## 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 84 for more information on event categories.

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.

1. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
2. 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.
3. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview the participant(s).
5. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.

ELIGIBILITY &

**GENERAL INFORMATION**

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. Choose one of the FCCLA national programs from page 79.
3. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

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| **GENERAL INFORMATION** | | | | | | | | |
| **Individual or Team Event** | **Prepare Ahead of Time** | **Equipment Provided** | **Electrical Access** | **Participant Set Up / Prep Time** | **Room Consultant & Evaluator Review Time** | **Maximum Oral Presentation Time** | **Evaluation Interview Time** | **Total Event Time** |
| Individual or Team | File Folder, Oral Presentation, Visuals | Table | Not provided | 5 minutes | 5 minutes prior to presentation | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes | 25 minutes |

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| **PRESENTATION ELEMENTS ALLOWED** | | | | | | | | | |
| **Audio** | **Costumes** | **Easel(s)** | **File Folder** | **Flip Chart(s)** | **Portfolio** | **Props/ Pointers** | **Skits** | **Presentation Equipment** | **Visuals** |
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**NATIONAL PROGRAMS IN ACTION**

###### Specifications

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 (either typed or handwritten) in the top left corner with name of event, category, participant’s name(s), state, and FCCLA national region.

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| *Project Identification Page* | One 8 ½" 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, event name, project title, and name of the national program on which the project focuses. |
| 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. |
| Evidence of Online Project Summary Submission | Complete the online project summary form located on the STAR Events Resources page of the FCCLA national website and include proof of submission in the *file folder*. |

Oral Presentation

The oral presentation **may be up to** 10 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 audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

|  |  |
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| *Identify Concerns*: Relationship to National Program | Explain local concerns and how the *national program* addresses the concerns. |
| *Identify Concerns*: Knowledge of the National Program | Review *national program* selected, its components, and its goals. |
| *Set a Goal*: Structure | State what you want to accomplish in concrete and measurable terms. |
| *Set a Goal*: Appropriate Goal | Express how goal relates to *national program* concerns and to the size and demographic nature of chapter and *community* to which members belong. |
| *Form a Plan*: Organization | Present plan in the chronological sequence in which it was accomplished. |
| *Form a Plan*: 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. |
| *Act*: Action Taken on Plan | Explain how plan was carried out. Show specific steps used to complete project. |
| *Act*: Use of *Resources*  and Partners | Identify attempts to develop relationships with partners and *resources* that enhance the project. |
| *Follow Up*: Publicity and Recognition | Share methods of publicizing project efforts and recognizing participants. |
| *Follow Up*: 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 to Family and Consumer Sciences Coursework and/or Related Careers | Describe relationship of project *content* to Family and Consumer Sciences coursework. |
| Use of *Visuals*  during Presentation | Use *visuals* to accentuate the oral presentation. |

National Programs in Action Specifications (continued)

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| 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 *visuals* and notes or notecards if used. Wear appropriate clothing for the nature of the presentation. |
| 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

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| Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | State\_\_\_\_\_\_\_ | Team #\_\_\_\_\_\_\_\_\_ | Station #\_\_\_\_\_\_ | 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 station numbers.
2. Before student presentation, the room consultants must check participants’ file folderusing 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 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.

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| **ROOM CONSULTANT CHECK** | | | | | | | | | **Points** |
| **Registration**  0 *or* 3 points | Participant arrives during scheduled time | | | | | | | |  |
| No **0** | | | | Yes **3** | | | |
| **Online Event 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 | | | |  |
| **File Folder**  0–4 points | **0**  Portfolio exceeds the page limit | | | **1-2-3**  File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content | | | | **4**  File Folder is presented with correct labeling and sufficient evaluators material   * Project ID Page * Planning Process Summary * Project Summary Submission Proof |  |
| **Punctuality**  0–1 point | **0**  Participant was late for presentation | | | | **1**  Participant was on time for presentation | | | |  |
| **EVALUATORS’ SCORES** |  | | | | **ROOM CONSULTANT TOTAL** | | | |  |
| Evaluator 1\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | | | | (10 points possible) | | | |
| Evaluator 2\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | | | | **AVERAGE EVALUATOR SCORE** | | | | \_ \_ . \_ \_ |
| Evaluator 3\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | | | | (90 points possible) | | | |
| Total Score\_\_\_\_\_\_\_\_\_\_ | divided by number of evaluators | | | | **FINAL SCORE** | | | | \_ \_ . \_ \_ |
| \_\_\_\_\_\_\_\_\_\_ | **= AVERAGE EVALUATOR SCORE**  *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)* | | | | | | (Average Evaluator Score plus  Room Consultant Total) | |
| **RATING ACHIEVED** (circle one) | | **Gold:**85-100 | **Silver:** 70-84.99 | | | **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

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| --- | --- | --- | --- | --- |
| Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | State\_\_\_\_\_\_\_ | Team #\_\_\_\_\_\_\_\_\_ | Station #\_\_\_\_\_\_ | Category\_\_\_\_\_\_ |
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**National Program** (check one)**:** ❑ Career Connection ❑ Leadership Service in Action

❑ FACTS (Families Acting for Community Traffic Safety) ❑ Families First

❑ Financial Fitness ❑ Student Body

❑ Power of One ❑ STOP the Violence

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| **EVALUATION CRITERIA** | | | | | | | | | **Points** |
| *Identify Concerns:* **Relationship to the National Program**  0-5 points | | **0**  No concern is listed | **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 |  |
| *Identify Concerns:* **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 |  |
| *Set a Goal:*  **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 |  |
| *Set a Goal:*  **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 |  |
| *Form a Plan:*  **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 |  |
| *Form a Plan:* **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 |  |
| *Act:*  **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 |  |

National Programs in Action Rubric (continued)

**Points**

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| *Act:*  **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 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 | |  |
| *Follow Up:* **Publicity & Recognition**  0–5 points | **0**  There are no 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 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 | |  |
| **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 effectively used in presentation | | **4**  Knowledge of subject matter is evident and shared at times in the presentation | | | **5**  Knowledge of subject matter is evident and incorporated throughout the presentation | |  |
| **Relationship to Family and Consumer Sciences Coursework and Standards**  0-5 points | **0**  No evidence of relationship between career and FACS | **1**  Minimal evidence of career knowledge and FACS coursework relationship | | | | **2**  Some knowledge of relationship of career and FACS coursework | **3**  Knowledge of career and FACS coursework but not shared | | **4**  Knowledge of career and relationship to FACS is evident and shared | | | **5**  Knowledge of career and FACS relationship is evident and explained well | |  |
| **Use of Visuals during Presentation**  0-6 points | **0**  Visuals not used during presentation | **1-2**  Visuals used to limit amount of speaking time | | | | **3**  Visuals used minimally during presentation | **4**  Visuals incorporated throughout presentation | | **5**  Visuals used effectively throughout presentation | | | **6**  Presentation moves seamlessly between oral presentation and visuals | |  |
| **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:

**TOTAL**

(90 points possible

**Evaluator #**

**Evaluator Initial**

**Room Consultant Initial**