

Advocacy, 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*, an *oral presentation*, and *complete a case study*.

NEW JERSEY CORE CURRICULUM STANDARDS

- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
- 9.4.12.N.30 Operate presentation applications to prepare and deliver presentations.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

ELIGIBILITY

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

PROCEDURES & REGULATIONS

1. At a specific time prior to the scheduled presentation, participants will be given 10 minutes to complete the case study. Check the State Leadership Conference Program for the time and location.
2. Each entry must submit a *portfolio* when reporting to the case study location.
3. Participant may have up to 5 minutes (NLC is 10 minutes) to set up for the event. Other persons may not assist.
4. The oral presentation may be up to 10 minutes in length.
5. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation. *Visual equipment*, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators may interview the participant.
7. Evaluators will use the rating sheet to score and write comments for each participant.
8. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space may not be available.
9. Spectators may not observe any portion of this event.
10. One individual from each event category may be chosen to represent New Jersey at the National Leadership Conference.

Presentation Elements:

Allowed: *Audio, Easel(s), Large Newsprint Charts, Portfolios, Props/Pointers, Visual Equipment, Visuals*
Not Allowed: *Costumes/Uniforms, File Folders, Laser Pointers, Manuals, Skits*

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 1½" in depth). A decorative and/or informative cover may be included. All materials, including the divider pages and tabs, must fit within the dimensions above. The binder/notebook must contain no more than 45 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0-7 divider pages, and up to 35 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except divider pages must be 8½" x 11". The *portfolio* will be submitted at the case study location.

Project Identification Page	One 8½” x 11” page on plain paper, with no graphics or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region (North Atlantic Region) and project title.
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; use of the Planning Process may also be described in the oral presentation. Each step is fully explained.
Issue Type	Choose an issue with which to conduct the project. The issue should be relevant, current, 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 Document	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.
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 audience(s).
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 portfolio, 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 audience and include suggestions on how to counteract their opposition in the future.
Works Cited	Use MLA or APA citation style to cite all references. Resources should be reliable and current.
Appearance	Portfolio must be neat, legible, and professional 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. *Visual 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 content to Family and Consumer Sciences and related careers.
Knowledge of Public Policy	Demonstrate thorough knowledge of public policy and ability to apply knowledge to real-life situations.
Use of Portfolio and Visuals During Presentation	Use the portfolio and visuals to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, volume, and tempo.
Body Language / Clothing Choice	Use appropriate attire and body language including posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
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.

Case Study

At the designated time at the State Leadership Conference, participants will be given 10 minutes to complete the case study portion of the event. Participants will be given a situation at competition, based on their issue type (local, state, national, global) and they will develop a plan for how to approach advocating for the issue based on what they learned through their experience using the Advocacy Case Study Form. Each individual or team will complete one Advocacy Case Study Form.

Presentation	Case study responses indicate an understanding of the concepts and issues.
Knowledge of Advocacy Issue	Identify stakeholder(s) and target audience, determine pro/con argument, how to research issue, and list steps to advocate for the issue,
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding case study response.

Advocacy Rating Sheet

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

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS: Write the appropriate rating in the "Score" columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

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		
Elevator Speech/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	0-1	2-3	4	5-6	7-8		
Relationship to FCS Coursework and/or Related Careers	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, Clothing, Grammar and Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		
CASE STUDY							
Presentation	0		1		2		
Knowledge of Advocacy Issue	0	1	2	3	4		
Response to Evaluators' Questions	0	1		2	3		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 75-89

Bronze: 60-74

