



# 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 LEVELS

**Level 1:** through grade 8

**Level 2:** grades 9-10

**Level 3:** grades 11–12

**Level 4:** Postsecondary

See page 10 for more information on event levels.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 11 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects 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, and must be the work of the participant(s) only.
5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Display, Oral Presentation	Table or freestanding space – yes Electrical Access – no Wall Space – Supplies - no	Official dress - or- Professional dress – or costume appropriate to event	5 minutes	5 minutes following presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

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

## CHAPTER SERVICE PROJECT DISPLAY


### Procedures and Time Requirements for Competition

5 minutes	At the designated participation time, participants will have 5 minutes to set up a display. Other persons may not assist.
10 minutes	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. If audio and/or visual recordings are used, they are limited to a 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the display.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

### Specifications

#### Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. 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.). Each *display* must include a *project identification page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" 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.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the display.
<i>Display</i>	<i>Display</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, <i>community</i> , and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> may have been used to gather data.
<i>Identify Concerns: Target Audience</i>	Research and consideration were given to develop an appropriate project for a specific <i>audience</i> .
<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 Content and Skill</i>	Project relates to Family and Consumer Sciences <i>content</i> , standards and the knowledge and skills 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.

## Chapter Service Project Display Specifications (continued)

<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 <i>audience</i> 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, formal evaluations.

### 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.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Use of <i>Display</i>	Design original, appealing <i>display</i> . Use the <i>display</i> to support, illustrate, and complement the project description 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 <i>display</i> and notes, or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, 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

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

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, 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' *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 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 a Lead Consultant.
5. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>		
<b>Event Online Orientation Documentation</b> 0 or 2 points	<b>0</b> Official documentation not provided at presentation time or signed by adviser	<b>2</b> Official documentation provided at presentation time and signed by adviser	
<b>Display Set-Up</b> 0-1 point	<b>0</b> Participants did not set up their display within allotted time period	<b>1</b> Participants set up display during allotted time period	
<b>Display Dimensions</b> 0-1 point	<b>0</b> Does not fit with the appropriate dimensions/objects not returned within display after presentation	<b>1</b> The display fits/objects returned within display after presentation	
<b>Project Identification Page</b> 0-1 point	<b>0</b> Project ID page is missing or incomplete	<b>1</b> Project ID page is present and completed correctly	
<b>Project Summary Submission Proof</b> 0-1 point	<b>0</b> Project Summary Submission missing	<b>1</b> Project Summary Submission present	
<b>Punctuality</b> 0-1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1 _____	Initials _____		(10 points possible)
Evaluator 2 _____	Initials _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3 _____	Initials _____		(90 points possible)
Total Score _____	divided by number of evaluators		<b>FINAL SCORE</b>
_____	= <b>AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Total)
	<i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		_____ . _____

**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

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

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

# Chapter Service Project Display Rubric (continued)

					Points	
<b>Budget</b> <i>Form a Plan</i> 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		
<b>Increase Awareness Public Relations</b> <i>Form a Plan</i> 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 FCS with many of these audiences: peers, community, public, elected officials, school administrators, and school board		
<b>Project Impact</b> <i>Act</i> 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		
<b>Youth Involved and Volunteer Recruitment</b> <i>Act</i> 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)			
<b>Uniqueness</b> <i>Act</i> 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			
<b>Evaluation</b> <i>Follow Up</i> 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 and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition	
<b>ORAL PRESENTATION</b>						
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Use of Display during Presentation</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not 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		
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance 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

**Evaluator's Comments – include two things done well and two opportunities for improvement:**

**TOTAL**  
(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial \_\_\_\_\_

Room Consultant Initial \_\_\_\_\_