Chapter Service Project Display
Virginia 2021 *(all changes for state competition in red)*

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 chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

ELIGIBILITY & GENERAL INFORMATION
1. Review all "General Policies" in the introduction section of the state manual beginning on page 8 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 in-person 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 (in-person competition) 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.~~ If events are held virtually, these points will be automatically awarded to all participants.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	~~Equipment Provided for In-Person Competition~~	Competition Dress Code	~~In-Person Competition Participant Set Up / Prep Time~~	~~In-Person Competition Room Consultant & Evaluator Review Time~~	Maximum Oral Presentation Time	~~In-Person Competition Evaluation Interview Time~~	~~In-Person Competition 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~~	~~In-person: 1 min. warning at 9 min.; stopped at 10 min.~~ **Virtual:** 11 min. to include additional questions	~~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 Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Display File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Include 2 photos of the entire display (one front, one back) and up to 15 photos of the contents of the display to show detail for evaluation.
Oral Presentation Video (to include Question Responses)	The oral presentation may be up to 11 minutes in length, including the responses to the two questions listed in the specifications. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Event project, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file ~~can~~ MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The display will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Display Set Up, Display Dimensions and Punctuality.

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.

Project Identification Page	One 8 ½" 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 8 ½" 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.

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.
Display	*Display* should be neat, legible, *professional*, and creative and use correct grammar and spelling.
Identify Concerns: Address Specific Needs	Project addresses an urgent and significant need in the school, *community*, and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. *Technology* may have been used to gather data.
Identify Concerns: Target *Audience*	Research and consideration were 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 of the organization's eight 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 Content and Skill	Project relates to Family and Consumer Sciences *content*, standards and the knowledge and skills 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: Increase 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, formal evaluations.

Oral Presentation

The oral presentation may be up to ~~10 minutes in length~~ (11 minutes for virtual competition) 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 *Display*	Design original, appealing *display*. Use the *display* 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 *display* 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. For virtual competitions, include responses to the following questions at the end of the oral presentation: 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

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
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	**3**
Event Online Orientation Documentation 0 or 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	**2**
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	**1**
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	**1**
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	**1**

EVALUATORS' SCORES

Evaluator 1_____ Initials_____

Evaluator 2_____ Initials_____

Evaluator 3_____ Initials_____

Total Score_____ divided by number of evaluators

= AVERAGE EVALUATOR SCORE
_____ *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible) _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total) _ _ . _ _

RATING ACHIEVED (circle one)   **Gold:** 90-100   **Silver:** 70-89.99   **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____Evaluator 2_____Evaluator 3_____Adult Room Consultant_____Event Lead Consultant_____

CHAPTER SERVICE PROJECT DISPLAY
Rubric

Name of Participant _____

Chapter _____ State_____ Team #_____ Station #_____ Level_____

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

Chapter Service Project Display Rubric (continued)

					Points
Budget *Form a Plan* 0-3 points	**0** No budget provided	**1** Budget is evident	**2** Budget reflects the project's goals	**3** Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project	
Increase Awareness Public Relations *Form a Plan* 0-3 points	**0** No activities shown	**1** Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	**2** Multiple strategies for media outreach and publicity are evident	**3** Project positively increased awareness of FCCLA and FCS with many of these audiences: peers, community, public, elected officials, school administrators, and school board	
Project Impact *Act* 0-3 points	**0** Impact missing	**1** Impact on community or chapter members is explained in a limited way	**2** Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	**3** Impact is significant with data, statistics, surveys and information	

				Points
Youth Involved and Volunteer Recruitment *Act* 0-2 points	**0** Project is not youth led. Volunteers were not recruited	**1** Project is youth led and members volunteered	**2** 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)	
Uniqueness *Act* 0-2 points	**0** Project is not unique	**1** Project has been done previously or is a project designed to a similar effort	**2** Project is unique in its approach to solve a problem or meet a need	

						Points
Evaluation *Follow Up* 0-4 points	**0** No evidence of follow up	**1** Limited evidence of follow up and evaluation	**2** Evaluation is evident. Some strategies are used for follow up	**3** Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	**4** 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	

ORAL PRESENTATION

						Points
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Use of Display during Presentation 0-5 points	**0** Display not used during presentation	**1** Display used to limit amount of speaking time	**2** Display used minimally during presentation	**3** Display incorporated throughout presentation	**4** Display used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing		
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** 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 _____