



# 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, 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:

**2018-2019**

**Participants Nationwide:** 458 teams, 816 participants

**Type of Event:** Leadership

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

**Nationwide Impact:** 699,626 people

**To learn more about FCCLA STAR Events, visit the national FCCLA website, [www.fcclainc.org](http://www.fcclainc.org), or email [starevents@fcclainc.org](mailto:starevents@fcclainc.org).**