

Entrepreneurship, an *individual* or *team event*, recognizes participants who develop a plan for a new small business using Family and Consumer Sciences skills and *sound business practices*. The business must relate to an area of Family and Consumer Sciences education or related occupations. Participants must prepare a **portfolio** containing a **written business plan**, which they are not required to have implemented, and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

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|-----------------|---|
| NJLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| NJLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| NJLSA.L6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| NJLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| 9.2.12.C.3 | Identify transferable career skills and design alternate career plans |
| 9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business |
| 9.3.12.AR-VIS.2 | Analyze how the application of visual arts elements and principles of design communicate and express ideas. |
| 9.3.12.AR-VIS.3 | Analyze and create two and three-dimensional visual art forms using various media. |

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.

- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.1.1 Summarize local policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of various career path decisions on balancing work and family.
- 1.2.1 Analyze potential career choice to determine knowledge, skills, attitudes, and opportunities for all family members.
- 1.2.2 Demonstrate job seeking and job keeping skills
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies in the workplace.
- 1.2.6 Demonstrate leadership skills abilities in school, workplace and community setting.
- 1.2.8 Demonstrate employability skills, work ethics, and professionalism.
- 2.1.1 Apply time management, organizational, and process skills to prioritizing tasks and achieving goals
- 7.1.2 Investigate opportunities for employment and entrepreneurial endeavors.

EVENT LEVELS

Level 1: Participants through grade 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

Level 4: Post-Secondary

ELIGIBILITY

1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

PROCEDURES & REGULATIONS

1. The Entrepreneurship project must be developed and completed within a one-year span beginning July 1 and ending June 30 of this school year before the National Leadership Conference.
2. The Entrepreneurship project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants 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.
3. Chapters with multiple entries in this event must submit different projects for each entry
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each participant <u>must</u> submit a digital <i>portfolio</i> by the identified due date and a hard copy <i>portfolio</i> to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation may be up to ten (10) minutes in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. Note: A PowerPoint presentation is not appropriate for this event.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information																			
Individual or Team Event		Prepare Ahead of Time		Participant Set Up/ Prep Time		Maximum Oral Presentation Time		Equipment Provided		Electrical Access									
Individual or Team (1-3 participants)		Portfolio, Oral Presentation		5 minutes		10 minutes		Table		Not provided									
Presentation Elements Allowed																			
Audio		Costumes		Easel(s)		File Folder		Large Newsprint Chart(s)		Portfolio		Props/ Pointers		Skits		Presentation Equipment		Visuals	
■				■				■		■		■		■		■		■	

ENTREPRENEURSHIP SPECIFICATIONS

Portfolio


The *portfolio* will present items researched and developed in a written business plan for establishing a small business. The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 64 pages, as described below. The *hard copy portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

		LEVEL 1	LEVEL 2	LEVEL 3
1- 8½” x 11” page	Project Identification Page	Plain paper, with no <i>graphics</i> or decorations; must include participant’s name(s), school, chapter name, city, state, event name, event level and project title.		
1- 8½” x 11” page	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1- 8½” x 11” page	FCCLA Planning Process 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. Each step is fully explained.		
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab on the FCCLA Portal and include signed proof of submission in the <i>portfolio</i> .		

		LEVEL 1	LEVEL 2	LEVEL 3
0-10	Divider Pages or Sections	Use up to ten (10) divider/section pages. <i>Divider/section</i> 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 50 8 ½" x 11	Business Description	Include name of the new small business and mission statement. Describe services provided, hours of operation, and demographics served.	Include name of the new small business and mission statement. Describe services provided, hours of operation, demographics served. Use community survey data or market research to justify the selected demographics served.	Include name of the new small business and mission statement. Describe services provided, hours of operation, demographics served. Use <i>original</i> community survey/market research data to justify the selected demographics served and determine the business' feasibility based on the needs and wants of the community where the business will be located.
	Facility	Describe the physical location (both inside and outside), utility providers, and emergency procedures.	Describe the physical location (both inside and outside) including images of the design concept. Describe utility providers, emergency procedures, and facility maintenance procedures.	Describe the physical location (both inside and outside) including images of the design concept. Develop a chart of utility providers with contact information and a description of each provider. Prepare emergency procedures and a facility maintenance plan based on recommendations from OSHA.
	Supplies and Equipment	Include list of suppliers, inventory of equipment and supplies, and description of maintenance and repair policies.	Include chart of suppliers with contact information and a description of each supplier. Develop a detailed inventory of equipment and supplies needed for the day-to-day operation of the business. Describe provisions for maintenance and repair of equipment integral to the operation of your business considering authorized service requirements for certain equipment.	
	Organizational Chart	Develop an organizational chart with job titles, descriptions, and tasks for the business. Include hierarchy/departments as projected for business growth.	Develop an organizational chart with job titles, descriptions, and tasks for the business. Include characteristics and/or personality traits important for each position and hierarchy/departments as projected for business growth.	

		LEVEL 1	LEVEL 2	LEVEL 3
	Personnel Management	Describe hiring procedures, salaries/hourly wages and benefits, and employee evaluations/appraisals. Include applicable forms and records.	Describe hiring procedures, salaries/hourly wages and benefits, employee recruitment/retention policies, and employee evaluations/appraisals. Develop all applicable forms and records needed to manage the business' personnel from the hiring process, retention process, and the resigning/firing process.	
	Funding Sources for Business	Describe methods and sources of funding for the business.	Describe methods and sources of funding for the business. Include fee structures and expenses related to securing funding for the business.	Develop a chart to determine your start-up costs. Describe methods and sources of funding for the business. Include fee structures and expenses related to securing funding for the business.
	Budget	Describe income, expenditures, financial procedures, and applicable tax information. Include all applicable forms.	Develop a budget for the first six-months of business operations that includes estimated income and expenditures. Describe the origin of the figures in your budget. Determine the businesses' financial procedures and applicable tax information. Include all applicable forms.	Develop a budget for the first year (12-months) of business operations that includes estimated income and expenditures. Describe the origin of the figures in your budget. Determine the businesses' financial procedures and applicable tax information. Include all applicable forms.
	Laws, Regulations and Codes	Describe health; environment; fire; insurance; zoning; and other local, county, and state codes. (Actual code books need not be included.)	Describe health; environment; fire; insurance; zoning; and other local, county, and state codes. (Actual code books need not be included.) Create a chart which provides appropriate governmental contact information for the applicable laws, regulations, and codes for the business. List specific occupational health/safety training, if needed. Explain how you determined which laws, regulations and codes to include in the portfolio.	
	Marketing Plan	Describe advertising plan (including special events) and include at least two sample advertisements to cover types of advertising chosen.	Describe advertising plan (including special events) and include at least four sample advertisements to cover types of advertising chosen.	Describe advertising plan (including special events) and include at least six sample advertisements to cover types of advertising chosen.
(continued) Up to 50 8 ½" x 11	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	Business plan must be neat, legible, and <i>professional</i> and use correct grammar and spelling.		

Oral Presentation

The oral presentation **may be up to** ten (10) minutes in length and is delivered to evaluators. The presentation should be *professional* in nature and summarize the business plan. The presentation cannot be prerecorded. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time. *Visuals* should be used during the presentation. The *portfolio* may be used as a *visual*.

	LEVEL 1	LEVEL 2	LEVEL 3
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize business plan.		
Knowledge of Subject Matter	Show evidence of mastery of entrepreneurial skills including facility management, budget and credit management, personnel management and understanding of government regulations.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected business.	Describe the relationship of Family and Consumer Sciences coursework to selected business. Explain which National FCCLA program(s) could be used to implement this project.	Describe the relationship of Family and Consumer Sciences coursework to selected business. Explain which National FCCLA program(s) could be used to implement this project. Identify FCS career pathway connections.
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.		
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 <i>visuals</i> and notes or notecards if used. Wear appropriate business 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 the business plan. Questions are asked after the presentation.		

Entrepreneurship Rating Sheet

Name of Participant(s) _____

School _____ Event Level _____

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Business Description	0-1	2	3	4	5		
Facility	0-1	2	3	4	5		
Supplies and Equipment	0-1	2	3	4	5		
Organizational Chart & Job Descriptions	0-1	2	3	4	5		
Personnel Management	0-1	2	3	4	5		
Funding for Business	0-1	2	3	4	5		
Budget	0-1	2	3	4	5		
Laws, Regulations and Codes	0-1	2	3	4	5		
Marketing Plan	0-1	2	3	4	5		
Works Cited/Bibliography	0-1	2	3	4	5		
Appearance	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Relationship of Family and Consumer Sciences Coursework	0	1	2	3	4		
Use of Portfolio and Visuals	0	1	2	3	4		
Voice, Body Language, Clothing Choice	0	1	2		3		
Grammar / Word Use / Pronunciation	0	1	2	3	4		
Responses of Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____
Room Consultant _____
Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78