**INDIANA**

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**FCCLA IN ACTION**

**STATE PROJECT**

FCCLA members must be affiliated by February 1st

**FCCLA IN ACTION**

**Overview:** FCCLA In Action is a project to recognize students and chapters who use the *planning process* to showcase a specific FCCLA National Program of Family, Career, and Community Leaders of America. Students/Chapters may use one of the following national programs to create their project; Career Connections, Community Service, Families Acting for Community Traffic Safety (FACTS), Families First, Financial Fitness, Stand Up, and Student Body. Students must create a presentation demonstrating their increased knowledge of FCCLA.

Students who complete this state project will receive individual recognition and their chapter will receive chapter recognition with a respective nametag ribbon that corresponds to the national program at the Indiana FCCLA State Conference.

*\*\*This project will now be used for state National Program Recognition instead of completing the National Program Application. If you would like National FCCLA Recognition you will need to also complete the online form on the National FCCLA Website.\*\**

**Entry:** Individual or Team (maximum of 3) Event

**VISUAL GUIDELINES:**

1. Use of the planning process to develop your project and include the planning process summary.
2. For this project a Trifold Board or Digital Presentation can be used.
	1. **Trifold Board: A tri-fold display board** (not exceeding 18” deep X 4’ wide X 4’ high, with no use of electrical equipment).
	2. **Digital Presentation:** PowerPoint or Google Slides presentation must be submitted with no more than 30 slides total. Name the file with the student first and last name, chapter name, and state project.

**PROJECT DETAILS:**

|  |  |
| --- | --- |
| **Display Board** | **Slides Presentation** |
| 1. The title of the project, FCCLA in Action, must be included on the front of the board and the subtitle of the National Program
2. There must be a 3” X 5” index card attached to the lower corner on the back of the display that identifies: Name, Chapter name, School, City, State, Grade and District.
3. Each step of the Planning Process is fully explained, neatly typed, no more than 1 page total. Attach the planning process page to display the board on front or back.
 | 1. The title of the project, FCCLA in Action, must be included (If digital: Title must be on Slide 1) and the subtitle of the National Program
2. A slide identifying: Name, Chapter name, School, City, State, Grade and District.
3. Each step of the Planning Process is fully explained, neatly typed, and can be up to **five slides** total for the Planning Process Summary Form.
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1. Each part of the planning process must be on individual slides or each part must be on individual pages on the display board in addition to the full planning process that is attached to the back side of the tri-fold board.

1. The display or slides must include the following:
	1. ***Identify Concerns*:** Explain local concerns and how the *national program* addresses the concerns.
		1. How the project Relates to the *National Program*
		2. Review *national program* selected, its components, and its goal
	2. ***Set a Goal*:** State what you want to accomplish in concrete and measurable terms
		1. Express how the goal relates to *national program* concerns and to the size and demographic nature of chapter and *community* to which members belong.
	3. ***Form a Plan:*** Create a chronological sequence in which the program was accomplished.
		1. Determine who, what, when, where, and how to plan the project;
		2. List resources needed and gathered. Identify possible barriers; include ways to recognize accomplishments.
	4. ***Act:*** Demonstrate the “Act” with pictures taken during the project
	5. ***Follow Up*:** Share methods of publicizing project efforts and recognizing participants.
		1. Present methods of evaluating project. Include successes and areas of possible improvement.
	6. **FCS Coursework/Standards:** Describe relationship of project content to Family and Consumer Sciences coursework.
2. The project will be evaluated according to the FCCLA in Action rubric.

**FCCLA Planning Process**

**Summary Page Template**

*(This template may be modified, but all headings must be used in the correct order. The FCCLA logo and Planning Process graphics are encouraged but not required.)*

**IDENTIFY CONCERNS**

**SET A GOAL**

**FORM A PLAN (WHO, WHAT, WHEN, WHERE, HOW, COST, RESOURCES, AND EVALUATION)**

**ACT**

**FOLLOW UP**

**FCCLA IN ACTION:** *SELF SCORE IS OPTIONAL*

**National Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(PLEASE LIST)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation** |  |  |  | **Self-Score** | **Score** |
| **SLIDE PRESENTATION**0 – 10 pts | Does not meet the specifications. Not neat or appealing. More than 2 required elements missing0-3 | No TitleMissing 1or 2 required elements. Visual appeal could be improved4-7 | Meets size specification, Title includedNeat and well organized and visually appealing8-10 |  |  |
| **FCCLA PLANNING PROCESS**0 – 10pts | Not attachedNot legible0-3  | Available, but not attachedAll steps are summarizedSomewhat messy4-7  | Planning Process is fully explained, neatly typed or written, and attached8-10 |  |  |
| **GRAMMAR**0 – 10 pts | Extensive grammatical and spelling errors0-3  | Few grammatical and spelling errors4-7 | No grammatical or spelling errors8-10 |  |  |
| **APPEARANCE**0 –10 pts | Display has minimal appeal both in design and content0-3 | Display needs some improvement in design and content4-7 | Visually appealing,creative, and appropriate in design and content8-10 |  |  |
| RELATIONSHIP TO THE NATIONAL PROGRAM**0 – 5** | No concern is identified, or concerns are not clear0-1 | Concern is identified with lack of explanation or relationship to a National Program2-3 | Concern is identified with 2 statements of the issue with strong relationship to the National Program4-5 |  |  |
| KNOWLEDGE OFNATIONAL PROGRAM**0 – 10** | Knowledge of the national program seems limited0-3 | Some knowledge of national program is apparent4-7 | Extensive knowledge is explained and applied to project throughout8-10 |  |  |
| ***SET A GOAL:***STRUCTURE**0 – 5** | Goal is missing or incomplete0-1 | Goal is stated adequately2-3 | Goal is stated strongly, ambitious and clear steps are identified, concrete, and measurable4-5 |  |  |
| ***FORM A PLAN:***ORGANIZATION AND TIMELINE**0 – 10** | Plan is missing or missing logistics and timeline 0-3 | Plan logical and has timeline but more detail is needed4-7 | Plan is realistic, sequenced and identifies who, what, where, when, why, and how8-10 |  |  |
| ***FORM A PLAN:***RESOURCES AND PARTNERS USED**0 - 5** | No or limited evidence of resources or partnerships 0-1 | Evidence of resources or partnershipswere explored2-3 | The project identifies attempts to develop relationships with partners and resources needed4-5 |  |  |
| ***ACT:***ACTION TAKEN**0 - 10** | No or few pictures are displayed 0-3 | Several pictures are displayed but no explanation4-7 | Pictures explain most or all aspects of the project8-10 |  |  |
| ***FOLLOW UP:***EVALUATION**0 - 5** | Evaluation methods are not evident or are limited in the project0-1 | Evaluation methods are included in the plans and results2-3 | Evaluation methods are evident, purposefully used. Success and improvements included4-5 |  |  |
| **RELATIONSHIP TO FCS COURSEWORK****0 – 10** | No or minimal evidence of relationship with FACS0-3 | Some evidence of relationship with FACS4-7 | Knowledge of FACS Coursework is evident and explained well8-10 |  |  |
|  | **TOTAL: 100 PTS POSSIBLE (COMMENTS ON BACK)** |  |  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| 0-69 | 70-79 | 80-89 | 90-100 |
| **Participation** | **Bronze** | **Silver** | **Gold** |