

Public Policy Advocate, an *individual* or *team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify a local, state, national, or global concern, research the topic, identify a target *audience* and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law. Participants must prepare a *portfolio* and **oral presentation**.

NEW JERSEY LEARNING STANDARDS

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 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.

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.
- 1.3.5 Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.
- 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect families.
- 2.1 Classify different types of concerns (e.g. theoretic, technical, practical) and possible methods for addressing them.
- 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.
- 4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
- 4. 8 Evaluate potential short and long term consequences of possible actions on self, others and culture/society and global environment.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

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 member.

PROCEDURES & REGULATIONS

- 1. The Public Policy Advocate 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 Public Policy Advocate project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as the participant(s) 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. Participants should design projects to advocate for an effort to positively affect a policy or law. Projects related to general awareness of a topic **do not** meet the requirements of this event.
- 4. 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.
- 5. Spectators may not observe any portion of this event.
- 6. 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 <i>portfolio</i> 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. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
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)	Portfolio, Oral Presentation	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
■		■		■	■	■		■	■

ADVOCACY SPECIFICATIONS

Portfolio

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 50 pages, as described below. The *portfolio* will be submitted at the case study location.

1-8½” x 11” page	<i>Project Identification Page</i>	<i>Plain paper</i> , 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	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	Summarize 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 signed proof of submission in the <i>portfolio</i> .
0-11	<i>Divider Pages</i> or Sections	Use up to eleven (11) <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 35 8½” x 11” pages	Issue Type	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, <i>current</i> , and based on an actual need observed by the participant(s). Indicate whether the issue is a local, state, national, or global concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.
	Issue Research	Comprehensively describe the concern the project addresses, including points from all sides of the issue. Research should be based on factual information and pros and cons of each side of the issue should be addressed. Research should include the stakeholders in the issue and their position regarding the concern.
	Project Goals	Determine the goals of the project and write points of support for each of the goals throughout the project.
	Elevator Speech	Develop a short, concise statement about the project’s point of view and goals for the issue that can be used if given limited time or a chance meeting with someone who is interested in the participant’s opinion.
	Leave Behind	Using information from the issue research, project goals, and applicable statistics and data, participant(s) should create a document, no larger than one 8½” x 11” page that could be left with individuals following a meeting to summarize and remind them of the participants’ request.

Up to 35 8½" x 11" pages (Continued)	Target <i>Audience</i> Profile	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include ways discovered to best reach the chosen <i>audience(s)</i> .
	Partnerships	Research, identify, and interview individuals or groups who hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.
	Methods of Action	Detail each of the methods of action used during the project. Meetings and presentations should be documented by summarizing who the participant(s) met with, time of the meeting, main discussion points, and any follow up planned/conducted, letters/articles should be included in the <i>portfolio</i> , etc.
	Media Involvement	Include efforts and any successes in gaining media attention around the concern. This should include newspaper, radio, television, internet, social media, etc.
	Results of Advocacy	Include information regarding the results of the participants' efforts, including actions taken by those they targeted, response from those approached, ideas for future improvement in advocacy methods, etc. Identify the most frequent concern regarding the issue encountered through the participants' targeted <i>audience</i> and include suggestions on how to counteract their opposition in the future.
	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	<i>Portfolio</i> 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 explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to one (1) minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization / Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to FCS Coursework and/or Related Careers	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of <i>Public Policy</i>	Demonstrate thorough knowledge of <i>public policy</i> and ability to apply knowledge to real-life situations.
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate, or complement 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 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 project. Questions are asked after the presentation.

Public Policy Advocate 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	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Issue Type: Relevant and focused	0		1		2		
Issue Research	0-2	3-4	5-6	7-8	9-10		
Project Goals	0-1	2	3	4	5		
Elevator Speech	0-1	2	3	4	5		
Leave Behind	0-1	2	3	4	5		
Target Audience	0-1	2	3	4	5		
Evidence of Partnerships	0	1		2	3		
Methods of Action	0-2	3-4	5-6	7-8	9-10		
Media Involvement	0	1		2	3		
Results of Advocacy/Action Plan Assessment	0-1	2	3	4	5		
Works Cited/Bibliography	0	1		2	3		
Appearance	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Relationship of FCS Coursework and Standards	0-1	2	3	4	5		
Knowledge of Public Policy	0-1	2	3	4	5		
Use of Portfolio & Visuals	0	1	2	3	4		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Responses to 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