



# “No Kid Hungry” National Outreach Project

## LEVELS I and II

“No Kid Hungry” National Outreach Project, a *team event*, recognizes chapters that participate in the “No Kid Hungry” Share our Strength National Outreach Project. Participants will use Family and Consumer Sciences content and skills to address ending childhood hunger through service learning, education/awareness, and fundraising. **Level I:** Participants will create a website, or utilize an existing chapter website, to promote the local “No Kid Hungry” project, to include digital and social media, information, and service learning, awareness, and fundraising events to advocate for positive change about childhood hunger in the local community. **Level II:** The twenty (20) highest scoring entries will be invited to present the project’s website, plus an **oral presentation**, at the National Leadership Conference.

### CAREER CLUSTER/CAREER PATHWAY

#### Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

#### Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.

#### Connection to National Standards for Family and Consumer Sciences

##### REASONING FOR ACTION, COMPREHENSIVE STANDARD

<b>2</b>	<b>Analyze recurring and evolving family, workplace, and community concerns.</b>
<b>4</b>	<b>Implement practical reasoning for responsible action in families, workplaces, and communities</b>
<b>1.0</b>	<b>Career, Community and Life Connections</b> Comprehensive Standard: Integrate multiple life roles and responsibilities in family, work, and community settings.

#### 13.0 Interpersonal Communications

Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community.

#### 14.0 Nutrition and Wellness

Comprehensive Standard: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

#### CONTENT STANDARDS/COMPETENCIES

##### 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.

**1.2** Demonstrate transferable and employability skills in school, community, and workplace settings.

**1.2.3** Apply communication skills in school, community and workplace settings.

**13.5** Demonstrate teamwork and leadership skills in the family, workplace, and community.

**13.6.2** Apply guidelines for assessing the nature of issues and situations.

**13.6.3** Apply critical thinking and ethical standards when making judgments and taking action.

**14.1.2** Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

**14.1.3** Analyze the governmental, economic, and technological influences on food choices and practices.

**14.1.4** Analyze the effects of global and local events and conditions on food choices and practices

**14.1.5** Analyze legislation and regulations related to nutrition and wellness.

#### EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 30 for more information on event categories.



**SHARE OUR  
STRENGTH**  
NO KID HUNGRY

## ELIGIBILITY

1. Any nationally affiliated FCCLA chapter member may submit **one** entry from either the junior, senior, or occupational category.
2. The “No Kid Hungry” National Outreach 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.
3. The “No Kid Hungry” National Outreach Project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as the participant(s) 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.
4. Participants must include a project summary including the purpose of the project, relevant research on the project topic, and the change or awareness goal of the project.
5. Participants must include one summary page of how each step of the FCCLA planning process was used in the project.
6. Participants must license their work (www.creativecommons.com may be used).
7. **The use of inappropriate music, graphics, or text will automatically disqualify the entry.** Inappropriate materials are those that are obscene, profane, or explicit.
8. **The use of copyrighted music, photographs, or graphics in the digital video will disqualify the entry.** Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. **Only original items or items licensed for reuse are allowed.** Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.

## PROCEDURES: LEVEL I

1. Participants will create a website, or utilize an existing chapter website, to promote the local “No Kid Hungry” project, to include digital and social media, information, and service learning, awareness, and fundraising events to advocate for positive change in the local community. Facebook, MySpace, blogs and other social networking sites or message feeds are not acceptable formats for this event, but these social networking tools may be embedded or used in conjunction with the chapter website.
2. The website may be developed using website services, templates, or software of the participants’ choice. The website and all project components must be available for viewing by the general public and not through a password protected site. All required project components that are presented as files must be able to be opened in Microsoft Word or in PDF format.
3. Participants must include a project identification page, containing the following information: Participants’ names, chapter name, school, city, state, FCCLA region, and title of project.
9. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
10. Participants must include a signed copy of the FCCLA participant authorization/release form.
11. Deadline for submission and project completion of Level I entries is February 1. The website must be available for viewing upon the February 1 entry submission date. No changes may be made to the website design following the February 1 deadline until the chapter has been notified that evaluation of the website has been completed. Updates to calendars and other time sensitive information may be added as needed.

## ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration fee will be the same fee required of all National STAR Events participants. See page 26 for National STAR Events registration deadlines and information.

## AWARDS AND RECOGNITION—LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 20 participants (no ranking 1–20 indicated) will receive, by March 15, an invitation to compete at the National Leadership Conference.

## PROCEDURES & TIME REQUIREMENTS For National Star Events Participation Only: Level II (Invitation Only)

1. Participants will have 5 minutes to set up their presentation.
2. Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.

3. Following the presentation, evaluators will have 5 minutes to interview the participant.
4. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
5. The total time required for this event is approximately 20 minutes.

## GENERAL INFORMATION

### National Leadership Conference Participants Only

1. A table, computer with Internet connections, projector, and screen will be provided. As a backup, participants may bring their web files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. Spectators may observe the website and oral presentation sections of this event, as space allows.

### 3. National Leadership Conference Presentation Elements:

*Allowed: USB Drive (Backup presentation use only)*

*Not Allowed: Easels(s); Flip Charts(s); Portfolio; Props/Pointers; Costumes/Uniforms; File Folders; Manuals; Skits. No additional Audio; Visual Equipment; or Visuals than identified above.*

## AWARDS AND RECOGNITION—LEVEL II

Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.

## Website Content

Participants will create a website, or utilize an existing chapter website, to promote the local “No Kid Hungry” project, to include digital and social media, information, and service learning, awareness, and fundraising events to advocate for positive change in the local community. Facebook, MySpace, blogs and other social networking sites or message feeds are not acceptable formats for this event, but these social networking tools may be embedded or used in conjunction with the chapter website. All required project components that are presented as files must be able to be opened in Microsoft Word or in PDF format.

Project Identification Page	One 8 ½” x 11” page on <i>plain background</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region, and project title. Must be included on a website page, or if posted as a file, must be able to open in Microsoft Word or PDF format.
FCCLA Planning Process 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; Must be included on a website page, or if posted as file, must be able to open in Microsoft Word or PDF format. <b>For National Leadership Conference Level II Participants Only:</b> use of the FCCLA <i>Planning Process</i> must also be described in the oral presentation.
Project Summary	One to three 8 ½” x 11” project summary pages to include the purpose of the project, relationship to areas of Family and Consumer Sciences and/or related careers, relevant research, background information that might help the audience understand the point of view of the project, and the change or awareness goal of the project. Must be included on a website page, or if posted as file, must be able to be opened in Microsoft Word or PDF format.
Community Service/ Service Learning Activities	“No Kid Hungry” activities focus on the larger community and should include multiple opportunities for service learning related to Family and Consumer Sciences or other courses. Examples include students in culinary arts providing low cost/healthy food demonstrations, or personal finance students partnering with local food pantries to develop food budget plans. Visit <a href="http://www.fcclainc.org">www.fcclainc.org</a> , <a href="http://www.strength.org/fccla">www.strength.org/fccla</a> , and <a href="http://www.nokidhungry.org/youth">www.nokidhungry.org/youth</a> for more ideas.
Education/Awareness Activities	Education and awareness activities focus on spreading the word about childhood hunger and its impact on the community. Examples include developing posters on childhood hunger facts and promoting the Pledge to End Childhood Hunger. Visit <a href="http://www.fcclainc.org">www.fcclainc.org</a> , <a href="http://www.strength.org/fccla">www.strength.org/fccla</a> , and <a href="http://www.nokidhungry.org/youth">www.nokidhungry.org/youth</a> for more ideas.
Fundraising Activities	One or more fundraising activities are implemented and aligned with overall project goals. Examples include participating in The Great American Bake Sale or the Better Homes and Gardens Clean Out for Kids. Visit <a href="http://www.fcclainc.org">www.fcclainc.org</a> , <a href="http://www.strength.org/fccla">www.strength.org/fccla</a> , and <a href="http://www.nokidhungry.org/youth">www.nokidhungry.org/youth</a> for more ideas.
Project Goals and Impact	Include evidence that the intended impact of the project was reached, including data, statistics, or information that can be used in future “No Kid Hungry” projects.
Multimedia/Social Media	Use multimedia or social media effectively within the website to promote the project goals and activities. Examples include images, videos, or social media updates.
Works Cited/Bibliography	All work is original, or copyright permissions are included; only items licensed for reuse are used. Use MLA or APA citation style to cite all references. Resources should be reliable and current.

## “No Kid Hungry” Specifications (continued)

### Website Design and Navigation

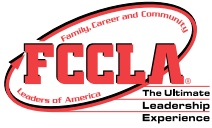
The website may be developed using website services, templates, or software of the participants’ choice. The website and all project components must be available for viewing by the general public and not through a password protected site.

Website Theme	A theme supporting the project goals and activities should be implemented throughout the website.
Creativity and Design	Color, design, effects and creative ideas of the website support the project and do not distract the viewer from the overall project goals.
Communication— Graphics/Images	Graphics, images, or video creates emotion to match the project and communicates symbolism or metaphors. Only original graphics or images or those licensed for reuse may be used.
Communication— Text	Word, text or graphic choices are powerful, vivid, and descriptive to audience, and support the project. Spelling, word choice, and grammar are used correctly.
Licensing	A copyright or licensing statement is included throughout the website. Creative Commons licensing may be used— <a href="http://www.creativecommons.com">www.creativecommons.com</a> .
Navigation	The website should provide seamless navigation between pages and website content. Navigation hyperlinks work, little scrolling of pages is required, and the viewer can quickly locate project information.

### For National Leadership Conference Level II Participants ONLY Oral Presentation

Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Course-work and/or Related Careers	Describe relationship of project content to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for 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.



# “NO KID HUNGRY” National Outreach Program—Level I Rubric



“NO KID HUNGRY” NATIONAL OUTREACH PROJECT

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

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

WEBSITE CONTENT (0 to 65 points)							Points
<b>Project Identification Page</b> 0–5 points	<b>0</b> Project Identification Page is missing, is not complete, or includes incorrect information	<b>5</b> Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, and project title					
<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>Project Summary</b> 0–15 points	<b>0</b> Not Provided	<b>1-2-3</b> Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented.	<b>4-5-6</b> Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented.	<b>7-8-9</b> Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized.	<b>10-11-12</b> Purpose, FACS relationship, research, background information, and goal of the project is explained and presented.	<b>13-14-15</b> Purpose of project, relationships to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format.	
<b>Community Service/Service Learning Activities</b> 0–10 points	<b>0</b> No evidence of community service/service learning activities.	<b>1-2</b> Activities are minimal and do not relate to the Family and Consumer Sciences curriculum.	<b>3-4</b> Activities focus on small groups versus the larger community and do not provide service learning opportunities related to the Family and Consumer Sciences or other courses.	<b>5-6</b> Activities focus on the community but do not reflect service learning opportunities for students enrolled in Family and Consumer Sciences or other courses.	<b>7-8</b> Activities focus on the community and include at least 1 service learning opportunity for students enrolled in Family and Consumer Sciences or other courses.	<b>9-10</b> Activities focus on the community and include 2 or more service learning opportunities for students enrolled in Family and Consumer Sciences or other courses.	
<b>Education/Awareness Activities</b> 0–10 points	<b>0</b> No evidence of education/awareness activities.	<b>1-2</b> Activities are minimal and do not relate to the education or awareness goals of the project.	<b>3-4</b> Activities are minimal and somewhat relate to the education or awareness goals of the project, somewhat increase awareness.	<b>5-6</b> Efforts are evident and the project increases awareness of at least 1 of the following: childhood hunger, FCCLA, or Family and Consumer Sciences.	<b>7-8</b> Activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with only a select audience.	<b>9-10</b> Activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators and school board.	
<b>Fundraising Activities</b> 0–10 points	<b>0</b> No evidence of fundraising activities.	<b>1-2</b> Limited evidence of fundraising activities.	<b>3-4</b> Fundraising activities are limited and are not aligned with project goals	<b>5-6</b> Fundraising activities are aligned with project goals.	<b>7-8</b> Fundraising activities are effective, aligned with project goals, and bring attention to childhood hunger issues.	<b>9-10</b> Fundraising activities are effective, aligned with data and meet or exceed project goals, unique, and bring attention to childhood hunger issues.	
<b>Overall Project Goals and Impact</b> 0–5 points	<b>0-1</b> Project goals and impact is not addressed.	<b>2</b> Impact toward project goals is limited.	<b>3</b> Impact toward project goals is addressed but data, statistics or information is not provided.	<b>4</b> Impact is shown with data, statistics and information.	<b>5</b> Impact is significant with data, statistics and information that can be used in future projects.		
<b>Use of Multi-media or Social Media</b> 0–5 points	<b>0-1</b> None used.	<b>2</b> Multimedia or social media is ineffectively used and not an integrated part of the website; does not support the project goals.	<b>3</b> Multimedia or social media is integrated within the website, but does not support the project goals.	<b>4</b> Multimedia or social media is integrated within the website; supports the project goals.	<b>5</b> Multimedia or social media effectively integrated within the website; supports and promotes the project goals.		

## “No Kid Hungry” National Outreach Project (continued)

WEBSITE DESIGN AND NAVIGATION (0 to 35 points)						Points
<b>Website Theme</b> 0–5 points	<b>0-1</b> No theme identified or applied to website pages.	<b>2</b> Theme applied but inconsistent throughout, does not support project goals and activities.	<b>3</b> Theme generally consistent throughout, somewhat supports project goals and activities.	<b>4</b> Theme consistently applied throughout website pages, generally supports project goals and activities.	<b>5</b> Theme consistently applied throughout website pages, complements project goals and activities.	
<b>Creativity and Design</b> 0–5 points	<b>0-1</b> Color, design and/or effects are overused or so minimal they distract from the purpose and focus	<b>2</b> Color, design and/or effects are inconsistent with purpose and focus and are not used effectively.	<b>3</b> Color, design, and/or effects neither enhance nor detract from the presentation.	<b>4</b> Good use of color, design and/or effects to support the presentation.	<b>5</b> Excellent and appropriate use of color, design, effects, and original ideas to support the presentation.	
<b>Communication—Graphics/Images</b> 0–5 points	<b>0-1</b> No images or graphics were used, or images were not relevant to the project.	<b>2</b> Graphics, images, or video used do not support the project.	<b>3</b> Graphics, images, or video is inconsistently used and is not clearly matched with the project.	<b>4</b> Graphics, images, or video match most of the project, and communicate symbolism or	<b>5</b> Graphics, images, or video creates emotion to match project, and communicate symbolism or metaphors.	
<b>Communication—Text</b> 0–5 points	<b>0-1</b> There are so many errors in word or text that it detracts from the project.	<b>2</b> Word or text does not enhance the project and contains errors.	<b>3</b> Word or text choices are appropriate but but contain errors.	<b>4</b> Word or text choices are good and support the project idea.	<b>5</b> Word or text choices are powerful, vivid, and descriptive to audience.	
<b>Documentation/Works Cited/Bibliography</b> 0–5 points	<b>0-1</b> None cited, or sources are cited but no permissions for using copyrighted work is included.	<b>2</b> Copyright is questionable and sources list is incomplete.	<b>3</b> Copyright statements and permissions are included for most sources but in inconsistent format.	<b>4</b> Copyright statements and permissions are included for all sources. Complete list in a consistent format.	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format.	
<b>Licensing</b> 0–5 points	<b>0</b> The video was not licensed by the participant.		<b>5</b> A Creative Commons license or copyright statement is included in the video.			
<b>Navigation</b> 0–5 points	<b>0-1</b> Navigation is minimal as the site is limited.	<b>2</b> Site navigation is difficult. Links are confusing or absent. Many links do not work. Loads very slowly or not at all.	<b>3</b> Mostly clear how to navigate the website. Some links do not work. Some scrolling required. Page navigation buttons or links are not well placed.	<b>4</b> Navigation is good. Pages and links are easily found. Most hyperlinks are formatted correctly. Some scrolling is required. Page navigation buttons or links are well	<b>5</b> Navigation is excellent. Pages and links are easily found. Hyperlinks are prominent and logically placed. Little scrolling is required. Information, return buttons, and links are easily found.	

**Evaluator’s Comments:**

**LEVEL I TOTAL**  
(100 points possible)



# STAR Events Point Summary Form

## “NO KID HUNGRY” National Outreach Project Level II Only



“NO KID HUNGRY” NATIONAL OUTREACH PROJECT

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

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

**DIRECTIONS:**

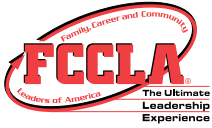
1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write “No Show” across the top and return with other forms. Do **NOT** change team or group numbers.
2. At the conclusion of presentation, verify evaluator 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.
3. 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.
4. 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>Punctuality</b> 0–1 points	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>EVALUATORS’ SCORES</b>			
Evaluator 1 _____	Initials _____	<b>ROOM CONSULTANT TOTAL</b> (6 points possible)	
Evaluator 2 _____	Initials _____	<b>AVERAGE EVALUATOR SCORE</b> (134 points possible)	
Evaluator 3 _____	Initials _____	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Total)	
Total Score _____	divided by number of evaluators		
_____	<b>= AVERAGE EVALUATOR SCORE</b>		

**RATING ACHIEVED** (circle one)    **Gold:** 126–140    **Silver:** 98–125.99    **Bronze:** 1–97.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



# “NO KID HUNGRY” National Outreach Program—Level II Only Rubric



“NO KID HUNGRY” NATIONAL OUTREACH PROJECT

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

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

WEBSITE CONTENT (0 to 65 points)							Points
<b>Project Identification Page</b> 0–5 points	<b>0</b> Project Identification Page is missing, is not complete, or includes incorrect information					<b>5</b> Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, and project title	
<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>Project Summary</b> 0–15 points	<b>0</b> Not Provided	<b>1-2-3</b> Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented.	<b>4-5-6</b> Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented.	<b>7-8-9</b> Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized.	<b>10-11-12</b> Purpose, FACS relationship, research, background information, and goal of the project is explained and presented.	<b>13-14-15</b> Purpose of project, relationships to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format.	
<b>Community Service/Service Learning Activities</b> 0–10 points	<b>0</b> No evidence of community service/service learning activities.	<b>1-2</b> Activities are minimal and do not relate to the Family and Consumer Sciences curriculum.	<b>3-4</b> Activities focus on small groups versus the larger community and do not provide service learning opportunities related to the Family and Consumer Sciences or other courses.	<b>5-6</b> Activities focus on the community but do not reflect service learning opportunities for students enrolled in Family and Consumer Sciences or other courses.	<b>7-8</b> Activities focus on the community and include at least 1 service learning opportunity for students enrolled in Family and Consumer Sciences or other courses.	<b>9-10</b> Activities focus on the community and include 2 or more service learning opportunities for students enrolled in Family and Consumer Sciences or other courses.	
<b>Education/Awareness Activities</b> 0–10 points	<b>0</b> No evidence of education/awareness activities.	<b>1-2</b> Activities are minimal and do not relate to the education or awareness goals of the project.	<b>3-4</b> Activities are minimal and somewhat relate to the education or awareness goals of the project, somewhat increase awareness.	<b>5-6</b> Efforts are evident and the project increases awareness of at least 1 of the following: childhood hunger, FCCLA, or Family and Consumer Sciences.	<b>7-8</b> Activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with only a select audience.	<b>9-10</b> Activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators and school board.	
<b>Fundraising Activities</b> 0–10 points	<b>0</b> No evidence of fundraising activities.	<b>1-2</b> Limited evidence of fundraising activities.	<b>3-4</b> Fundraising activities are limited and are not aligned with project goals	<b>5-6</b> Fundraising activities are aligned with project goals.	<b>7-8</b> Fundraising activities are effective, aligned with project goals, and bring attention to childhood hunger issues.	<b>9-10</b> Fundraising activities are effective, aligned with and meet or exceed project goals, unique, and bring attention to childhood hunger issues.	
<b>Overall Project Goals and Impact</b> 0–5 points	<b>0-1</b> Project goals and impact is not addressed.	<b>2</b> Impact toward project goals is limited.	<b>3</b> Impact toward project goals is addressed but data, statistics or information is not provided.	<b>4</b> Impact is shown with data, statistics and information.	<b>5</b> Impact is significant with data, statistics and information that can be used in future projects.		
<b>Use of Multi-media or Social Media</b> 0–5 points	<b>0-1</b> None used.	<b>2</b> Multimedia or social media is ineffectively used and not an integrated part of the website; does not support the project goals.	<b>3</b> Multimedia or social media is integrated within the website, but does not support the project goals.	<b>4</b> Multimedia or social media is integrated within the website; supports the project goals.	<b>5</b> Multimedia or social media effectively integrated within the website; supports and promotes the project goals.		

# “No Kid Hungry” National Outreach Project (continued)

WEBSITE DESIGN AND NAVIGATION (0 to 35 points)							Points
<b>Website Theme</b> 0–5 points	<b>0-1</b> No theme identified or applied to website pages.	<b>2</b> Theme applied but inconsistent throughout, does not support project goals and activities.	<b>3</b> Theme generally consistent throughout, somewhat supports project goals and activities.	<b>4</b> Theme consistently applied throughout website pages, generally supports project goals and activities.	<b>5</b> Theme consistently applied throughout website pages, complements project goals and activities.		
<b>Creativity and Design</b> 0–5 points	<b>0-1</b> Color, design and/or effects are overused or so minimal they distract from the purpose and focus	<b>2</b> Color, design and/or effects are inconsistent with purpose and focus and are not used effectively.	<b>3</b> Color, design, and/or effects neither enhance nor detract from the presentation.	<b>4</b> Good use of color, design and/or effects to support the presentation.	<b>5</b> Excellent and appropriate use of color, design, effects, and original ideas to support the presentation.		
<b>Communication—Graphics/Images</b> 0–5 points	<b>0-1</b> No images or graphics were used, or images were not relevant to the project.	<b>2</b> Graphics, images, or video used do not support the project.	<b>3</b> Graphics, images, or video is inconsistently used and is not clearly matched with the project.	<b>4</b> Graphics, images, or video match most of the project, and communicate symbolism or	<b>5</b> Graphics, images, or video creates emotion to match project, and communicate symbolism or metaphors.		
<b>Communication—Text</b> 0–5 points	<b>0-1</b> There are so many errors in word or text that it detracts from the project.	<b>2</b> Word or text does not enhance the project and contains errors.	<b>3</b> Word or text choices are appropriate but contain errors.	<b>4</b> Word or text choices are good and support the project idea.	<b>5</b> Word or text choices are powerful, vivid, and descriptive to audience.		
<b>Documentation</b> 0–5 points	<b>0</b> Sources are cited but no permissions for using copyrighted work is included.	<b>1</b> Copyright is questionable and source list is incomplete.	<b>2</b> Copyright is questionable and sources are in inconsistent format.	<b>3</b> Copyright statements and permissions are included for most sources but in inconsistent format.	<b>4</b> Copyright statements and permissions are included for all sources. Complete list is in a consistent format.	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format.	
<b>Licensing</b> 0–5 points	<b>0</b> The video was not licensed by the participant.			<b>5</b> A Creative Commons license or copyright statement is included in the video.			
<b>Navigation</b> 0–5 points	<b>0-1</b> Navigation is minimal as the site is limited.	<b>2</b> Site navigation is difficult. Links are confusing or absent. Many links do not work. Loads very slowly or not at all.	<b>3</b> Mostly clear how to navigate the website. Some links do not work. Some scrolling required. Page navigation buttons or links are not well placed.	<b>4</b> Navigation is good. Pages and links are easily found. Most hyperlinks are formatted correctly. Some scrolling is required. Page navigation buttons or links are well	<b>5</b> Navigation is excellent. Pages and links are easily found. Hyperlinks are prominent and logically placed. Little scrolling is required. Information, return buttons, and links are easily found.		
ORAL PRESENTATION							
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not 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 and explains project fully	<b>9–10</b> Presentation covers all relevant information completely and explains project with a seamless and logical delivery.	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in the presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship to Family and Consumer Sciences coursework and/or Related Careers</b> 0–5 points	<b>0</b> Not included	<b>1</b> Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	<b>4</b> Explained fully with evidence of some understanding of the content area	<b>5</b> Explained fully with evidence of mastery of the content area	

# “No Kid Hungry” National Outreach Project (continued)

**Points**

<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 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

**Evaluator’s Comments:**

**LEVEL II TOTAL**  
(134 points possible)

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

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

**“NO KID HUNGRY” NATIONAL OUTREACH PROJECT**