Chapter Service Project, an *individual* or *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 either a ***display _or_ portfolio*** and an **oral presentation**.

NEW JERSEY CORE CURRICULUM STANDARDS

L.11-12.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.6   Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.11-12.7   Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.11-12.4   Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6   Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.2.12.C.3   Identify transferable career skills and design alternate career plans.

9.2.8.B.3   Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAREER READY PRACTICES

- ✓   Act as a responsible and contributing citizen and employee.
- ✓   Apply appropriate academic and technical skills
- ✓   Communicate clearly and effectively with reason
- ✓   Consider the environmental, social and economic impacts of a decision.
- ✓   Demonstrate creativity and innovation.
- ✓   Employ valid and reliable research strategies.
- ✓   Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓   Model integrity, ethical leadership and effective management.
- ✓   Use technology to enhance productivity.
- ✓   Work productively in teams while using cultural global competencies

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

1.3.3   Analyze personal and Family Assets and skills that provide service to the community
1.3.4   Analyze community resources and systems of formal and informal support available to individuals and families.
1.3.6   Identify ways individuals and families can influence change in policies, Agencies, and institutions that affect individuals and families.

EVENT CATEGORIES

Junior: Participants in grades 6 – 9
Senior: Participants in a comprehensive program in grades 10 – 12
Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY
1. A chapter may register one (1) entry in each event category; either ***display or portfolio***.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.
5. Chapters entering more than one (1) event category must conduct different projects.
6. A project entered in this event may not be entered in any other STAR Event, but may be part of the Chapter in Review event.

PROCEDURES & REGULATIONS
1. The Chapter Service Project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.

2. The Chapter Service Project must be planned and prepared by the participants 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.

3. At the designated time, each entry will have five (5) minutes to set up their *display* or *portfolio* in the competition room. Only participants are allowed in the setup area. Other persons may not assist. *Displays* or *portfolios* not set up at the designated time will not be allowed during the presentation.

4. The oral presentation **may be up to ten (10) minutes** in length.

5. If audio and/or visual recordings are used for the *display* event, they are limited to one (1) minute playing time during the presentation. **Note:** A PowerPoint presentation is not appropriate for this event.

6. Following the presentation, evaluators will have the opportunity to ask questions of the participants.

7. Evaluators will use the rating sheet to score and write comments for participants.

8. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.

9. For the *display* event, items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.

10. For the *portfolio* event, the *portfolio* (only) may be used as a *visual* during the oral presentation.

11. Spectators may not observe any portion of this event.

12. Two (2) teams may be chosen from each event category, in both display and portfolio, to represent New Jersey at the National Leadership Conference.

CHAPTER SERVICE PROJECT SPECIFICATIONS

DISPLAY

General Information					
Individual or Team Event	**Prepare Ahead of Time**	**Participant Set Up/ Prep Time**	**Maximum Oral Presentation Time**	**Equipment Provided**	**Electrical Access**
Individual or Team	Display, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	**Costumes**	**Easel(s)**	**File Folder**	**Large Newsprint Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
■	■					■	■	■	■

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* must be tabletop. 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.

Project Identification Page	One 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participants' names, chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* should be described more in depth in the oral presentation. Each step is fully explained.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the display.
Display / Appearance	Display should be neat, legible, *professional*, and creative and use correct grammar and spelling.
Identify Concerns: Addresses Specific Needs	Project addresses an urgent and significant need in the school, *community*, and world. Research methods such as surveys, interviews, reports, readings, and observations were used for gathering data. Technology may have been used to gather data.
Identify Concerns: Target *Audience*	Research and consideration was given to develop an appropriate project for a specific *audience*.
Set a Goal: Goals/Mission	Project's goals and mission are clear and stated based on needs and research.
Set a Goal: Reflects FCCLA Purposes	Project is related to at least one (1) of the organization's eight (8) purposes, and may also relate to the mission of FCCLA or the organization's strategic plans.
Set a Goal: 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.
Form a Plan: Scope	Include evidence that the scope of the project is rigorous and thorough.
Form a Plan: Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
Form a Plan: Partners	Include partnerships and cooperative actions taken.
Form a Plan: Work Plan	Work plans for members and volunteers are detailed and specific.
Form a Plan: Timeline	Project was planned for the time involved in implementing the project.
Form a Plan: Activities, Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.
Form a Plan: Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
Form a Plan: Increases Awareness / Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
Act: Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
Act: 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.
Act: 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.
Follow-Up: Evaluation and Follow-Up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.

PORTFOLIO

General Information					
Individual or Team Event	**Prepare Ahead of Time**	**Participant Set Up/ Prep Time**	**Maximum Oral Presentation Time**	**Equipment Provided**	**Electrical Access**
Individual or Team	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	**Costumes**	**Easel(s)**	**File Folder**	**Large Newsprint Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
	■	■			■		■		

The *portfolio* is a collection of materials to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12" high, 11" wide, and 2" in depth). A decorative and/or informative cover may be included. All materials, including the *divider* pages and tabs, must fit within the cover, be one-sided, and may not exceed 19 pages, as described below.

1- 8½" x 11" page	*Project Identification Page*	One 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participants' names, chapter name, school, city, state, event name, and project title.
1- 8½" x 11" page	Table of Contents	List all the parts of the *portfolio* in the order in which the parts appear.
1- 8½" x 11" page	FCCLA *Planning Process* Summary Page	One 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* should be described more in depth in the oral presentation. Each step is fully explained.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0-5	*Divider* Pages or Sections	Use up to five (5) *divider*/section pages. *Divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They may not include any other *content*.
	Portfolio / Appearance	*Portfolio* should be neat, legible, *professional*, and creative and use correct grammar and spelling.
Up to 10 8½" x 11" pages	**Identify Concerns**: Addresses Specific Needs	Project addresses an urgent and significant need in the school, *community*, and world. Research methods such as surveys, interviews, reports, readings, and observations were used for gathering data. Technology may have been used to gather data.
	Identify Concerns: Target Audience	Research and consideration was given to develop an appropriate project for a specific *audience*.
	Set a Goal: Goals/Mission	Project's goals and mission are clear and stated based on needs and research.
	Set a Goal: Reflects FCCLA Purposes	Project is related to at least one (1) of the organization's eight (8) purposes, and may also relate to the mission of FCCLA or the organization's strategic plans.
	Set a Goal: 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.
	Form a Plan: Scope	Include evidence that the scope of the project is rigorous and thorough.
	Form a Plan: Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.

Up to 10 8½" x 11" pages (con't)	**Form a Plan:** Partners	Include partnerships and cooperative actions taken.
	Form a Plan: Work Plan	Work plans for members and volunteers are detailed and specific.
	Form a Plan: Timeline	Project was planned for the time involved in implementing the project.
	Form a Plan: Activities, Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.
	Form a Plan: Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
	Form a Plan: Increases Awareness / Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
	Act: Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
	Act: 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.
	Act: 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.
	Follow-Up: Evaluation and Follow-Up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.

Oral Presentation

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants presenting the *portfolio* may not use audio and/or visual recordings. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to one (1) minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *portfolio* or *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 *Portfolio/Display* during Presentation	Design original, appealing *portfolio* or *display*. Use these effectively to support, illustrate, and compliment 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 *portfolio* or *display* and notes, or note cards if used. Wear appropriate clothing 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. Questions are asked after the presentation. Adjust communication to the evaluators' questions. All team members involved in responding to questions.

Chapter Service Project Rating Sheet

Name(s) of Participant(s) _____ School_____

Category: _____ Junior _____ Senior _____ Occupational   Type: _____ Portfolio _____ Display

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.

2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO or DISPLAY							
FCCLA Planning Process Summary Page	0-1	2	3	4	5		
Display/Portfolio Appearance	0-1	2	3	4	5		
Addresses a Specific Need	0-1	2	3	4	5		
Target Audience	0	1	2	3	4		
Goals/Mission	0	1	2	3	4		
Reflects FCCLA Purposes	0	1	2	3	4		
FCS Content and Skills	0	1	2	3	4		
Project Scope	0	1	2	3	4		
Project's Organization	0-1	2	3	4	5		
Cooperative Efforts /Partners	0	1	2	3	4		
Work Plan	0	1	2	3	4		
Timeline	0	1		2	3		
Activities/Tasks and Roles	0	1		2	3		
Budget	0	1		2	3		
Increase Awareness/ Public Relations	0	1	2	3	4		
Project Impact	0	1	2	3	4		
Youth Involved and Volunteer Recruitment	0	1	2	3	4		
Uniqueness	0		1		2		
Evaluation	0	1	2	3	4		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Use of portfolio/display during Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar, Word Usage and Pronunciation	0-1	2	3	4	5		
Response to Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Circle Rating Achieved:

Gold: 90-100   Silver: 79-89   Bronze: 70-78

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____