## Promote and Publicize FCCLA!

**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 an oral presentation and *portfolio*.

CAREER CLUSTER/CAREER PATHWAY

* **Arts, A/V Technology, and Communications**
* **Journalism and Broadcasting**
* **Marketing Communications and Promotion Pathways**

EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 84 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.
2. Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to a 5 minute playing time during the presentation. *Presentation equipment,* without audio, may be used during the entire presentation.

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| **GENERAL INFORMATION** |
| **Individual or Team Event** | **Prepare Ahead of Time** | **Equipment Provided** | **Electrical Access** | **Participant Set Up / Prep Time** | **Room Consultant & Evaluator Review Time** | **Maximum Oral Presentation Time** | **Evaluation Interview Time** | **Total Event Time** |
| Individual or Team | Portfolio, Oral Presentation | Table | Not provided | 10 minutes | 10 minutes prior to presentation | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes | 40 minutes |

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| **PRESENTATION ELEMENTS ALLOWED** |
| **Audio** | **Costumes** | **Easel(s)** | **File Folder** | **Flip Chart(s)** | **Portfolio** | **Props/ Pointers** | **Skits** | **Presentation Equipment** | **Visuals** |
| ◼ | ◼ | ◼ |  | ◼ | ◼ | ◼ |  | ◼ | ◼ |

1. Following the presentation, evaluators will have 5 minutes to interview participant(s).
2. Participants will then be given 10 minutes to complete the writing sample portion of the event.
3. Evaluators will have 5 minutes to use the rubric to score and write comments for participants, review the writing sample, and meet with each other to discuss participants’ strengths and suggestions for improvement.

ELIGIBILITY &

**GENERAL INFORMATION**

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

**PROMOTE AND PUBLICIZE FCCLA!**

###### Specifications

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Once a *hardcopy* *portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio. Portfolio* may not exceed 47 slides, as described below.

|  |  |  |
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| 1-8 ½” x 11” pageor 1 slide | *Project Identification Page* | *Plain paper* or slide, with no *graphics* or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region, event name, and project title. |
| 1-8 ½” x 11” pageor 1 slide | Table of Contents | List the parts of the *portfolio* in the order in which the parts appear. |
| 1-8 ½” x 11” pageor 2 slides | 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. |
| 1 | Evidence of OnlineProject Summary Submission | Complete the online project summary form located on the STAR Events Resources page of the FCCLA national website and include proof of submission in the *portfolio*. |
| 0–7 | *Content Divider Pages* or Sections | Use up to 7 *content* *divider*/section pages or slides. *Content* *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 258 ½” x 11”pages or 35 slides | 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, online and paper brochures, letters to chapter members, school officials, and *community* members, handouts for FCCLA chapter events, and public relations aimed at other *professional* organizations. Ideally, 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 to: computer applications, audio or video production, multimedia, CDs, slides, and photography. Hard copies/pictures must be included in *portfolio.* |

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###### Promote and Publicize FCCLA! Specifications (continued)

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| Up to 25 pages or 35 slides *(continued)* | Evidence of Public Awareness and Promotion | Evidence of a successful promotion plan could include an appropriate increase in chapter membership, increase in chapter event participation, an increase in interest about FCCLA and what it is all about, an increase in support from the school and/or *community*, or development of partnerships with *community resources*. |
| 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, and *professional* and use correct grammar and spelling. |

Oral Presentation

The oral presentation **may be up to** 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 5 minute playing time during the presentation in addition to the speaking time. *Presentation equipment,* with no audio, may be used throughout the oral presentation. Participants may use any combination of *props,* materials, supplies, and/or equipment to demonstrate how to carry out the project.

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| 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 body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluator’s 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 10 minutes to develop an outline of 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 category and will be evaluated for the inclusion of correct parts and professionalism. Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in-school or *community* flyer, and preparing a photograph for publication.

Resources

* FCCLA Branding and Promotion Guide

###### STAR Events Point Summary Form

##### PROMOTE AND PUBLICIZE FCCLA!

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| Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | State\_\_\_\_\_\_\_ | Team #\_\_\_\_\_\_\_\_\_ | Station #\_\_\_\_\_\_ | Category\_\_\_\_\_\_ |

**DIRECTIONS:**

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, please write “No Show” across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants’ portfoliousing the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators’ verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

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| **ROOM CONSULTANT CHECK** | **Points** |
| **Registration** 0 *or* 3 points | Participants arrive during scheduled time |  |
|  No **0** |  Yes **3** |
| **Online Event Orientation Documentation**0 *or* 2 points | **0**Official documentation not provided at presentation time or signed by adviser | **2**Official documentation provided at presentation time and signed by adviser |  |
| **Hardcopy Portfolio**0–1 point or**Electronic Portfolio**0–1 point | **0**Binder is not the official FCCLA binder**0**Electronic Portfolio not in viewable format to the evaluators | **1**Binder is the official FCCLA binder**1**Electronic Portfolio in viewable format to the evaluators |  |
| **Portfolio Pages**0–3 points | **0**Portfolio exceeds the page limit | **1 2 3****2 or more errors 1 error no errors**Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including:* 1 project ID page or slide
* 1 table of contents page or slide
* 1 Planning Process summary page or 2 slides
* Project Summary Submission Proof
* Up to 7 content divider pages or slides
* Up to 25 content pages or 35 content slides
 |  |
| **Punctuality**0–1 point | **0**Participant was late for presentation | **1**Participant was on time for presentation |  |
| **EVALUATORS’ SCORES** |  | **ROOM CONSULTANT TOTAL** |  |
| Evaluator 1\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | (10 points possible) |
| Evaluator 2\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | **AVERAGE EVALUATOR SCORE** | \_ \_ . \_ \_ |
| Evaluator 3\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | (90 points possible) |
| Total Score\_\_\_\_\_\_\_\_\_\_ | divided by number of evaluators | **FINAL SCORE** | \_ \_ . \_ \_ |
|  \_\_\_\_\_\_\_\_\_\_ | **= AVERAGE EVALUATOR SCORE***Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)* | (Average Evaluator Score plus Room Consultant Total) |
| **RATING ACHIEVED** (circle one) | **Gold:** 85-100 | **Silver:** 70-84.99 | **Bronze:** 1-69.99 |  |
| **VERIFICATION OF FINAL SCORE AND RATING** (please initial) |  |
| Evaluator 1\_\_\_\_\_\_\_\_\_\_ Evaluator 2\_\_\_\_\_\_\_\_\_\_ Evaluator 3\_\_\_\_\_\_\_\_\_\_ Adult Room Consultant\_\_\_\_\_\_\_\_\_\_ Event Lead Consultant\_\_\_\_\_\_\_\_\_\_ |



##### PROMOTE AND PUBLICIZE FCCLA!

##### Rubric

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| Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | State\_\_\_\_\_\_\_ | Team #\_\_\_\_\_\_\_\_\_ | Station #\_\_\_\_\_\_ | Category\_\_\_\_\_\_ |
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| **PORTFOLIO** | **Points** |
| **FCCLA****Planning Process Summary Page**0–5 points | **0**Planning Process summary not provided | **1**Inadequate steps in the Planning Process are presented | **2**All Planning Process steps are presented but not summarized | **3**All Planning Process steps are summarized | **4**Evidence that the Planning Process was utilized to plan project | **5**The Planning Process is used to plan the project. Each step is fully explained |  |
| **Evidence of Research**0-4 points | **0**Not explained | **1**Some research done but incomplete information | **2**Research is current but from unreliable sources | **3**Research is current, appropriate for topic, from reliable sources | **4**Research is current, documented correctly, and appropriate for topic |  |
| **Promotion Plan Description**0-10 points | **0**Not evident | **1-2**The promotion plan has ideas for a few projects and events | **3-4**The promotion plan includes ideas for several projects and events | **5-6**Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year | **7-8**Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan includes detailed descriptions and is professional in grammar and organization | **9-10**Promotion plan is very detailed, creative, rigorous, encompassed several media, and challenges participants to learn and make contact in and out of their classrooms and schools |  |
| **Evidence of****Campaign**0–10 points | **0**No evidence provided | **1-2**Portfolio contains very limited sample of the materials produced for the publicity campaign | **3-4**Portfolio contains some of the materials produced for the campaign | **5-6**Portfolio contains most of the materials produced for the campaign | **7-8**Portfolio contains samples of all materials produced for the publicity campaign | **9-10**There is an appropriate number of campaign materials and all are creative, innovative, professional and of high quality |  |
| **Evidence of Technology Used**0–3 points | **0**No technology used in project | **1**Technology used to develop project but not explained | **2**Technology and techniques used to develop project are explained | **3**Technology used to develop project and materials were developed to document project |  |
| **Evidence of Public Awareness and Promotion**0–5 points | **0**Evidence is missing | **1**The portfolio shows limited information regarding public awareness and promotion | **2**The portfolio adequately addresses the area of public awareness and promotion | **3**The portfolio extensively shows areas of public awareness and promotion | **4**The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign | **5**The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement  |  |
| **Relationship to Family and Consumer Sciences and/or Related Occupations**0-5 points | **0**Not included | **1**Vaguely referred to | **2**Explained, but done so poorly | **3**Explained fully | **4**Explained fully with evidence of some understanding of content area | **5**Explained fully with evidence of mastery of the content area |  |
| **Works Cited/ Bibliography**0–3 points | **0**No resources listed | **1**Resources are incomplete, not current, or not reliable for project | **2**Reliable resources but incorrect style *(see style sheet)* | **3**Complete list of current and reliable resources, in MLA or APA style *(see style sheet)* |  |
| **Appearance**0–3 points | **0**Portfolio is illegible and unorganized | **1**Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | **2**Portfolio is neat, legible, and professional, with correct grammar and spelling  | **3**Neat, legible, professional, correct grammar and spelling used with effective organization of information |  |

Promote and Publicize FCCLA! Rubric (continued)

Points

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| **ORAL PRESENTATION** |
| **Organization/ Delivery**0 – 10 points | **0**Presentation is not done or presented briefly and does not cover components of the project | **1-2**Presentation covers some topic elements | **3-4**Presentation covers all topic elements but with minimal information | **5-6**Presentation gives complete information but does not explain the project well | **7-8**Presentation covers information completely but does not flow well | **9-10**Presentation covers all relevant information with a seamless and logical delivery |  |
| **Knowledge of Subject Matter**0-5 points | **0** Little or no evidence of knowledge | **1** Minimal evidence of knowledge | **2**Some evidence of knowledge | **3** Knowledge of subject matter is evident but not effectively used in presentation | **4** Knowledge of subject matter is evident and shared at times in the presentation | **5** Knowledge of subject matter is evident and incorporated throughout the presentation |  |
| **Use of Portfolio and Visuals during Presentation**0-5 points | **0**Portfolio and visuals not used during presentation | **1**Portfolio and visuals used to limit amount of speaking time | **2**Portfolio and visuals used minimally during presentation | **3**Portfolio and visuals incorporated throughout presentation | **4**Portfolio and visuals used effectively throughout presentation | **5**Presentation moves seamlessly between oral presentation, portfolio and visuals |  |
| **Voice – pitch, tempo, volume**0-3 points | **0** Voice qualities not used effectively | **1**Voice quality is adequate | **2**Voice quality is good, but could improve | **3**Voice quality is outstanding and pleasing |  |
| **Body Language/ Clothing Choice**0-3 points | **0**Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | **1**Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | **2**Gestures, posture, mannerisms, eye contact, and clothing are appropriate | **3**Gestures, posture, mannerisms, eye contact, and clothing enhance presentation |  |
| **Grammar/Word Usage/ Pronunciation**0-3 points | **0**Extensive (more than 5) grammatical and pronunciation errors | **1**Some (3-5) grammatical and pronunciation errors | **2**Few (1-2) grammatical and pronunciation errors | **3**Presentation has no grammatical or pronunciation errors |  |
| **Responses to Evaluators’ Questions**0-5 points  | **0** Did not answer evaluators’ questions  | **1**Unable to answer some questions  | **2**Responded to all questions but without ease or accuracy | **3**Responded adequately to all questions  | **4**Gave appropriate responses to evaluators’ questions | **5** Responses to questions were appropriate and given without hesitation |  |
| **WRITING SAMPLE OUTLINE** |
| **Knowledge of Public Relations**0-6 points | **0**Writing sample outline not done | **1-2**Demonstrates an attempt at sample but not real knowledge | **3-4**Demonstrates some knowledge of required sample | **5-6**Demonstrates high level of knowledge and skills and knowledge of required sample parts |  |
| **Professionalism**0-2 points | **0**Writing sample outline not done | **1**Sample is unorganized and has grammatical errors | **2**Sample is organized, neat, and without grammatical errors |  |

Evaluator’s Comments:

**TOTAL**

(90 points possible)

**Evaluator #**

**Evaluator Initial**

**Room Consultant Initial**