



National Programs in Action

National Programs in Action, an *individual* or *team event*, recognizes participants who explain how the *Planning Process* was used to plan and implement a *national program* project. Participants must prepare a **file folder**, an **oral presentation**, and **visuals**.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit two entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The National Programs in Action 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.
4. The National Programs in Action project must be planned and prepared by the participant(s) 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 & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.
6. Following the presentation, evaluators will have 5 minutes to interview the participant(s).
7. Evaluators will use the rubric to score and write comments for participant(s). Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
8. The total time required for this event is approximately 25 minutes.

GENERAL INFORMATION

1. For a current list of FCCLA national programs go to: www.fcclainc.org.
2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. Extension cords and power strips are not provided.
4. Spectators may not observe any portion of this event.
5. **Presentation Elements:**
Allowed: *Audio, Costumes/Uniforms, Easel(s), File Folders, Flip Chart(s), Props/Pointers, Skits, Visual Equipment, Visuals.*
Not Allowed: *Manuals, Portfolios.*

File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with name of event, category, participant's name(s), state, and FCCLA national region.

<i>Project Identification Page</i>	One 8½" x 11" page on plain paper, with no graphics or decoration; must include participant's name(s), chapter name, school, city, state, FCCLA national region, project title, and name of the national program on which the project focuses.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the Planning Process was used to plan and implement the project.

Oral Presentation

The oral presentation **may be up to 15 minutes** in length and is delivered to evaluators. The presentation should deal with how each step of the *Planning Process* was used to plan and implement a *national program* project. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out their project. If audio or audio-visual recordings are used, they are limited to 1-minute playing time during the presentation.

<i>Identify Concerns:</i> Relationship to National Program	Explain local concerns and how the <i>national program</i> addresses the concerns.
<i>Identify Concerns:</i> Knowledge of the National Program	Review <i>national program</i> selected, its components, and its goals.
<i>Set a Goal:</i> Structure	State what you want to accomplish in concrete and measurable terms.
<i>Set a Goal:</i> Appropriate Goal	Express how goal relates to <i>national program</i> concerns and to the size and demographic nature of chapter and <i>community</i> to which members belong.
<i>Form a Plan:</i> Organization	Present plan in the chronological sequence in which it was accomplished.
<i>Form a Plan:</i> Logistics and Timeline	Determine who, what, when, where, and how; list abilities, skills, and knowledge required; list available resources; identify possible barriers; include ways to recognize accomplishments.
<i>Act:</i> Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.
<i>Act:</i> Use of Resources and Partners	Identify attempts to develop relationships with partners and resources that enhance the project.
<i>Follow Up:</i> Publicity and Recognition	Share methods of publicizing project efforts and recognizing participants.
<i>Follow Up:</i> Evaluation	Present methods of evaluating project. Include successes and areas of possible improvement.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of mastery of project area content by using current data to support and describe the project and explaining research conducted.
Relationship of Family and Consumer Sciences Coursework	Describe relationship of project content to Family and Consumer Sciences coursework.
Use of <i>Visuals</i> during Presentation	Use <i>visuals</i> to accentuate the oral presentation.
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 <i>visuals</i> and notes or notecards if used. Wear appropriate clothing for the nature of the presentation.

National Programs in Action Specifications (continued)

Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.



STAR Events Point Summary Form NATIONAL PROGRAMS IN ACTION



NATIONAL PROGRAMS IN ACTION

Name of Participant(s) _____

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. Before student presentation, the room consultants must check participants' *file folder* 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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 the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
File Folder 0–2 points	0 No File Folder presented	1 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	2 File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary
Project Identification Page 0–2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0–1 points	0 Participant was late for presentation	1 Participant was on time for presentation	
ROOM CONSULTANT TOTAL (10 points possible)			
EVALUATORS' SCORES			AVERAGE EVALUATOR SCORE (90 points possible)
Evaluator 1 _____	Initials _____		
Evaluator 2 _____	Initials _____		
Evaluator 3 _____	Initials _____		
Total Score _____	divided by number of evaluators		FINAL SCORE (Average Evaluator Score plus Room Consultant Total)
_____ = AVERAGE EVALUATOR SCORE			

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 _____



NATIONAL PROGRAMS IN ACTION

Rubric



NATIONAL PROGRAMS IN ACTION

Name of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

- National Project** (check one):
- | | | |
|---|--|---|
| <input type="checkbox"/> Career Connections | <input type="checkbox"/> Community Service | <input type="checkbox"/> FACTS (Families Acting for Community Traffic Safety) |
| <input type="checkbox"/> Families First | <input type="checkbox"/> Financial Fitness | <input type="checkbox"/> Student Body |
| <input type="checkbox"/> Power of One | <input type="checkbox"/> STOP the Violence | |

EVALUATION CRITERIA							Points
<i>Identify Concerns:</i> Relationship to the National Program 0–5 points	0 No concern is identified	1 Concern is identified	2 Concern is identified with 1–2 statements of the issue	3 Concern is identified with 2–3 statements of issue and how it relates to the national program	4 Concern is identified with 3 or more compelling statements of the need and relation to the national program	5 Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<i>Identify Concerns:</i> Knowledge of the National Program 0–5 points	0 No knowledge apparent	1 Knowledge of the national program seems limited	2 Participant(s) seems to have sufficient knowledge but it is not explicitly stated	3 National program knowledge is explained in presentation	4 Extensive knowledge is apparent through the presentation	5 Extensive knowledge is explained and applied to the project	
<i>Set a Goal:</i> Structure 0–5 points	0 Goal is missing	1 Goal is simplistically stated	2 Goal is stated adequately	3 Goal is stated strongly with some steps identified	4 Goal is stated strongly, ambitious and clear steps are identified	5 Ambitious goal is stated, and articulated with clear steps and evaluation methods	
<i>Set a Goal:</i> Appropriate Goal 0–5 points	0 Goal is missing	1 Goal is inappropriate for the project	2 Goal is relevant but does not relate to a national program	3 Goal relates to a national program	4 Goal relates to an issue and a national program, but relevance is unclear	5 Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<i>Form a Plan:</i> Organization 0–5 points	0 No plan is presented	1 Plan is presented with minimal steps	2 Plan is stated with 3–5 steps	3 Plan is clearly stated with 3–5 steps and a timeline identified	4 Plan is multi-phased, chronologically sequenced, and has measurable expectations	5 Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	
<i>Form a Plan:</i> Logistics and Timeline 0–5 points	0 Plan does not include logistics	1 Logistical and timeline information have been considered, but no evidence is given in the plan	2 Logistics and timeline are somewhat unclear	3 Logistics and timeline have some gaps and need more detailed descriptions	4 Logistics and timeline are complete but could explain with more detail	5 Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	
<i>Act:</i> Action Taken on Plan 0–5 points	0 No action plan presented	1 Some actions are explained	2 All actions are explained	3 All actions are explained with mention of possible barriers and outcomes expected	4 Each action step is taken but explanation given is limited	5 Each action step is taken and full explanation is given of actions and outcomes	
<i>Act:</i> Use of Resources and Partners 0–5 points	0 No evidence of partnerships or resources	1 Limited evidence of partnerships and resources	2 Evidence of partnerships and resources exploration, but no action to develop relationships was taken	3 Evidence of search for partners and resources with appropriate action taken to begin relationships	4 The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	5 The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	

National Programs in Action Rubric (continued)

Points

Follow Up: Publicity & Recognition 0–5 points	0 There are not publicity or recognition strategies	1 Publicity and recognition are acknowledged, but not an intentional component	2 Publicity and recognition strategies are limited in use	3 Publicity is utilized at many steps of the action plan, recognition is evident	4 Publicity is utilized throughout the action plan, recognition is evident and appropriate	5 Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
Follow Up: Evaluation 0–5 points	0 Evaluation methods are not evident in the plans	1 Evaluation methods are mentioned	2 Evaluation methods are included in the plans and results	3 Evaluation methods are evident, but their purpose and outcomes are insufficient	4 Evaluation methods are evident, purposefully used and broad outcomes are listed	5 Evaluation methods are evident, purposefully used, and measurable outcomes listed	
Organization/Delivery 0–10 points	0 Presentation is not done or speaks 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	
Knowledge of Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	0 No evidence of relationship with FACS	1 Minimal evidence of FACS coursework and knowledge	2 Some evidence of FACS relationship	3 Knowledge of FACS coursework is evident but not shared	4 Knowledge of relationship to FACS is evident and shared	5 Knowledge of FACS relationship is evident and explained well	
Use of Visuals during Presentation 0–6 points	0 Visuals are not used during presentation	1–2 Visuals were of poor quality are used to limit amount of speaking time	3 Low quality visuals are used minimally during presentation	4 Adequately chosen and prepared visuals are incorporated throughout presentation	5 Excellent visuals are used effectively throughout presentation	6 Presentation moves seamlessly between oral presentation, high quality visuals. Visuals are superbly chosen and enhance presentation	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the 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	

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Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____