



Chapter Service Project Display

Chapter Service Project Display, a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families*, schools, and *communities*. Students must use Family and Consumer Sciences *content* and skills to address and take action on a *community need*. Participants must prepare a *display* and an **oral presentation**.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 29 for more information on event categories.

ELIGIBILITY

1. States may submit two *display* entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Chapter Service Project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Chapter Service Project Display 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.
5. Chapters may choose to enter both a Chapter Service Project Display and Chapter Service Project Manual, but must select different service projects for each.
6. A project entered in this event may not be entered in any other STAR Event, but may be a part of the Chapter Showcase Event.

PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participants will have 30 minutes to set up a *display*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
3. If audio and/or visual recordings are used for the *display* event, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Following the interview, evaluators will have 5 minutes to review the display.
6. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for this event is approximately 45 minutes.

GENERAL INFORMATION

1. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the state adviser. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed in the *display* event.
5. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation, but movement of the *display* during the presentation must occur within the original *dimensions* only. This includes handouts, samples, etc.
6. Words in *italics* are defined in the glossary.
7. **Allowable Presentation Elements.**
Allowed: *Audio*, *Costumes/Uniforms*, *Props/Pointers*, *Skits*, *Visual Equipment*, *Visuals*. Not Allowed: *Easel(s)*, *File Folders*.

Display

A *display* may be used to document and illustrate the work of one project.

The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48” deep by 60” wide by 72” high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30” deep by 48” wide by 48” high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). *Visuals* or *props* used during the oral presentation of the *display* must be contained within the *dimensions* of the *display*, and movement of the *display* during the presentation must occur within the original *dimensions* only. Each *display* must include a *project identification page* and a *Planning Process* summary page.

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 and its outcomes. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to 1 minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation.

Evaluation Criteria

<i>Project Identification Page</i>	One 8 1/2” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants’ names, chapter name, school, city, state, FCCLA national region and project title. For project identification pages mounted on a display, graphics and decorative elements must be outside the 8 1/2” x 11” page and must not touch or overlap the <i>project identification page</i> .
FCCLA <i>Planning Process</i> Summary Page	One 8 1/2” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> should be described more in depth in the oral presentation.
<i>Display</i>	<i>Display</i> should be neat, legible, professional, and creative and use correct grammar and spelling.
<i>Identify Concerns:</i> Address Specific Needs	Project addresses an urgent and significant need in the school, community, and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. Technology may have been used to gather data.
<i>Identify Concerns:</i> Target Audience	Research and consideration was given to develop an appropriate project for a specific audience.
<i>Set a Goal:</i> Goals Mission	Project’s goals and mission are clear and stated based on needs and research.
<i>Set a Goal:</i> Reflects FCCLA Purposes	Project is related to at least one of the organization’s eight purposes, and may also relate to the mission of FCCLA or the organization’s strategic plans.
<i>Set a Goal:</i> Relates to Family and Consumer Sciences	Project relates to Family and Consumer Sciences content, standards and the knowledge and skills of members learned in Family and Consumer Sciences areas is utilized.
<i>Form a Plan:</i> Scope	Include evidence that the scope of the project is rigorous and thorough.
<i>Form a Plan:</i> Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
<i>Form a Plan:</i> Partners	Include partnerships and cooperative actions taken.
<i>Form a Plan:</i> Work Plan	Work plans for members and volunteers are detailed and specific.
<i>Form a Plan:</i> Timeline	Project was planned for the time involved in implementing the project.

Chapter Service Project Display Specifications (continued)

<i>Form a Plan:</i> Activities Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.
<i>Form a Plan:</i> Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
<i>Form a Plan:</i> Increase Awareness/ Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
<i>Act:</i> Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
<i>Act:</i> Youth Involved and Volunteer Recruitment	Project is youth-led and involves volunteers. Nontraditional volunteers (Culturally inclusive, special needs, older people, etc) are sought for their involvement.
<i>Act:</i> Uniqueness	Project should be uniquely designed by youth to meet the needs and audience intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric.
<i>Follow Up:</i> Evaluation and Follow-up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Use of Display	Design original, appealing display, use these effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of display and notes, or note cards if used.
Grammar/Word Usage/ Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluators' questions. All team members involved in responding to questions.



STAR Events Point Summary Form

CHAPTER SERVICE PROJECT DISPLAY



CHAPTER SERVICE PROJECT DISPLAY

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

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 group numbers.
2. Before student presentation, the room consultants must check participants' *display* using 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
Display Set-up 0-1 points	0 Participants did not set up their display within the allotted time period	1 Participants set up display during the allotted time period	
Display Dimensions 0-1 points	0 Does not fit within the appropriate dimensions/objects move out of the display during the presentation	1 The display fits and stays within the appropriate dimensions	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

= AVERAGE EVALUATOR SCORE

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one)

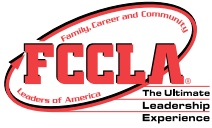
Gold: 90-100

Silver: 70-89.99

Bronze: 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



CHAPTER SERVICE PROJECT DISPLAY

Rubric



CHAPTER SERVICE PROJECT DISPLAY

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

EVALUATION CRITERIA							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	
Display 0-5 points	0 Display not used during presentation	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal	3 Display needs some improvement in content and design	4 Display has good word, color, and design choice	5 Display is creative, appropriate, and of high quality	
Identify Concerns Addresses a Specific Need 0-4 points	0 No evidence shown	1 Limited needs identified	2 Project needs are addressed but somewhat unclear	3 Project addresses a need for family, school, community or Family and Consumer Sciences	4 Research methods were used to identify an urgent and significant need for school, community, global or for Family and Consumer Sciences, gather data and are described in detail		
Identify Concerns Target Audience 0-3 points	0 No mention of the intended audience	1 Little consideration for intended audience	2 It is evident that the project was designed for the intended audience	3 Project is appropriate for the specific attributes of the intended audience			
Set a Goal Goals/Mission 0-3 points	0 Goals are missing	1 Goals are limited in scope	2 Goals and mission are explained	3 Goals/mission relate to the needs and rationale for the project is evident			
Set a Goal Reflects FCCLA Purposes 0-2 points	0 Did not refer to a purpose	1 FCCLA purposes are briefly mentioned	2 The link to FCCLA purposes is explained				
Set a Goal Family and Consumer Sciences Content and Skills 0-3 points	0 FACS not mentioned	1 Relationship of project to Family and Consumer Sciences is not mentioned	2 The project relates to Family and Consumer Sciences knowledge and skills	3 Project is related to the national FACS standards. Participant members use many different Family and Consumer Sciences skills in plans and action			
Form a Plan Project Scope 0-3 points	0 No evidence	1 Project is limited in scope	2 Project may be similar to other efforts or an annual event. Challenges and barriers are evaluated	3 Project involves multiple partners, planning meetings, task descriptions and efforts, has a wide scope, uses technology, and is unique. Barriers are considered and resolved			
Form a Plan Project's Organization 0-4 points	0 Little organization is evident	1 Organization is difficult to follow, not concise, not thorough	2 The plan is thorough, but could be organized more efficiently to make communication with volunteers effective	3 The plan is thorough and is organized in sequence	4 The project members identified standards, examined alternative actions, considered consequences of various alternatives, and selected acceptable alternatives		
Form a Plan Cooperative Efforts/Partners 0-3 points	0 No evidence shown	1 Cooperative effort is limited	2 Partners are limited in scope	3 Extensive effort to involve partners. Participant(s) were creative and thoughtful in recruiting cooperative partners			
Form a Plan Work Plan 0-3 points	0 No work plan	1 The project work plan of assigned tasks has limited details	2 Work plan has some details and evidence of planning	3 Work plan is explained in detail and is extensive			
Form a Plan Timeline 0-3 points	0 No timeline	1 A limited timeline is explained	2 Timeline explained with some detail. A work plan of assigned tasks has limited details	3 Timeline has many steps and processes, tasks are explained			
Form a Plan Activities/Tasks and Roles 0-3 points	0 None indicated	1 Project's activities are limited and involve limited members	2 Project involves most members and plan includes detailed activities/roles/tasks	3 Project extends beyond the membership to include community, school or additional volunteers			

Chapter Service Project Display Rubric (continued)

Points

<i>Form a Plan</i> Budget 0–3 points	0 No budget provided	1 Budget is evident	2 Budget reflects the project's goals	3 Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project		
<i>Form a Plan</i> Increase Awareness Public Relations 0–3 points	0 No activities shown	1 Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	2 Multiple strategies for media, outreach and publicity are evident	3 Project positively increased awareness of FCCLA and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators, and school board		
<i>Act</i> Project Impact 0–3 points	0 Impact missing	1 Impact on community or chapter members is explained in a limited way	2 Impact of project is shown and evident in a variety of methods and data, statistics, surveys, and information	3 Impact is significant with data, statistics surveys, and information		
<i>Act</i> Youth Involved and Volunteer Recruitment 0–2 points	0 Project is not youth-led. Volunteers were not recruited	1 Project is youth led and members volunteered	2 Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)			
<i>Act</i> Uniqueness 0–2 points	0 Project is not unique	1 Project has been done previously or is a project designed to a similar effort	2 Project is unique in its approach to solve a problem or meet a need			
<i>Follow Up</i> Evaluation 0–4 points	0 No evidence of follow up	1 Limited evidence of follow up and evaluation	2 Evaluation is evident. Some strategies are used for follow up	3 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition.	4 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Evaluation methods used technology. Follow up includes plans for replication, future efforts, lessons learned, and appreciation and recognition.	
Organization/Delivery 0–10 points	0 Presentation is not done or speaks briefly and does 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
Use of Display during Presentation 0–5 points	0 Display is not used during presentation	1 Display is used to limit amount of speaking time	2 Display is used minimally during presentation	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/ inappropriate clothing	1 Body language shows minimal amount of nervousness/ clothing is appropriate	2 Body language is good and and clothing is professional	3 Body language and clothing choice both enhance the 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

CHAPTER SERVICE PROJECT DISPLAY

Evaluator's Comments:

TOTAL
(90 points possible)