



Advocacy, an individual or team event, recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, or national 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.

CAREER CLUSTER/CAREER PATHWAY

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.

Government and Public Administration

The Government and Public Administration Career Cluster focuses on those careers that are unique to government and not contained in another Career Cluster; includes executing governmental functions at the local, state, and federal levels.

Connection to National Standards for Family and Consumer Sciences

- 1.0 Career, Community and Life Connections
3.0 Consumer Services
13.0 Interpersonal Communications

Content Standards/Competencies

- 1.3 Evaluate the reciprocal effects of individuals and family participation in community activities.
1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
1.3.5 Analyze the effects of public policies, agencies and institutions on the family.

- 1.3.6 Identify ways individuals and families can influence change in policies and institutions that affect individuals and families.
3.2 Analyze factors that affect consumer advocacy.
3.2.1 Analyze the role of advocacy groups at state and national levels.
3.2.2 Analyze the role of contributions of policy makers to consumer advocacy.
3.2.3 Demonstrate strategies that enable consumers to become advocates.
13.5 Demonstrate teamwork and leadership skills in the family, workplace and community.
15.3.3 Summarize current laws and policies related to parenting.
16.7.1 Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 29 for more information on event categories.

ELIGIBILITY

- 1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter 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 & 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 15 minutes to preview the *portfolio* before the presentation begins.
4. Participants will be given 10 minutes to complete the case study in a separate case study room. Participants will turn the completed case study form in to evaluators prior to the oral presentation.
5. 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.
6. 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.
7. Following the presentation, evaluators will have 5 minutes to interview the participant.
8. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
9. The total time required for this event is approximately 50 minutes.

## GENERAL INFORMATION

1. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space may not be available.
2. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Internet connections will not be provided.
5. **Presentation Elements:**  
 Allowed: *Audio, Easel(s), Flip Charts, Props/Pointers, Visual Equipment, Visuals.*  
 Not Allowed: *Costumes/Uniforms, File Folders, Manuals, Skits.*

## 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/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. 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 8 ½" x 11". The portfolio will be turned in to the room consultant at the designated participation time. 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 format or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 45 pages or 55 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 35 *content pages* or 45 *content slides* including the documents listed below. *Divider* or *Section slides* may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. 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*.

Project Identification Page	One slide or one 8 ½" 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, and project title.
FCCLA Planning Process Summary Page	Two slides or one 8 ½" 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.
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, or national 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 in a language that can be used 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, participants should create a one 8 ½" x 11" page document 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 audience(s).
Partnerships	Research, identify, and interview individuals or groups who hold similar interests or values and

## Advocacy Specifications (continued)

	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 audience and include suggestions on how to counteract their opposition in the future.

### Oral Presentation

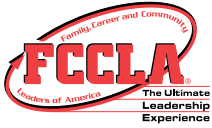
The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 1 minute playing time during the presentation. *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 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 <i>portfolio</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.
Grammar/Word Usage/ Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators'	Provide clear and concise answers to evaluators' questions regarding project.
Questions	Questions are asked after the presentation.

### Case Study

Participants will be given 10 minutes during competition 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) 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 which will be turned into the evaluators prior to the oral presentation.

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.



# STAR Events Point Summary Form ADVOCACY



ADVOCACY

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

**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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>Hardcopy Portfolio</b> 0-1 points <i>or</i> <b>Electronic Portfolio</b> 0-1 points	<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> 0-1 points	<b>0</b> Portfolio exceeds the page limit/not all required are present or completed correctly	<b>1</b> Portfolio contains no more than 45 pages including: • 1 project ID page • 1 table of contents page • 1 planning process summary page • Up to 7 divider pages • Up to 35 content pages	
<b>Project Identification Page</b> 0-2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0-1 points	<b>0</b> Participant was late for presentation	<b>1</b> 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**

**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

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

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>Issue Type</b> 0-2 points	<b>0</b> Not provided	<b>1</b> Issue type identified		<b>2</b> Issue type and level of focus identified			
<b>Issue Research</b> 0-5 points	<b>0</b> Not included	<b>1</b> Issue is mentioned	<b>2</b> Issue is identified with limited research provided for one side of the issue	<b>3</b> Issue is identified, researched, but it does not validate the concerns	<b>4</b> Issue is identified, and evidence of the need is used to form the action plans	<b>5</b> Project concern is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue	
<b>Project Goals</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Project goals are identified though missing points of support		<b>2</b> Project goals are identified, with partial points of support included	<b>3</b> Project goals and points of support for each goal is identified and well documented		
<b>Elevator Speech/Leave Behind</b> 0-3 points	<b>0</b> Not included	<b>1</b> Talking points are evident, not well developed		<b>2</b> Talking points are evident and well developed, leave behind item is evident	<b>3</b> Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed		
<b>Target Audience</b> 0-4 points	<b>0</b> Not included	<b>1</b> Audience is mentioned but not thoroughly defined	<b>2</b> Audience is defined but limited on past opinions and actions	<b>3</b> Audience is defined, with research on past opinions and actions	<b>4</b> Audience(s) are well defined, research on past opinions and actions, and provides method for reaching target audience(s)		
<b>Evidence of Partnerships</b> 0-2 points	<b>0</b> No partnerships provided		<b>1</b> Partnerships identified though lacks evidence of reaching out to or interviews with partners		<b>2</b> Partnerships identified, researched and interviewed with evidence of reaching out		
<b>Methods of Action</b> 0-5 points	<b>0</b> Not included	<b>1</b> Steps inadequate	<b>2</b> Presented but not organized	<b>3</b> Steps are well organized	<b>4</b> Steps are presented organized summarized project fully explained	<b>5</b> Plan is well developed and each step is fully explained.	
<b>Evidence of Prior Presentation</b> 0-1 points	<b>0</b> No prior presentation done		<b>1</b> Evidence of prior presentation with outcomes listed				
<b>Media Involvement</b> 0-3 points	<b>0</b> No media provided	<b>1</b> Incomplete list of media resources, not current or		<b>2</b> Complete list of media resources, though fails to document efforts or successes	<b>3</b> Extensive list of appropriate media sources from several various mediums and includes efforts and successes		
<b>Results of Advocacy/Action Plan Assessment</b> 0-5 points	<b>0</b> No followup was done	<b>1</b> Outcomes are inadequately stated, and no evaluation was used	<b>2</b> Outcomes are inadequately stated, though an evaluation method was used and results are explained	<b>3</b> Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results are explained.	<b>4</b> Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained.	<b>5</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve future efforts are included.	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project		<b>2</b> Complete list of resources but inconsistent format		<b>3</b> Complete alphabetical list of appropriate resources, in a consistent format	

# Advocacy Rubric (continued)

ORAL PRESENTATION							Points
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely and explains project fully	<b>9–10</b> Presentation covers all relevant information completely and explains project 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 shared in the 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>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</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>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals are used during presentation to limit amount of speaking time	<b>2</b> Portfolio and visuals are used minimally during presentation	<b>3</b> Portfolio and visuals are incorporated throughout presentation	<b>4</b> Portfolio and visuals are 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> No voice qualities are 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 to listen to			
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the 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	

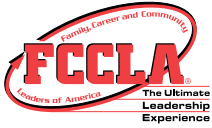
CASE STUDY						
<b>Presentation</b> 0–2 points	<b>0</b> No case study presentation is made	<b>1</b> Case study response is limited in scope	<b>2</b> Case study responses indicate an understanding of the concepts and issues			
<b>Knowledge of Advocacy Issue</b> 0–4 points	<b>0</b> Not evident in explanations	<b>1</b> 1 of these elements are evident: <ul style="list-style-type: none"> <li>■ Stakeholders identified</li> <li>■ List a pro and con</li> <li>■ Identify target audience</li> <li>■ Research methods are identified</li> <li>■ Steps listed.</li> </ul>	<b>2</b> 2 of these elements are evident: <ul style="list-style-type: none"> <li>■ Stakeholders identified</li> <li>■ List a pro and con</li> <li>■ Identify target audience</li> <li>■ Research methods are identified</li> <li>■ Steps listed.</li> </ul>	<b>3</b> 3 of these elements are evident: <ul style="list-style-type: none"> <li>■ Stakeholders identified</li> <li>■ List a pro and con</li> <li>■ Identify target audience</li> <li>■ Research methods are identified</li> <li>■ Steps listed.</li> </ul>	<b>4</b> All of these elements are evident: <ul style="list-style-type: none"> <li>■ Stakeholders identified</li> <li>■ List a pro and con</li> <li>■ Identify target audience</li> <li>■ Research methods are identified</li> <li>■ Steps listed.</li> </ul>	
<b>Responses to Evaluators' Questions</b> 0–4 points	<b>0</b> Not evident	<b>1</b> Participants share a limited response to solution	<b>2</b> Participants share a feasible and suitable solution	<b>3</b> Participants share many feasible and suitable solutions	<b>4</b> Participants share extensive suitable solutions and insights	

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

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

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



## ADVOCACY Case Study Form



ADVOCACY

### Directions:

Participants will be given 10 minutes during competition to complete the case study portion of the event. Each individual or team will complete one Advocacy Case Study Form which will be turned into the evaluators prior to the oral presentation.

**Category** (chose one):     Junior         Senior         Occupational

**Issue Type** (chose one):     Junior         Senior         Occupational

1. Identify the stakeholders in this issue.
  
  
  
  
  
  
  
  
  
  
2. Determine one pro and one con argument for this concern.
  
  
  
  
  
  
  
  
  
  
3. Identify the target audience(s) for advocating around this concern.
  
  
  
  
  
  
  
  
  
  
4. How would you research this issue?
  
  
  
  
  
  
  
  
  
  
5. List the steps you would take if advocating for this issue.