

Chapter Service Project, 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 either a *display or manual* and an *oral presentation*.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.1.12.C1 Design a service learning activity with input from experts in the field, community members and other stakeholders to address a local, national or worldwide need.
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.4.12.E(2).8 Develop learning organizational vision by employing community-building skills and strategies.

**EVENT CATEGORIES****Junior:** through grade 9**Senior:** grades 10-12**Occupational:** grades 10-12**ELIGIBILITY**

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

**PROCEDURES & REGULATIONS**

1. At the designated time, participants will set up their display or manual in the competition room. Only participants are allowed in the setup area. Other persons may not assist. Displays or manuals not set up at the designated time will not be allowed during the presentation.
2. The display or manual must be removed at the time designated in the State Leadership Conference program.
3. The oral presentation **may be up to** 10 minutes in length.
4. If audio and/or visual recordings are used for the *display* event, they are limited to 1 minute playing time during the presentation. **Note:** A PowerPoint presentation is not appropriate for this event.
5. Following the presentation, evaluators will have the opportunity to ask questions of the participants.
6. Evaluators will use the rating sheet to score and write comments for participants.
7. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
8. For the *display* event, participant(s) may not carry in additional *visuals* or *props* for the oral presentation. Items within the display (handouts, samples, etc.) may be used as in-hand visuals during the oral presentation, but must be returned within original display dimensions when done.
9. For the *manual* event, the *manual* (only) may be used as a *visual* during the oral presentation.
10. Extension cords and power strips are not provided.
11. Spectators may not observe any portion of this event.
12. Two teams may be chosen from each event category, in both display and manual, to represent New Jersey at the National Leadership Conference.

**Display Presentation Elements:**Allowed: *Audio, Costumes/Uniforms, Props/Pointers, Skits, Visual Equipment, Visuals*Not Allowed: *Easel(s), File Folders, Large Newsprint Charts, Laser Pointers, Manuals, Photo Albums, Portfolios, Scrapbooks***Manual Presentation Elements:**Allowed: *Costumes/Uniforms, Easel(s), Manuals, Skits*Not Allowed: *Audio, File Folders, Large Newsprint Charts, Laser Pointers, Portfolios, Props/Pointers, Visual Equipment, Visuals*

CHAPTER SERVICE PROJECT SPECIFICATIONS

Manual or Display

Either a manual or a display may be used to document and illustrate the work of the project. See descriptions below.

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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, FCCLA national region (North Atlantic Region), and project title. For <i>Project Identification Pages</i> mounted on a <i>display</i> or <i>scrapbook page</i> , graphics and decorative elements must be outside the 8½” x 11” page and must not touch or overlap the <i>Project Identification Page</i> . |
| FCCLA Planning Process Summary Page                              | One 8½” 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. Each step is fully explained.                                                                                                                                                                                                  |
| Manual/Display                                                   | Manuals or Displays should be neat, legible, professional, and creative and use correct grammar and spelling.                                                                                                                                                                                                                                                                                                                                        |
| <i>Identify Concerns:</i><br>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.                                                                                                                                                                                                  |
| <i>Identify Concerns:</i><br>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><br>Reflects FCCLA Purposes                    | Project is related to at least one of the organizations eight purposes, and may also relate to the mission of FCCLA or the organization’s strategic plans.                                                                                                                                                                                                                                                                                           |
| <i>Set a Goal:</i><br>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><br>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.                                                                                                                                                                                                                                                                                                                                                                               |
| <i>Form a Plan:</i><br>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><br>Increases Awareness /<br>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><br>Youth Involved and<br>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><br>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>Act:</i><br>Evaluation and Follow-Up                          | Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.                                                                                                                                                                                                                                                                                                                             |

**Manual** –for participants using a manual, it 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.

**Display** – for participants using a *display*, it 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.

**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 the *manual* **may not** use audio and/or visual recordings. Participants presenting the *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 *manual* 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.                                                                                                                             |
| Knowledge of Specific Need/Focus Area     | Demonstrate thorough knowledge of the specific need addressed and the focus of the service project.                                                                                                                                   |
| Use of Manual/Display during Presentation | Design original, appealing manual 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 <i>manual</i> or <i>display</i> 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: \_\_\_\_\_ Manual \_\_\_\_\_ Display

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' manual or display using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items for the manual, or dimensions for display, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

| Evaluation Criteria                                               | Very |      |      |      |           | Score | Comments |
|-------------------------------------------------------------------|------|------|------|------|-----------|-------|----------|
|                                                                   | Poor | Fair | Good | Good | Excellent |       |          |
| <b>MANUAL or DISPLAY</b>                                          |      |      |      |      |           |       |          |
| FCCLA Planning Process Summary Page                               | 0-1  | 2    | 3    | 4    | 5         |       |          |
| Display/Manual                                                    | 0-1  | 2    | 3    | 4    | 5         |       |          |
| Addresses a Specific Need                                         | 0-1  | 2    | 3    | 4    | 5         |       |          |
| Target Audience                                                   | 0    | 1    |      | 2    | 3         |       |          |
| Goals/Mission                                                     | 0    | 1    |      | 2    | 3         |       |          |
| Reflects FCCLA Purposes                                           | 0    | 1    |      | 2    | 3         |       |          |
| 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         |       |          |
| Work Plan                                                         | 0    | 1    |      | 2    | 3         |       |          |
| Timeline                                                          | 0    | 1    |      | 2    | 3         |       |          |
| Activities/Tasks and Roles                                        | 0    | 1    |      | 2    | 3         |       |          |
| Budget                                                            | 0    | 1    |      | 2    | 3         |       |          |
| Increase Awareness/<br>Public Relations                           | 0    | 1    | 2    | 3    | 4         |       |          |
| Project Impact                                                    | 0    | 1    | 2    | 3    | 4         |       |          |
| Youth Involved and<br>Volunteer Recruitment                       | 0    | 1    |      | 2    | 3         |       |          |
| Uniqueness                                                        | 0    |      | 1    |      | 2         |       |          |
| Evaluation                                                        | 0-1  | 2    | 3    | 4    | 5         |       |          |
| <b>ORAL PRESENTATION</b>                                          |      |      |      |      |           |       |          |
| Organization/Delivery                                             | 0-2  | 3-4  | 5-6  | 7-8  | 9-10      |       |          |
| Knowledge of Specific<br>Need/Focus Area                          | 0-1  | 2    | 3    | 4    | 5         |       |          |
| Use of Manual/Display<br>during Presentation                      | 0-1  | 2    | 3    | 4    | 5         |       |          |
| Voice, Body Language,<br>Grammar, Word Usage and<br>Pronunciation | 0-1  | 2    | 3    | 4    | 5         |       |          |
| Responses of Evaluators'<br>Questions                             | 0-2  | 3-4  | 5-6  | 7-8  | 9-10      |       |          |

**Total Score** \_\_\_\_\_  
**Verification of Total Score** (please initial)  
 Evaluator \_\_\_\_\_  
 Room Consultant \_\_\_\_\_  
 Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**  
 Gold: 90-100    Silver: 75-89    Bronze: 60-74