



PUBLIC POLICY ADVOCATE VIRTUAL



Public Policy Advocate, 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 an **electronic portfolio**, and a **video presentation**.

**** Public Policy Advocate is sponsored in part by Campaign for Tobacco-Free Kids at the National level.**

EVENT LEVEL:

Level One (through grade 8)

Level Two (grades 9-10)

Level Three (grades 11-12)

CONTENT STANDARDS ALIGNMENT

See OhioFCCLA.org (Adviser Tab) for detailed event alignment information to course content standards, national educational initiatives, and standards.

CAREER CLUSTERS

- Education and Training
- Hospitality and Tourism
- Human Service
- Information Technology

ELIGIBILITY & PROCEDURES

1. Review “Eligibility and General Rules for All Levels of Competition” in national STAR event manual prior to event planning and preparation.
2. Each entry must post all required documents (as specified below) to their online folder.
3. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year and must be the work of the participants.
4. Chapters must verify accessibility of documents to the public, as Ohio FCCLA will not be able to assist with this verification. Each entry must have the following items posted to their project folder:
 - Electronic Portfolio
 - i. Participants must submit one (1) file with all slides, in order for viewing. It must be submitted as a PDF file, and not a downloadable PPT file (multiple scanned images files are not allowed) (Not all evaluators may have access to PowerPoint.)
 - One (1) oral presentation video needs to be available for public view and the URL should be included in the PDF file. Options include:
 - i. Embedded video
 - ii. Video link provided to direct source such as YouTube, Vimeo, or Google Drive
 - iii. Video files which require the reviewer to download are NOT allowed due to their potential size



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TECHNOLOGY TIPS

1. Documents must be available and publicly accessible (check settings to ensure they can be viewed outside of the school district network)
2. All files must be clearly labeled using a descriptive file name, e.g. “Leadership – Level 2 – Gonzales.”
3. Be sure to publish all content. Have someone outside of your network check for access. Any document requiring additional access (such as Google doc) will not be able to be reviewed. Only documents that can be opened and viewed by the evaluation team can be scored!

GENERAL INFORMATION

Submission of Project	There will be a specific timeline to upload documents/videos into the competition folder If the deadline is missed the project will not be evaluated Folder Name will be Chapter Name & Number_ Event Name_Level
Scoring Breakdown	Each team member will take the test – scores will be averaged Electronic Portfolio – team score Presentation Video – team score

Number of Participants per Entry	Prepare Ahead of Time	Competition Dress Code	Maximum Number of Slides, optional	Maximum Oral Presentation Time
1 - 3	Electronic Portfolio Presentation Video	Official FCCLA jacket preferred	61	10 minutes

ELECTRONIC PORTFOLIO SPECIFICATIONS		
1 slide	<i>Project Identification Page</i>	Plain slide – no graphics or decorations Information must include: Participants name – chapter name – school – city- event name and project title
1 slide	<i>Evidence of Online Project Summary Sheet</i>	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and include proof of submission in the portfolio.
2 slides	<i>FCCLA Planning Process Summary Page</i>	Include how each step of the <i>Planning Process</i> was used to plan and implement the project.
1 slide	<i>Table of Contents</i>	List the parts of the <i>portfolio</i> in the order in which the parts appear.
Up to 11 slides	<i>Content Divider Pages</i>	Content divider/section may contain a title, a section name, graphic elements, thematic decorations. They must not include any other content.



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Up to 45 slides	<i>Issue Type</i>	<p>Choose an issue with which to conduct the project in an effort to positively affect a policy or law.</p> <p>The issue should be relevant, <i>current</i>, and based on an actual need observed by the participant(s). Indicate whether the issue is a local, state, national or global concern.</p> <p>If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.</p>
	<i>Issue Research</i>	<p>Comprehensively describe the concern the project addresses, including points from all sides of the issue.</p> <p>Research should be based on factual information and pros and cons of each side of the issue should be addressed.</p> <p>Research should include the stakeholders in the issue and their position regarding the concern.</p>
	<i>Project Goals</i>	Determine the goals of the project and write points of support for each of the goals throughout the project.
	<i>Elevator Speech</i>	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.
	<i>Leave Behind</i>	<p>Using information from the issue research, project goals, and applicable statistics and data,</p> <p>*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.</p>
	<i>Target Audience Profile</i>	<p>Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups.</p> <p>Include ways discovered to best reach the chosen <i>audience(s)</i>.</p>
	<i>Partnerships</i>	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.
	<i>Methods of Action</i>	<p>Detail each of the methods of action used during the project.</p> <p>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.</p>
	<i>Media Involvement</i>	Include efforts and any successes in gaining media attention around the concern. This should include newspaper, radio, television, internet, social media, etc.



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	<i>Results of Advocacy</i>	<p>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.</p> <p>Identify the most frequent concern regarding the issue encountered through the participants' targeted <i>audience</i> and include suggestions on how to counteract their opposition in the future.</p>
	<i>Works Cited/Bibliography</i>	<p>Use MLA or APA citation style to cite all references.</p> <p><i>Resources</i> should be <i>reliable</i> and <i>current</i>.</p>
	<i>Appearance</i>	<p>Slides must be neat, legible, professional</p> <p>Use correct grammar and spelling</p>

VIDEO PRESENTATION SPECIFICATIONS	
Organization/Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences/ Career Fields Standards	Describe relationship of project content to Family and Consumer Sciences/Career Fields standards.
Knowledge of Public Policy	Demonstrate thorough knowledge of <i>public policy</i> and ability to apply knowledge to real-life situations.
Use of Slides During Presentation	Use of slides to support, illustrate, or complement presentation. Can NOT use a voice over with the slides.
Voice	Speaks clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerism, 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.



CAREER DEVELOPMENT EVENTS POINT SUMMARY FORM PUBLIC POLICY ADVOCATE



Name of Member(s) _____

Chapter Name _____ Chapter Number _____ 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 number.
2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in folder with the completed rubrics.
3. At the end of the evaluation, double check all scores, names, and team numbers to ensure accuracy. Be sure there is **NOT** a 15-point discrepancy.
4. Make sure comments have been added.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Event Online Orientation Documentation	0 Official documentation not provided at presentation time	2 Official documentation provided at presentation time with adviser signature	
Folder	8 points Labeled correctly Documents/Video labeled correctly Public accessible All documents uploaded by designated date		
TOTAT SCORE ABOVE			
Test Scores	Participant _____ Participant _____ Participant _____ Total Team Score _____	Total Team Score _____ Divided by # of participants on team _____ -Average Team Score _____ (20 points possible)	
Evaluators' Scores	Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____		Average
Final Points	100 points <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		

RATED ACHIEVED (*mark one*)

_____ Gold 90 – 100 _____ Silver 70 – 89.99 _____ Bronze 1 – 69.99

Room Consultant Signature (*electronic*) _____



PUBLIC POLICY ADVOCATE RUBRIC



Participants Name _____

Chapter # _____ State ____ Team # ____ Station # ____ Level ____

SLIDES	Possible Points 5 /Comments	Points
Viewable format for evaluators Contains no more than 61 slides Table of Content and Divider pages meet requirements listed Appearance of slides, neat, legible Slides is creative and high quality		
FCCLA PLANNING PROCESS	Possible Points 5 /Comments	
Used to plan the project Steps explain in detail Articulated with clear steps Evaluation methods stated Analyzed the impact of the project		
ISSUE IDENTIFIED	Possible Points 15 /Comments	
Valid research for the need for action Identify various stakeholders and their position on the issue Project goals and points of support identified and well-documented Target audience well-defined Complete list of current and reliable sources		
METHOD of ACTION	Possible Points 15 /Comments	
Elevator Speech, talking points on target and effective Plan is well developed, each step detailed Extensive list of appropriate media sources from various forms of mediums Evidence of methods for reaching target audience Documentation in original form to capture exact document used in project		
ACTION PLAN ASSESSMENT	Possible Points 15 /Comments	
Outcomes are measurable, complete, and thoughtfully done Multiple evaluations methods used Identify the most frequent concern regarding the issue Results explained well Plans to improve future efforts		



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PRESENTATION	Possible Points 5 /Comments	
Clothing Choice Voice- pitch, tempo, volume Body Language Grammar – Word usage -pronunciation Meets presentation time requirement		
PRESENTATION CONTENT	Possible Points 10 /Comments	
Knowledge of Subject Matter Relationship of Family and Consumer Sciences/Career Field Coursework Use of slides during presentation Organization, seamless and relevant Delivery, eye contact, holds audience interests		