



Public Policy Advocate

FCCLA STAR Events Information

(Students Taking Action with Recognition)

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 relating to an area concerning Family and Consumer Sciences and/or related occupations, 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 a *portfolio* and **oral presentation**.

Project Connections

Top 5 Skills Students Report Learning Through Participation

Awareness of Community or World
Leadership
Public Speaking

Communication/Observation/Writing Skills
Working with Adults

National Family and Consumer Sciences Standards

Reasoning for Action Comprehensive Standard
1.0 Career, Community and Family Connections
3.0 Consumer Services

13.0 Interpersonal Communications
14.0 Nutrition and Wellness

Common Career Technical Core/Career Ready Practices

1.0 Act as a responsible and contributing citizen and employee.
2.0 Apply appropriate academic and technical skills.
4.0 Communicate clearly, effectively, and with reason.
5.0 Consider the environmental, social and economic impacts of decisions.

7.0 Employ valid and reliable research strategies.
8.0 Utilize critical thinking to make sense of problems and persevere in solving them.
12.0 Work productively in teams while using cultural/global competence.

FCCLA Programs



Projects may qualify to compete at the annual National Leadership Conference.

Turn this page over to see examples of projects from across the nation and participation data.

For information on state participation, please contact your state adviser.



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Examples of Public Policy Advocate Projects:

FCS education is important! I'm advocating for the Family and Consumer Sciences program to be reinstated at the University of Alabama. – Alabama FCCLA member

Cursive handwriting is not a requirement to be taught in elementary school. We visited one of our district's elementary schools where we taught cursive to second and third graders. We visited the Indiana Statehouse two different times to talk to our Senator about passing a bill requiring cursive to be taught. – Indiana FCCLA Member

We created a curriculum to educate high school students on the issues of human trafficking. After presenting our curriculum to students, we had them complete surveys about the current laws addressing this issue. We analyzed the results and sent out findings to our state senator to propose a change in the state laws. – New York FCCLA Member

For my project, "Distracted Driving: The Consequences and Why the Law Needs to Change" I researched our current laws, as well as death rates for the last decade. After doing my research, I chose to try to change our state laws by contacting my governor's office as well as my congressman's office. – Ohio FCCLA Member

Public Policy Advocate by the Numbers:

2020-2021

Participants Nationwide: 110 teams, 171 participants

Type of Event: Leadership

Levels: 1 (through grade 8), 2 (grades 9-10), 3 (grades 11-12), 4 (Postsecondary)

Nationwide Impact: 30,885 people

This information sheet does NOT include the guidelines for competition. To prepare for competition, Affiliated FCCLA Chapters should download the most recent STAR Events Guidelines.

Adviser Login: <https://affiliation.registerychapter.com/fccla#>

Student Login: <https://affiliation.registerychapter.com/fccla/members#>

To learn more about FCCLA STAR Events, visit the national FCCLA website, www.fcclainc.org, or email starevents@fcclainc.org.