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*** and **oral presentation.**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 9, item #2 in the introduction section of the state manual for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Education & Training
- Government & Public Administration
- Human Services
- Information Technology

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Participants will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview the participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

ELIGIBILITY & GENERAL INFORMATION

1. Review "General Policies" in the introduction section of the state manual on pages 8-18 prior to event planning and preparation.

2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. Access to an electrical outlet will not be provided. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation. At state competition, however, if an electrical outlet is available in the competition room or station, participants are free to use it. Tables may not be moved in order to be closer to the outlet and extension cords will not be provided.

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.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize 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.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab on the FCCLA Portal, and include proof of submission in the portfolio.
0–11	*Content Divider Pages* or Sections	Use 0 to 11 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 8 ½" x 11" pages or 45 slides	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, *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 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 *electronic portfolio*, the one page document should be included in its original form to capture the exact document used in the project.

Advocacy Specifications (continued)

Up to 35 pages or 45 slides *(continued)*	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/*Bibliography*	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. *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 *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, 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 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.

STAR Events Point Summary Form
ADVOCACY

DIRECTIONS:

1. 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, please 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 Consultant.
5. Please check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Check-in 0 *or* 5 points	**0** Did not attend participant check-in	**5** Attended participant check-in	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1**　　　**2**　　　**3** **2 or more errors**　**1 error**　　**no errors** Portfolio contains no more than 50 single-sided pages or 61 slides completed correctly, including: • 1 project ID page or slide • 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 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible) _ _ . _ _

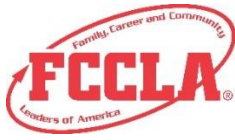**FINAL SCORE**
(Average Evaluator Score plus Room Consultant Total) _ _ . _ _

RATING ACHIEVED (circle one)　　**Gold:** 90-100　　**Silver:** 70-89.99　　**Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____　　Evaluator 2_____　　Evaluator 3_____　　Adult Room Consultant_____　　Event Lead Consultant_____

ADVOCACY
Rubric

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Issue Type 0–3 points	**0** Not provided		**1** Issue type identified, but is not related to a policy or law, or level of focus not identified		**2** Issue type of policy or law, and level of focus identified as local, state, national or global		**3** Issue type of policy or law, and level of local, state, national, or global focus identified, based on relevant, current and actual need	
Issue Research 0–5 points	**0** Not included	**1** Issue is mentioned	**2** Issue is identified with limited research provided for one side of the issue	**3** Issue is identified, researched, but it does not validate the concerns	**4** Issue is identified, and evidence of the need is used to form the action plan	**5** Issue is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue	★
Project Goals 0–3 points	**0** Not provided		**1** Project goals are identified though missing points of support		**2** Project goals are identified, with partial points of support included		**3** Project goals and points of support for each goal is identified and well documented	
Elevator Speech/ Leave Behind 0–5 points	**0** Not included		**1 2** Talking points are evident, not well developed		**2 3** Talking points are evident and well developed, leave behind item is evident		**4 5** Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed	
Target Audience 0–3 points	**0** Not included		**1** Audience is mentioned but not thoroughly defined		**2** Audience is defined but limited on past opinions and actions		**3** Audience(s) are well defined, research on past opinions and actions, and provides method for reaching target audience(s)	
Evidence of Partnerships 0–3 points	**0** No partnerships provided			**1 2** Partnerships identified though lacks evidence of reaching out to or interviews with partners		**3** Partnerships identified, researched and interviewed with evidence of reaching out		
Methods of Action 0–5 points	**0** Not included	**1** Steps inadequate	**2** Presented but not organized	**3** Steps are well organized, but does not include details of meeting, discussion, or follow up	**4** Steps are presented, organized, summarized project explained, includes some meeting details	**5** Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up	★ ★
Media Involvement 0–3 points	**0** Not included		**1** Incomplete list of media resources, not current		**2** Complete list of media resources, though fails to document efforts or successes		**3** Extensive list of appropriate media sources from several various mediums and includes efforts and successes	
Results of Advocacy/Action Plan Assessment 0–5 points	**0** No follow up was done	**1** Outcomes inadequately stated, and no evaluation used	**2** Outcomes inadequately stated, evaluation method used and results explained	**3** Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	**4** Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included	★ ★ ★
Works Cited/ Bibliography 0–3 points	**0** No resources listed		**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized		**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling		**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Advocacy Rubric (continued)

ORAL PRESENTATION

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	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation 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	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL ☐
(90 points possible)

Evaluator # _____
Evaluator Initial _____
Room Consultant Initial _____