

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. Participant(s) must prepare a **file folder**, an **oral presentation**, and **visuals**.

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.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 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.E.58 Facilitate professional practice by employing project and strategic planning skills for projects.

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 affiliated FCCLA chapter member.
3. 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.
4. 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.

PROCEDURES & REGULATIONS

1. Each entry will submit a file folder with required documents at the Competitive Events registration table at the State Leadership Conference.
2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
3. The oral presentation **may be up to** 10 minutes in length.
4. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation. **Note:** A PowerPoint presentation is not appropriate for this event.
5. Following the presentation, evaluators may interview the participant.
6. Evaluators will use the rating sheet to score and write comments for participant(s).
7. For a current list of FCCLA National Programs go to www.fcclainc.org.
8. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
9. Extension cords and power strips will not be provided.
10. Spectators may not observe any portion of this event.
11. Two (2) individuals or two (2) teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

Presentation Elements:

Allowed: *Audio, Costumes/Uniforms, Easel(s), File Folders, Large Newsprint Charts, Props/Pointers, Skits, Visual Equipment, Visuals*

Not Allowed: *Laser Pointers, Manuals, Portfolios*

NATIONAL PROGRAMS IN ACTION SPECIFICATIONS

File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the Competitive Events registration table at the State Leadership Conference. The *file folder* must be labeled in the top left corner with name of event, category, participant's name(s), and school.

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, FCCLA national region (North Atlantic Region), 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 <i>Planning Process</i> was used to plan and implement the project. Each step is fully explained.

Oral Presentation

The oral presentation **may be up to** 10 minutes (NLC allows 15 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 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 <i>community</i> 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 Resources 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 of FCS Coursework	Describe relationship of project content to Family and Consumer Sciences coursework.
Use of Visuals During Presentation	Use <i>visuals</i> 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 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.

National Programs in Action 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		
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 of Family and Consumer Sciences Coursework	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 _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 75-89

Bronze: 60-74