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 a ***portfolio*** and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

NJSLSA.L1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.SL6   Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.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.

NJSLSA.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.

NJSLSA.W8   Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

RL.9-10.1   Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

SL.9-10.1   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.5   Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.11-12.2   Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.4   Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

WHST.11-12.6   Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

W.11-12.2   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.5   Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.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 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.

9.3.12.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.

9.2.12.CAP.6   Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.8.CAP.9   Analyze how a variety of activities related to career impacts postsecondary options.

9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.
9.4.12.CT.1	Identify problem solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking.
9.4.12.CT.4	Participate in online strategies and planning sessions for course-based, school-based, or another project and determined strategies that contribute to effective outcomes.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content production, and delivery of information.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

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
1.2.3   Apply communication skills in school, community and workplace settings.
1.2.6   Demonstrate leadership skills and abilities in school, workplace and community settings
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.
1.3.4   Analyze community resources and systems of formal and informal support available to individuals and families.
2.1.1   Apply time management, organizational, and process skills to prioritizing tasks and achieving goals.

EVENT LEVELS
Level 1: Participants through grade 8
Level 2: Participants in grades 9 – 10
Level 3: Participants in grades 11 – 12

ELIGIBILITY
1. A chapter may register one (1) entry 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 member.

PROCEDURES & REGULATIONS
1. The promotion and publicity campaign 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.

2. The Promote and Publicize FCCLA! 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. 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.

4. Spectators may not observe any portion of this event.

5. Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each entry <u>must</u> submit a digital *portfolio* by the identified due date and a hard copy *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time.	
10 minutes	At a specific time prior to the scheduled presentation, participant(s) will be given ten (10) minutes to complete the writing sample portion of the event. Check the State Leadership Conference Program for the time and location.
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 five (5) minutes playing time during the presentation. *Presentation equipment*, with no audio, maybe used during the entire presentation.
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**
■	■	■		■	■	■		■	■

PROMOTE AND PUBLICIZE FCCLA! SPECIFICATIONS

Portfolio
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 page*s and tabs, must fit within the cover, be one-sided, and may not contain more than 36 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½" x 11" page	*Project Identification Page*	*Plain paper*, with no *graphics* or decorations; must include participants' 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 *portfolio* in the order in which the parts appear.
1- 8½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize 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. Each step is fully explained.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the *portfolio*.
0-7	*Divider* Pages or Sections	Use up to seven (7) *divider*/section pages. *Divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 25 8½" x 11" pages	Evidence of Research	Document background research and *current* data supporting project concern. Examples of research include chapter history, school/student trends, *community* knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all *resources* appropriately.
	Promotion Plan Description	A planned, cohesive promotion and publicity *campaign* with published goals and objectives for marketing and public relations efforts. Specify *current* year plans and a timetable for implementation. Examples of promotion efforts include a new member packet, website, bulletins, brochures, letters to chapter members, school officials, and *community* members, handouts for FCCLA chapter events, and public relations aimed at other *professional* organizations. The results should be measurable, such as an increase in membership, increase in awareness of FCCLA, or greater motivation of its target *audience*.
	Evidence of *Campaign*	Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles.
	Evidence of *Technology* Used	Use *technology* to develop promotional materials that raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of *technology* include, but are not limited

Up to 25 8½" x 11" pages (Con't)		to: computer applications, audio or video production, multimedia, slides, and photography. Hard copies/pictures must be included in *portfolio*.
	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 *community*, or development of partnerships with *community* resources.
	Creativity of Plan	The plan should be uniquely designed to meet the target audience.
	Relationship to Family and Consumer Sciences	Describe relationship of project *content* to Family and Consumer Sciences and/or related occupations.
	Works Cited / *Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, *professional*, 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 explain the specifics of the project. The presentation may not be prerecorded. If audio *or audiovisual equipment* is used, it is limited to a five (5) minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participant(s) 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 *current* data and knowledge of trends in *technology* and its application to Family and Consumer Sciences-related concerns.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language / Clothing Choice	Use appropriate, professional attire and body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the event.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Writing Sample

The participant(s) will be given ten (10) minutes to develop 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, professionalism, as well as creativity in writing. Writing samples may include, but are not limited to media releases, ad copy, letters to the editor, public service announcements (PSA), media advisory, scripting for a radio advertisement, an in-school or *community* flyer, and preparing a photograph for publication.

Knowledge of Public Relations	Demonstrate advanced skills and knowledge. Evidence that participants are comfortable and experienced with the issue and the form of public relations used for the sample (See list above for examples).
Creativity	Demonstrate high level of creativity and innovation, extensive vocabulary, and knowledge of appropriate word and design choice for the specific required sample.

Professionalism	Writing sample is professional, neat, and organized without any grammatical errors; sample is ready to submit to appropriate media.

Resources

- FCCLA Branding and Promotion Guide

Promote and Publicize FCCLA! Rating Sheet

Name of Participant(s) _____

School _____   **Event Level** _____

INSTRUCTIONS:
1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Evidence of Research	0-1	2	3	4	5		
Promotion Plan Description	0-3	4-6	7-9	10-11	12-13		
Evidence of Campaign	0-2	3-4	5-6	7-8	9-10		
Evidence of Technology Used	0	1		2	3		
Evidence of Public Awareness & Promotion	0-1	2	3	4	5		
Creativity of Plan	0	1	3		4		
Relationship to FCS	0-1	2	3	4	5		
Work Cited / Bibliography	0	1		2	3		
Appearance	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Use of Portfolio and Visuals during Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		
WRITING SAMPLE							
Knowledge of Public Relations	0-1	2	3	4	5		
Creativity	0	1	2	3	4		
Professionalism	0		1	2	3		

Total Score   _____

Verification of Total Score (please initial)
Evaluator   _____
Room Consultant   _____
Circle Rating Achieved: Lead Consultant   _____

Gold: 90-100   Silver: 79-89   Bronze: 70-78