barriers; include ways to recognize accomplishments.
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.
Act: Use of *Resource*s and Partners	Identify attempts to develop relationships with partners and *resources* that enhance the project.
Follow Up: Publicity and Recognition	Share methods of publicizing project efforts and recognizing participants.

Follow Up: Evaluation	Present methods of evaluating project. Include successes and areas of possible improvement.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of mastery of project area *content* by using *current* data to support and describe the project and explaining research conducted.
Relationship to FCS Coursework and/or Related Careers	Describe relationship of project *content* to Family and Consumer Sciences coursework.
Use of *Visuals* During Presentation	Use *visuals* to accentuate the oral 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 *visuals* and notes or note cards if used. Wear appropriate business 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 subject matter. Questions are asked after the presentation.

Visuals

Participant(s) may use any combination of props, materials, supplies and/or equipment to demonstrate how to carry out project. If audio or audiovisuals recordings are used, they are limited to a one-minute playing time during the presentation.

Effectively Illustrate Content	Support, illustrate and/or complement content of presentation.
Appearance	Presentation aids must be visible to audience, neat, legible, professional and creative and use correct grammar and spelling.

Select one (1) of the following National Programs:

Career Connection
Community Service
FACTS
Families First
Financial Fitness
Stop the Violence
Student Body

National Programs in Action Rating Sheet

Name of Participant(s) _____

School _____ **Event Level** _____

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	Poor Excellent	Fair	Good	Very Good		Score	Comments
EVALUATION CRITERIA							
Identify Concerns: Relationship to National Program	0-1	2	3	4	5		
Identify Concerns: Knowledge of National Program	0-1	2	3	4	5		
Set a Goal: Structure	0-1	2	3	4	5		
Set a Goal: Appropriate Goal	0-1	2	3	4	5		
Form a Plan: Organization	0-1	2	3	4	5		
Form a Plan: Logistics and Timeline	0-1	2	3	4	5		
Act: Action Taken on Plan	0-1	2	3	4	5		
Act: Use of Resources and Partners	0-1	2	3	4	5		
Follow Up: Publicity and Recognition	0-1	2	3	4	5		
Follow Up: Evaluation	0-1	2	3	4	5		
Organization / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Relationship to Family and Consumer Sciences Coursework and Standards	0-1	2	3	4	5		
Use of Visuals During Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar, Word Usage and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		
VISUALS							
Effectively Illustrate Content	0-2	3-4	5-6	7-8	9-10		
Appearance	0-1	2	3	4	5		

Total Score   _____

Verification of Total Score (please initial)
Evaluator   _____
Room Consultant   _____

Circle Rating Achieved: Lead Consultant   _____

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