

Career Investigation, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a **portfolio** and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

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.
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.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.11-12.5	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.
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.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment and consequences of failure to repay student debt.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affects income.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest goals and an educational plan.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupational databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers maximize career potential.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.

- 9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment program.
- 9.2.12.Cap.3 Investigate how continuing education contributes to one's career and personal growth.

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.

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.
- 1.2.3 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.

EVENT LEVELS

Level 1: Participants in grades 6 – 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant.
3. An event level is determined by a member's grade in school.
4. Participation is open to any affiliated FCCLA chapter member.

PROCEDURES & REGULATIONS

1. The Career Investigation project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the present school year before the National Leadership Conference.
2. The Career Investigation project must be planned and prepared by the participant only. Supporting *resources* are acceptable as long as the participant is 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 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.	
10 minutes	The oral presentation may be up to ten (10) minutes in length.
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	Portfolio, Oral Presentation		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
		■			■				

CAREER INVESTIGATION 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 pages* 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.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVEL 3
1- 8½” x 11” page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name, event level, and career investigated.		
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> .		
0-7	Divider Pages or Sections	Use up to 7 <i>divider/section</i> 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> .		

Oral Presentation

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *hard copy portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
Knowledge of Selected Career	Present <i>current</i> data and show evidence of knowledge of selected career.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework to selected career. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of project.		
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. 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 project. Questions are asked after the presentation.		

Career Investigation Rating Sheet

Name of Participant _____ **Event Level** _____

School _____

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.

Improve content. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
FCCLA Planning Process Summary Page	0-1	2	3	4	5		
Self-Assessment	0-2	3-4	5-6	7-8	9-10		
Evidence of Career Research	0-2	3-4	5-6	7-8	9-10		
Experiences with Business, Industry, Agencies, and Organizations	0-2	3-4	5-6	7-8	9-10		
Samples of School Work	0-1	2	3	4	5		
Use of Family and Consumer Science Coursework and Standards	0-1	2	3	4	5		
Career Planning	0-2	3-4	5-6	7-8	9-10		
Works Cited / Bibliography	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Selected Career	0-1	2	3	4	5		
Relationship of Family & Consumer Sciences Coursework and Standards	0-1	2	3	4	5		
Use of Portfolio during Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar, Word Usage, Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

Circle Rating Achieved

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

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Evaluators Comments – Include 2 things done well and 2 opportunities for improvement