



**Chapter Service Project Manual**, 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 **manual** 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 *manual* 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 Manual 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. Each entry will submit the manual to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the manual before the presentation begins.
3. 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.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. 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.
6. The total time required for this event is approximately 20 minutes.

## GENERAL INFORMATION

1. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Spectators may not observe any portion of this event.
3. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *manual* may be used as a *visual* during the oral presentation.
4. Words in *italics* are defined in the glossary.
5. **Allowable Presentation Elements.**  
Allowed: *Costumes/Uniforms, Skits.*  
Not Allowed: *Audio, Easel(s), File Folders, Props/Pointers, Visual Equipment, Visuals.*

### Manual

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

The *manual* will contain 1 *project identification* page, 1 table of contents, 1 *Planning Process* summary page, 0–3 *divider pages*, and up to 10 *content pages*. All pages must be contained in an FCCLA scrapbook obtained from the national emblematic supplier, and all pages must fit within the *dimensions* of the cover. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only.

### Oral Presentation

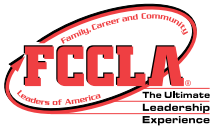
The oral Presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *manual* may be used as a *visual* during the oral presentation.

### Evaluation Criteria

<i>Project Identification Page</i>	One 8 1/2" x 11" page on plain paper, with no graphics or decorations; must include participants' names, chapter name, school, city, state, FCCLA national region and project title. For <i>project identification pages</i> mounted on a scrapbook page, <i>graphics</i> 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>	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>Manual</i>	<i>Manual</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.
<i>Identify Concerns: Address Specific Needs</i>	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: Target Audience</i>	Research and consideration was given to develop an appropriate project for a specific audience.
<i>Set a Goal: Goals Mission</i>	Project's goals and mission are clear and stated based on needs and research.
<i>Set a Goal: Reflects FCCLA Purposes</i>	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: Relates to Family and Consumer Sciences</i>	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: Scope</i>	Include evidence that the scope of the project is rigorous and thorough.
<i>Form a Plan: Project Organization</i>	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
<i>Form a Plan: Partners</i>	Include partnerships and cooperative actions taken.
<i>Form a Plan: Work Plan</i>	Work plans for members and volunteers are detailed and specific.
<i>Form a Plan: Timeline</i>	Project was planned for the time involved in implementing the project.
<i>Form a Plan: Activities Tasks and Roles</i>	Activities were planned for various roles, tasks of the members and volunteers.
<i>Form a Plan: Budget</i>	Project budget was developed to reflect the project goals and is detailed and thorough.
<i>Form a Plan: Increase Awareness/Public Relations</i>	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
<i>Act: Project Impact</i>	Include evidence that the intended impact of the project was reached or reasons why it was not.

## Chapter Service Project Manual Specifications (continued)

<i>Act: Youth Involved and Volunteer Recruitment</i>	Project is youth-led and involves volunteers. Nontraditional volunteers (Culturally inclusive, special needs, older people, etc) are sought for their involvement.
<i>Act: Uniqueness</i>	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: Evaluation and Follow up</i>	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 <i>Manual</i> during Presentation	Design original, appealing manual, 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 manual 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 MANUAL



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' *manual* 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
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>Manual</b> 0–1 points	<b>0</b> Manual is not the Official FCCLA scrapbook	<b>1</b> Manual is the Official FCCLA scrapbook	
<b>Manual Pages</b> 0–1 points	<b>0</b> Manual exceeds the page limit	<b>1</b> Manual contains no more than 16 pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 3 divider pages • Up to 10 content pages	
<b>Project Identification Page</b> 0–2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0–1 points	<b>0</b> Participant was late for presentation	<b>1</b> 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)

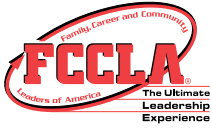
**Gold:** 90–100

**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 MANUAL

## Rubric



Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

Category \_\_\_\_\_

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

# Chapter Service Project Manual Rubric (continued)

Points

<i>Form a Plan</i> <b>Budget</b> 0–3 points	<b>0</b> No budget provided	<b>1</b> Budget is evident	<b>2</b> Budget reflects the project's goals	<b>3</b> 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> <b>Increase Awareness Public Relations</b> 0–3 points	<b>0</b> No activities shown	<b>1</b> Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	<b>2</b> Multiple strategies for media, outreach and publicity are evident	<b>3</b> 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> <b>Project Impact</b> 0–3 points	<b>0</b> Impact missing	<b>1</b> Impact on community or chapter members is explained in a limited way	<b>2</b> Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	<b>3</b> Impact is significant with data, statistics surveys and information		
<i>Act</i> <b>Youth Involved and Volunteer Recruitment</b> 0–2 points	<b>0</b> Project is not youth-led. Volunteers were not recruited	<b>1</b> Project is youth led and members volunteered	<b>2</b> 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> <b>Uniqueness</b> 0–2 points	<b>0</b> Project is not unique	<b>1</b> Project has been done previously or is a project designed to a similar effort	<b>2</b> Project is unique in its approach to solve a problem or meet a need			
<i>Follow Up</i> <b>Evaluation</b> 0–4 points	<b>0</b> No evidence of follow up	<b>1</b> Limited evidence of follow up and evaluation	<b>2</b> Evaluation is evident. Some strategies are used for follow up	<b>3</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	<b>4</b> 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	
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Use of Manual during Presentation</b> 0–5 points	<b>0</b> Manual is not used during presentation	<b>1</b> Manual used to limit amount of speaking time	<b>2</b> Manual is used minimally during presentation	<b>3</b> Manual incorporated throughout presentation	<b>4</b> Manual used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and manual
<b>Voice—pitch tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/ inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/ clothing is appropriate	<b>2</b> Body language is good and and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation		
<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation

CHAPTER SERVICE PROJECT MANUAL

## Evaluator's Comments:

**TOTAL**  
(90 points possible)