

Public Policy Advocate

Individual or Team ♦ Levels: 1, 2, 3, 4

Project must advocate for the issue to positively affect a policy or law.

(Projects that relate to a general awareness of a topic does not meet the requirements of this event)

Identify a local, state, national or global concern ♦ identify target audience/partnerships

♦ form a plan ♦ advocate in an effort to make a positive affect on the policy or law

Portfolio ♦ Oral Presentation

Must develop partnerships to advocate in an effort to make a positive impact.

Meetings, presentations, door to door, etc - using elevator speech and leave behind

| Hardcopy portfolio # of pages 50 | Electronic portfolio # of slides 61 | Points | Topic | Specifications | | |
|----------------------------------|-------------------------------------|--------|-------------------------------|---|--|--|
| 1 | 1 | (3) | Project ID Page | No graphics—participants names, chapter name, school, city, state, event name, project title | | |
| 1 | 1 | (3) | Table of Contents | List parts of portfolio in order in which it appears | | |
| 1 | 2 | 5 | Planning Process | Each step to plan and implement the project is fully explained—may be described in the oral presentation | | |
| 1 | 1 | (3) | Evidence of Online Submission | Complete online summary form located on the ‘surveys’ tab on the FCCLA student portal. Signed by adviser | | |
| 1-11 | | (3) | Divider pages/sections | Used to tab/section information – may have a title, graphics, thematic decorations, page number---no content, no information | | |
| 35 pages | 45 slides | 3 | Issue Type | Select an issue—relevant, current, based on actual need as observed by participants. Indicate: local or state —if issue is on all levels, participants my select one level to focus on. | Select an issue—relevant, current, based on actual need as observed by participants. Indicate: local, state or national —if issue is on all levels, participants my select one level to focus on. | Select an issue—relevant, current, based on actual need as observed by participants. Indicate: local, state, national or global —if issue is on all levels, participants my select one level to focus on. |
| | | 5 | Issue Research | Comprehensively described, include points from all sides of the issue. Issue is researched w/ validity to need for action. Include various stakeholders identified and their position on the issue. | | |
| | | 3 | Project Goals | Goals and points are identified and well documented | | |
| | | 5 | Elevator Speech/leave Behind | Talking points, elevator speech are effective and on target for advocacy project, leave behind item is well designed. 8x11 document should be created with information from research. Electronic portfolio: capture the actual document | | |
| | | 3 | Target Audience | Audience/s are defined, research on past opinions and actions, and provides 1 method | Audience/s are defined, research on past opinions and actions, and provides 2 methods for | Audience/s are defined, research on past opinions and actions, and provides 3 methods for |

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|--|--|---|--|---|--|--|
| | | | | for reaching target audience | reaching target audience | reaching target audience |
| | | 3 | Evidence of partnerships | Partnerships identified, researched and interviewed 1 individual or group w/ similar interest and could provide support - include evidence of reaching out | Partnerships identified, researched and interviewed 2 individual or group w/ similar interest and could provide support-include evidence of reaching out | Partnerships identified, researched and interviewed 3 individual or group w/ similar interest and could provide support-include evidence of reaching out |
| | | 5 | Method of Action | Plan is well developed, each step is fully explained-meeting details, discussion points follow up. Letters/articles should be included | | |
| | | 3 | Media Involvement | Efforts and successes in gaining media attention, include 2 examples from either newspaper, radio, television, internet, social media, etc. | Efforts and successes in gaining media attention, include 3 examples from either newspaper, radio, television, internet, social media, etc. | Efforts and successes in gaining media attention, include 4 examples from either newspaper, radio, television, internet, social media, etc. |
| | | 5 | Results of Advocacy – Action Plan Assessment | Measurable outcome, thoughtfully completed. Multiple methods used, results explained well. Include plans to improve future efforts. Include actions taken by those targeted, responses from those approached, | | |
| | | 3 | Works cited | Complete list—MLA pr APA | | |
| | | 3 | Appearance | Neat, legible, professional, correct grammar, spelling used with effect organization of information | | |

| Oral Presentation | | | |
|-------------------|-----------------------------------|---|--|
| 10 | Organization/Delivery | Presentation covers all relevant information with a seamless and logical delivery | |
| 10 | Knowledge of Public Policy | Knowledge of public policy is evident and incorporated | |
| 3 | Relationship to FCS/standards | Knowledge and FCS relationship is evident | Knowledge and FCS relationship is evident, national program identified |
| | | | Knowledge and FCS relationship is evident, national program identified and both explained well. FCS career pathway identified. |
| 3 | Use of portfolio and visuals | Presentation moves seamlessly between oral presentation, portfolio and visuals | |
| 3 | Voice | Voice quality is outstanding and pleasing | |
| 3 | Body language | Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | |
| 3 | Grammar word usage/pronunciation | Presentation has not grammatical errors | |
| 5 | Responses to evaluators questions | Responses to questions were appropriate and given without hesitation | |