



# Promote and Publicize FCCLA!

## – Virginia 2021 *(all changes for state competition in red)*



**Promote and Publicize FCCLA!** is an *individual or team event* that recognizes participants who develop an FCCLA promotion and publicity *campaign* to raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA and Family and Consumer Sciences education. Participants must prepare an oral presentation and *portfolio*.

### EVENT LEVELS

- Level 1:** through grade 8
- Level 2:** grades 9-10
- Level 3:** grades 11–12
- Level 4:** Postsecondary

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

2. ~~Participants are encouraged to bring fully-charged devices such as laptops, tablets, etc., to use for audiovisual or electronic portfolio presentation at in-person competitions.~~
3. 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.
4. ~~National Leadership Conference (in-person competition) 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 held prior to National Leadership Conference.~~ If events are held virtually, these points will be automatically awarded to all participants.

### ELIGIBILITY & GENERAL INFORMATION

1. Review all “General Policies” in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.

GENERAL INFORMATION								
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 – or costume appropriate to event	10 minutes	10 minutes prior to presentation	1-minute warning at 9-minutes; stopped at 10 minutes <b>Virtual:</b> 11 min. including additional questions	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
✓	✓	✓		✓	✓	✓		✓	✓

## PROMOTE AND PUBLICIZE FCCLA!

### ~~Procedures and Time Requirements for In-Person Competition~~

<del>Each entry will submit a <i>portfolio</i> (hardcopy or electronic) to the event room consultant at the designated participation time.</del>	
<del>10 minutes</del>	<del>Participant(s) will have 10 minutes to set up for the event. Other persons may not assist. Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.</del>
<del>10 minutes</del>	<del>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 5-minute playing time during the presentation. <i>Presentation equipment</i>, without audio, may be used during the entire presentation.</del>
<del>5 minutes</del>	<del>Following the presentation, evaluators will have 5 minutes to interview participants.</del>
<del>10 minutes</del>	<del>Participants will then be given 10 minutes to complete the writing sample portion of the event.</del>
<del>5 minutes</del>	<del>Evaluators will have 5 minutes to use the rubric to score and write comments for participants, review the writing sample, and meet with each other to discuss participants' strengths and suggestions for improvement</del>

### Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Portfolio File	Upload one (1) PDF portfolio file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Follow the page limits as described below.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 11 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file <del>can</del> <b>MUST</b> be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Punctuality, and Writing Sample.

## 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 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*. For virtual competition, the portfolio **must be uploaded as one PDF file** – multiple files, images, or other file types will not be accepted. The hardcopy portfolio will be used in the oral presentation recording.

### 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 47 slides, as described below. For virtual competition, the electronic portfolio slides **must be uploaded as one PDF file** -multiple files, images, or other file types will not be accepted. The electronic portfolio will be used in the oral presentation recording.

1-8½" x 11" page or 1 slide	<i>Project Identification Page</i>	Plain paper 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.
1-8½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.

## Promote and Publicize FCCLA! Specifications (continued)

1-8½" x 11" page or 2 slides	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.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0-7	<i>Content Divider Pages</i> or Sections	Use 0 to 7 <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> .
Up to 25 pages or 35 slides	Evidence of Research	Document background research and <i>current</i> data supporting project concern. Examples of research include chapter history, school/student trends, <i>community</i> knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all <i>resources</i> appropriately.
Up to 25 pages or 35 slides (continued)	Promotion Plan Description	A planned, cohesive promotion and publicity <i>campaign</i> with published goals and objectives for marketing and public relations efforts. Specify <i>current</i> year plans and timetable for implementation. Examples of promotion efforts include a new member packet, website, bulletins, brochures, letters to chapter members, school officials, and <i>community</i> members, handouts for FCCLA chapter events, and public relations aimed at other <i>professional</i> organizations. The results should be measurable, such as an increase in membership, increase in awareness of FCCLA, or greater motivation of its target <i>audience</i> .
	Evidence of <i>Campaign</i>	Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles.
	Evidence of <i>Technology</i> Used	Use <i>technology</i> to develop promotional materials that raise awareness and educate the school, parents, and members of the <i>community</i> about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of <i>technology</i> include, but are not limited to: computer applications, audio or video production, multimedia, slides, and photography. Hard copies/pictures must be included in <i>portfolio</i> .
	Evidence of Public Awareness and Promotion	Evidence of a successful promotion plan such as appropriate increase in chapter membership, increase in chapter event participation, increase in interest about FCCLA, increase in support from the school and/or <i>community</i> , or development of partnerships with <i>community resources</i> .
	Relationship to Family and Consumer Sciences	Describe relationship of project <i>content</i> to Family and Consumer Sciences and/or related occupations.
	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 10 minutes in length (11 minutes for virtual competition) 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 a 5-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.
Knowledge of Subject Matter	Show evidence of <i>current</i> data and knowledge of trends in <i>technology</i> and its application to Family and Consumer Sciences-related concerns.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance the presentation.

## Promote and Publicize FCCLA! Specifications (continued)

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, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	<p>Provide clear and concise answers to evaluators' questions regarding project. <del>Questions are asked after the presentation.</del></p> <p>For virtual competitions, include responses to the following questions at the end of the oral presentation:</p> <ol style="list-style-type: none"> <li>1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career?</li> <li>2. What obstacles caused challenges in your work, and how did you address them?</li> </ol>

### ~~Writing Sample — In-Person Competition Only~~

~~The participant(s) will be given 10 minutes to develop an outline of the assigned writing sample to demonstrate their knowledge of skills needed in the communications field. The same writing sample and corresponding information will be assigned to all participants within the same level and will be evaluated for the inclusion of correct parts and professionalism. Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in-school or community flyer, and preparing a photograph for publication.~~

### Resources

1. FCCLA Branding and Promotion Guide



# PROMOTE AND PUBLICIZE FCCLA!

## Point Summary Form

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

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, 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. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>		<b>3</b>
<b>Event Online Orientation Documentation</b> 0 or 2 points	<b>0</b> Official documentation not provided at presentation time or signed by adviser	<b>2</b> Official documentation provided at presentation time and signed by adviser	<b>2</b>
<b>Hardcopy Portfolio</b> 0–1 point or <b>Electronic Portfolio</b> 0–1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> Portfolio exceeds the page limit	<b>1 2 3</b> <b>2 or more errors 1 error no errors</b> Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including: <ul style="list-style-type: none"> <li>• 1 project ID page or slide</li> <li>• 1 table of contents page or slide</li> <li>• 1 Planning Process summary page or 2 slides</li> <li>• Project Summary Submission Proof</li> <li>• Up to 7 content divider pages or slides</li> <li>• Up to 25 content pages or 35 content slides</li> </ul>	
<b>Punctuality</b> 0–1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	<b>1</b>

### 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 \_\_\_\_\_



# PROMOTE AND PUBLICIZE FCCLA!

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Evidence of Research</b> 0-4 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current, appropriate for topic, from reliable sources	<b>4</b> Research is current, documented correctly, and appropriate for topic		
<b>Promotion Plan Description</b> 0-10 points	<b>0</b> None evident	<b>1</b> The promotion plan has ideas for a few projects and events	<b>2</b> The promotion plan includes ideas for several projects and events	<b>3</b> Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	<b>4</b> Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan includes detailed descriptions and is professional in grammar and organization	<b>5</b> Promotion plan is very detailed, creative, rigorous, encompassed several media, and challenges participants to learn and make contact in and out of their classrooms and schools	
<b>Evidence of Campaign</b> 0-10 points	<b>0</b> No evidence provided	<b>1</b> Portfolio contains very limited sample of the materials produced for the publicity campaign	<b>2</b> Portfolio contains some of the materials produced for the campaign	<b>3</b> Portfolio contains most of the materials produced for the campaign	<b>4</b> Portfolio contains samples of all materials produced for the publicity campaign	<b>5</b> There is an appropriate number of campaign materials and all are creative, innovative, professional and of high quality	
<b>Evidence of Technology Used</b> 0-3 points	<b>0</b> No technology used in project	<b>1</b> Technology used to develop project but not explained	<b>2</b> Technology and techniques used to develop project are explained	<b>3</b> Technology used to develop project and materials were developed to document project			
<b>Evidence of Public Awareness and Promotion</b> 0-5 points	<b>0</b> Evidence is missing	<b>1</b> The portfolio shows limited information regarding public awareness and promotion	<b>2</b> The portfolio adequately addresses the area of public awareness and promotion	<b>3</b> The portfolio extensively shows areas of public awareness and promotion	<b>4</b> The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	<b>5</b> The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
<b>Relationship to Family and Consumer Sciences and/or Related Occupations</b> 0-5 points	<b>0</b> Not included	<b>1</b> Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	<b>4</b> Explained fully with evidence of some understanding of content area	<b>5</b> Explained fully with evidence of mastery of the content area	
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

# Promote and Publicize FCCLA! Rubric (continued)

Points

ORAL PRESENTATION												
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation gives complete information but does not explain the project well	<b>5</b> Presentation gives complete information but does not explain the project well	<b>6</b> Presentation gives complete information but does not explain the project well	<b>7</b> Presentation covers information completely but does not flow well	<b>8</b> Presentation covers information completely but does not flow well	<b>9</b> Presentation covers all relevant information with a seamless and logical delivery	<b>10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation						
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals						
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing						
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate		<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation						
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors		<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors						
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation						
WRITING SAMPLE OUTLINE												
<b>Knowledge of Public Relations</b> 0-6 points	<b>0</b> Writing sample outline not done	<b>1</b> Demonstrates an attempt at sample but not real knowledge		<b>2</b> Demonstrates some knowledge of required sample		<b>3</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts		<b>4</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts		<b>5</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts		<b>6</b>
<b>Professionalism</b> 0-2 points	<b>0</b> Writing sample outline not done		<b>1</b> Sample is unorganized and has grammatical errors		<b>2</b> Sample is organized, neat, and without grammatical errors							<b>2</b>

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

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

Room Consultant Initial \_\_\_\_\_