



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.

### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12

See page 83 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 85 prior to event planning and preparation.
- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.
- 3. Participants should design projects to advocate for in 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. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or-Professional dress appropriate to event	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

# PUBLIC POLICY ADVOCATE

### **Procedures and Time Requirements**

Each entry wil	Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.							
5 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.							
5 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> during participant set up time.							
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1- minute playing time during the presentation. <i>Presentation equipment</i> , without audio, may be used during the entire presentation.							
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.							
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.							

### **Specifications**

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 50 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 61 slides, as described below.

pelow.	
Project Identification Page	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
FCCLA Planning Process 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.
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 portfolio.
Content Divider Pages or Sections	Use 0 to 11 <i>content divider</i> /section pages or slides. <i>Content divider</i> /section 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> .
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.
	Project Identification Page         Table of Contents         FCCLA Planning Process         Summary Page         Evidence of Online         Project Summary Submission         Content Divider Pages or         Sections         Issue Type         Issue Research

# Public Policy Advocate Specifications (continued)

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 participants' opinion.
Leave Behind	Using information from the issue research, project goals, and applicable statistics and data, participant should create a document no larger than one 8" x 11" page that could be left with individuals following a meeting to summarize and remind them of the participants' request. *If using an <i>electronic portfolio</i> , the one page document should be included in its original form to capture the exact document used in the project.
Target Audience 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 reliable and current.
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** 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 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 Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project content to Family and Consumer Sciences and related careers.
Knowledge of Public Policy	Demonstrate thorough knowledge of <i>public policy</i> and ability to apply knowledge to real-life situations.
Use of <i>Portfolio</i> and Visuals 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 FCCLA official dress or professional dress appropriate 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

Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
- 5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CH	ECK		Points
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio 0–1 point	0	1	
	Electronic Portfolio not in viewable format to the evaluators	Electronic Portfolio in viewable format to the evaluators	
Dautfalia Dagos		1 2 3	
Portfolio Pages 0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
0 5 points	i or trono exceeds the page inne	Portfolio contains no more than 50 single-sided	
		pages or 61 slides completed correctly,	
		including:	
		<ul> <li>1 project ID page or slide</li> </ul>	
		• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		• Up to 11 content divider pages or slides	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE		
	Rounded only to the nearest hundredth (i.e. 79.99	9 not 80.00) Room Consultant Total)	•
RATING ACHIEVED (circle o		Bronze: 1-69.99	
	ORE AND RATING (please initial)		
Evaluator 1 Evalu	uator 2 Evaluator 3 Adu	ult Room Consultant Event Lead Consultant	



# PUBLIC POLICY ADVOCATE

Rubric

Name of Participant \_\_\_\_\_

Chapter			State_	Team #	Station	# Level_	
PORTFOLIO							Point
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process	
Summary Page	summary not	the Planning Process	steps are presented	steps are	Planning Process	is used to plan the	
0–5 points	provided	are presented	but not summarized	summarized	was utilized to plan	project. Each step is	
		ale presenteu	but not summarized	Summanzeu	•		
	0	1		2	project	fully explained	
Issue Type	-	_	1. 1. 1	=	the state of the literation	•	
0–3 points	Not provided	Issue type identified		type of policy or law, and	<i>// / /</i>	law, and level of local,	
		related to a policy or		of focus identified as local,	state, national, or glo		
		of focus not identifie		national or global	based on relevant, cu		
Issue Research	0	1	2	3	4	5	
0–5 points	Not included Issue is	mentioned Issue	e is identified Iss	ue is identified, Issue is	s identified, Issue is i	dentified and researched	
		with	limited res	earched, but it and ev	vidence of with vali	dity to the need for	
		rese	arch provided do	es not validate the ne	ed is used to action, ir	cluding various	
				e concerns form t		ders identified and their	
		issue		plan		on the issue	
Project Goals	0	15500	1	2	position	3	
Project Goals	Not provided	Drojact and	Is are identified	_	od with Drojact goals	•	
0–3 points	Not provided	, 0		Project goals are identified		and points of support for	
		though mis	sing points of support	partial points of support	0	lentified and well	
					documented		
Elevator Speech/	0		1 2	3 4		5	
Leave Behind	Not included	Talking poi	nts are evident, not	Talking points are evider	• •	elevator speech are	
0–5 points		well develo	ped	well developed, leave be			
				item is evident	project, leave behi	nd item is well designed	
Target Audience	0	1		2		3	
0–3 points	Not included	Audience is mentioned	but not Audiend	ce is defined but limited on	Audience(s) are wel	defined, research on	
0 5 0000		thoroughly defined		inions and actions	past opinions and a		
		there again, actived	pastop		method for reaching		
Evidence of	0		1	2	3	<b>a</b> ()	
	-	a	_				
-	No partnerships provide	a		d though lacks evidence	Partnerships identified, i		
0–3 points			of reaching out to or i	nterviews with partners	interviewed with eviden	ce of reaching out	
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0–3 points	0	1	of reaching out to or i 2	nterviews with partners 3	interviewed with eviden 4 Steps are presented, organized,	te of reaching out 5 Plan is well developed and each step is fully	
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## Public Policy Advocate Rubric (continued)

ORAL PRESENT	ATION						
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	2 Some knowledge of relationship of career and FCS coursework	3 Knowledge of career and FCS coursework but not shared	4 Knowledge of career and relationship to FCS is evident and shared	5 Knowledge of career and FCS relationship is evident and explained well	
Knowledge of Public Policy 0-10 points	0 Little or no evidence of knowledge of public policy	1 2 Minimal evidence of knowledge of public policy	3 4 Some evidence of knowledge of public policy	5 6 Knowledge of public policy is evident but not effectively used in presentation	7 8 Knowledge of public policy is evident and shared at times in the presentation	9 10 Knowledge of public policy is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not user effectively		<b>1</b> uality is adequate	2 Voice quality is goo improve	P	<b>3</b> e quality is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	2 Gestures, posture, r eye contact, and clo appropriate	othing are eye c	3 ures, posture, mannerisms, ontact, and clothing enhance entation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 grammatical and pronu errors	, ,	1 I-5) grammatical and ciation errors	2 Few (1-2) grammati pronunciation error		3 entation has no grammatical onunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	4 Gave appropriate responses to evaluators' questi	5 Responses to questions were ons appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL

(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial