# CmPS Required Elements and Guidelines

(Projects not meeting these requirements may not be eligible for awards!)

## Entry Materials

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Cover Sheet</strong></td>
<td>Complete the 2020 Official FPSPI CmPS Cover Sheet for International Conference entries.</td>
</tr>
<tr>
<td><strong>Publication Release &amp; Statement of Authenticity</strong></td>
<td>Submit the official FPSPI signed Publication Release &amp; Statement of Authenticity for each student participant. (If submitted at the Affiliate level, the same completed form may be submitted at the International level.)</td>
</tr>
<tr>
<td><strong>Fee Payment</strong></td>
<td>Pay appropriate fees for the Affiliate and/or International level.</td>
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</tbody>
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## Written Report

Both Microsoft Word (or .txt) and PDF formats are required for International submission.

**Title Page (optional)**
- One page

**ALL projects**
- Attach to Written Report
- Identify:
  - Project Title
  - Division (Junior, Middle, Senior)
  - Team or Individual
  - Project Type (Single-Year, Multi-Year, Evolving)

**Preface**
- Max of 2 pages
- 12 point font
- Times New Roman

**Evolving projects only**
- Attach to the written report
  - Complete information as required on the form

Note: Evolving projects are those that have been submitted for evaluation at the Affiliate or International levels in prior years.

**Written Report**
- Max of 5500 words and a 1-page timeline (the timeline is not included in the word count limit)
- 12 point font
- Times New Roman
- Single or double spaced

**ALL projects**
- Project Overview
  - Area of Concern
  - Challenges Identified
  - Underlying Problem
  - Alternative Solution Ideas
  - Plan of Action
- Implementation of the Plan
  - Actions and Outcomes to Date
  - Organization
  - Resource Identification and Utilization
- Project Outcomes
  - Accomplishments
  - Reflection on Outcomes
  - Scope of the Project
Addendum

PDF format is required for International submission.

### Addendum

**ALL projects**
- Max of 6 pages
- PDF

- A “mini-scrapbook” of supporting documentation which highlights accomplishments
- May be in collage form or typewritten text
- May include photos, copies of letters, newspaper articles, surveys, etc.
- May be reduced in size, but must be legible

**Note:** Multi-dimensional (3-D) not acceptable

### Supporting Documentation

<table>
<thead>
<tr>
<th>Scrapbook(s)</th>
<th>REQUIRED at the International Conference; <strong>REQUIRED</strong> for Indiana Affiliate</th>
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<tbody>
<tr>
<td>No page limit nor required number of volumes</td>
<td>• Visual materials that show the actions and accomplishments described in the report&lt;br&gt;• Information well-organized and clearly labeled&lt;br&gt;• May be presented on a flash drive, online, or in standard paper format</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Presentation (submitted on a flash drive)</th>
<th><strong>REQUIRED</strong> at the International Conference; <strong>NOT REQUIRED</strong> for Indiana</th>
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</thead>
<tbody>
<tr>
<td>3-5 minute audio-visual presentation</td>
<td>• May use DVD, PowerPoint, storytelling software, etc.&lt;br&gt;<strong>OR</strong>&lt;br&gt;45-90 second Public Service Announcement (PSA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Display at CmPS Showcase</th>
<th><strong>REQUIRED</strong> at the International Conference CmPS Showcase <strong>REQUIRED</strong> for Indiana Affiliate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The height of the display from the tabletop may not exceed 50 inches (127cm)</td>
<td>Table-top display that provides an overview of the project and evidence of project outcomes&lt;br&gt;• Participants are required to use the tri-fold backboard supplied to them by FPSPI and are required to complete the project display on-site during the allotted times. All boards will be a standard size – typically 36”H X 48” W. (creatively enhancing and adding to provided display board is encouraged)&lt;br&gt;• The height of the display from the tabletop may not exceed 50 inches (127cm). Items below or beside the table and/or above the 50-inch limit will not be evaluated.&lt;br&gt;• Mandatory use of the display board provided on site&lt;br&gt;• Attendance at CmPS Showcase required to share project information and display</td>
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<table>
<thead>
<tr>
<th>Interview</th>
<th><strong>REQUIRED</strong> at the International Conference; <strong>REQUIRED</strong> for Indiana Affiliate</th>
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<tbody>
<tr>
<td>15 minute (individual) / 30 minute (teams) interview with evaluators to communicate a deeper understanding of the project</td>
<td><strong>NOTE:</strong> Every interview will include the question: “Which step in the problem solving process made the biggest difference to your project and why?”</td>
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International Conference

International Conference participants must provide the CmPS entry fee ($50) and official 2020 Cover Sheet on Google Forms. The Publication Release & Statement of Authenticity for each student is required with International Conference registration. IC submissions will occur via email to cmps@fpspi.org. The written report, including the Preface, if applicable, must be emailed in Microsoft Word or .txt format and also in PDF. The addendum must be in PDF format. Teams/Individuals will be given approximately 3 hours to set up their projects at the International Conference. Projects must incorporate the display board provided for them at IC and can bring parts of the display with them, all construction of the display must occur onsite.

International Conference registration and payment is required to attend the conference.

Guidelines for CmPS Projects

PROJECT OVERVIEW: Description of the problem solving process

The first part of the written report illustrates the use of the problem solving process in creating the Plan of Action. As with Global Issues Problem Solving, Community Problem Solving uses a six-step problem solving process but with adaptations and adjustments suited to the active nature of solving present-day real-world problems.

- Some projects will begin with a broad Area of Concern and work through the steps in order.
- Some projects will begin with a clearly defined problem. Some work may be required to explore all aspects of the problem and to determine if a broader scope is needed.
- Some projects will have a solution idea already in mind (for example, a recycling program). Students may need to research to determine if there is a significant Area of Concern and whether the Solution Idea addresses a clear Underlying Problem.
- Some projects will be continuing work that was started in previous years (Multi-year or Evolving projects) and is currently in any stage of the process.
- In some projects, students may encounter obstacles in their work that require them to return to a previous problem solving step in order to move forward.

All of these projects can be competitive in CmPS; all of these projects will benefit from use of all steps of the problem solving process. Students should experience use of all the steps of the process, as required by the project. The written report should describe all the steps of the process.

In this section, students should describe the problem solving process they used and Challenges and Solutions may be considered at different stages of the project. No matter where projects begin, they have an Area of Concern (whether broad and ill-defined or as clear-cut as a particular solution idea). The Challenges identified by the students may range in scope from general issues within the Area of Concern to specific problems they’ll face while implementing an Action Plan. All projects need a well-focused and clearly stated Underlying Problem upon which to base the Solution Ideas and Plan of Action.
A. AREA OF CONCERN
Completely describe the situation addressed by the project. Include information from research about the situation, describe the community involved (whether it is school, local, state, national, or global), explain the significance of the situation, and tell why it is important to the students and the community. When reporting on a Multi-year project, the report should include the work from all years of the project.

B. CHALLENGES IDENTIFIED
In this section, include a list of Challenges the student(s) considered while analyzing the situation: challenges causing the situation, concerns resulting from the situation, and challenges which may arise while trying to change the situation. Challenges should demonstrate a thorough analysis of the situation (or Solution Idea if previously established) from as many perspectives as possible. Challenges should be clearly written and demonstrate flexible and insightful thinking. Challenges are NOT to be those experienced by the team but are those that are associated with the Area of Concern. This step should lead to the Underlying Problem or should show a clear connection to any previously established Underlying Problem or Plan of Action. An Evolving project should identify new challenges unique to the “evolved” situation and should not simply reuse previously generated ideas. Similarly, when a team completes a “new” project, the team must complete the entire FPS process, generating NEW Challenges, UPs, etc. (Note: Merely changing the wording of a previously submitted project does NOT constitute a new project and penalties will be assessed for these “duplicate” projects.)

C. UNDERLYING PROBLEM
The Underlying Problem (UP) should show relevance to the Area of Concern and may be an outgrowth of the Challenges identified in Part B. At this stage of the process; it is essential to narrow the situation, rather than addressing the entire Area of Concern at once. The UP should make clear the reasons for focusing on a particular aspect of the Area of Concern. The Underlying Problem should clearly communicate the desired outcomes. Use the Global Issues Problem Solving format when writing the UP: Condition statement, Stem, Key Verb Phrase, Purpose, and appropriate Parameters.

D. ALTERNATIVE SOLUTION IDEAS
Students should generate a variety of Solution Ideas to the Underlying Problem and should clearly explain them. If a project is based on an established Solution Idea, these ideas should help to focus the ideas for developing, refining, and implementing the Plan of Action. The ideas in this section of the report should represent a thorough investigation of various approaches to the Underlying Problem or Plan of Action and should demonstrate flexible and insightful thinking concerning the possibilities for action. Students should select the most promising solution(s) - either a single solution or a combination that will create a focused and effective Plan of Action.

A. Scoring Criteria
- Significance
- Completeness
- Clarity

B. Scoring Criteria
- Flexibility
- Insight
- Clarity

C. Scoring Criteria
- Relevance to Area of Concern
- Focus
- Clarity of Desired Outcomes

D. Scoring Criteria
- Relevance to Underlying Problem
- Flexibility
- Clarity
E. PLAN OF ACTION
This is the core of the CmPS process, where a plan is created for implementing the Solution Ideas. The Plan of Action represents what students expect to accomplish and the steps they plan to take and thus should be written in the future tense. The Plan of Action must demonstrate relevance to the Underlying Problem and provide a rationale for the selection of Solution Ideas. It should describe the impact students believe this Plan of Action will have on the Area of Concern and why this plan is the best way to solve the problem. The Plan of Action should be thorough, describing both activities to be carried out and how success will be evaluated. The last page of the report should include a working timeline outlining major goals and deadlines.

IMPLEMENTATION OF PLAN: Description of actions taken

The second part of the report illustrates students’ accomplishments while carrying out the Plan of Action. In CmPS, the use of the problem solving process does not end with the Plan of Action. Students should use the problem solving process in a flexible manner as they work to overcome obstacles, make decisions, and implement the Plan of Action. Students should demonstrate good organization, in-depth planning, and results consistent with the Plan of Action and its goals.

A. ACTIONS AND OUTCOMES TO DATE
Actions taken and the results of the problem solving activities are described. The report should cite activities leading to the successful implementation of the Plan of Action, adjustments made in the plan, and steps taken toward implementing remaining portions of the plan, including all actions taken before submission of the report and addendum. Activities planned for completion after the submission deadline should also be described to clarify the current status of the project for the evaluators. The focus should be what has been accomplished thus far; later accomplishments can be reported on-site, in other materials, and during the interview.

B. ORGANIZATION
In all team and individual CmPS projects, the organization is important to the successful implementation of the Plan of Action. Reports should indicate how the work was assigned and who carried out which tasks. Teams might divide themselves into committees or task forces and describe the responsibilities of each. An individual carrying out a project must be well-organized; many individual projects involve working with others, and the report should describe the involvement of these outside resources.
C. RESOURCE IDENTIFICATION AND UTILIZATION

The report should describe resources used in creating and implementing the Plan of Action. Resources such as agencies and people consulted, the research used, and media contacts should be identified, and the utilization of these resources should be explained completely. Outreach into the community identified in the Area of Concern should also be demonstrated.

PROJECT OUTCOMES: Description of accomplishments and impact

In this section students highlight their accomplishments, reflect on the outcomes, and analyze the impact of their project on the community. At the International Conference level, this section is reviewed but not scored during the Preliminary Scoring. Evaluators keep “Project Outcomes” in mind when forming interview questions and when scoring effort and accomplishments. “Project Outcomes” are scored on the IC On-Site score sheet. Information from supporting documentation (i.e. scrapbook(s), display, media presentation, interview) may also affect the scoring of this section.

A. ACCOMPLISHMENTS

This section illustrates the essence of the project, a summary of what student(s) have accomplished while completing the project, and an analysis of the project’s effectiveness. Progress toward goals and difficulties in achieving the goals should be thoroughly described. The student(s) should analyze the effectiveness of the problem solving process in developing and carrying out the Plan of Action. The report should address the impact of the team’s/individual’s efforts on the Area of Concern and the Underlying Problem.

B. REFLECTION ON OUTCOMES

The student(s) should assess the outcomes of the project and its impact on the community. Was the Plan of Action effective? Have the completed activities solved the Underlying Problem? What impact has the project had on the Area of Concern? How does the team/individual feel about the project now? If the plan is only partially accomplished, what remains to be completed to achieve the goal? If the outcomes did not meet the team’s/individual’s expectations, what different actions might have been taken, or what new angle should be attempted in the future?

C. SCOPE OF PROJECT

The scope of the project is judged on the supporting information available to the evaluators. It is the responsibility of the student(s) to make the evaluators aware of information that reflects the impact the project has had, the community support and involvement in the project, and the contacts and media coverage solicited and attained by the student(s).

- **Community Impact** assesses the positive impact the project has on the identified community. Is there documented evidence of the project making a positive difference? Is there documentation of growth in community awareness? Is there documentation of the student(s) taking action in the community resulting in a positive impact on the project goals?
• **Community Involvement** refers to the ability of the student(s) to involve the identified community in the project goals. Is there evidence of the student(s) seeking community involvement? Did the students make presentations to community groups? Did the student(s) seek input and/or help from the community government, citizens, or community organizations (Resource Identification and Utilization)? Did the community offer positive support for the project?

• **Resolution of Area of Concern/Underlying Problem (UP)** reflects the overall achievements of the student(s) in resolving the Challenges, as defined in the Area of Concern and UP. Did the student(s) accomplish the original objectives? Is there a match between the size of the issues presented in the report and the scope of achievements? Have the issues in the Area of Concern and the Challenges Identified been resolved? Were the goals of the UP met by the project outcomes?

**The Addendum:** Documentation of accomplishments

The addendum serves as a miniature scrapbook/portfolio to document the accomplishments described in the report. The team/individual should select the most salient items from the scrapbook/portfolio for inclusion. Selections should clearly show the focus of the project, be easy to follow and understand, represent a variety of the actions taken, and be presented in a creative manner.

- The addendum may be in collage form using images or in standard typewritten text or a combination thereof.
- Students may demonstrate what they have accomplished through photos, copies of letters written or received, newspaper articles, surveys, etc.
- Images of documents may be reduced to fit the page constraints as long as evaluators are able to read and understand the reduced documents.
- Captions may be included to identify or explain photos, surveys, screenshots of social media, etc.
- For International Conference submissions
  - Document must be in PDF format and submitted electronically (3-D format is not acceptable).

**Addendum Scoring Criteria**
- Clarity
- Completeness
- Creativity

**Supporting Information**

Each element of the supporting documentation should add to the presentation of the project and build on the report, rather than duplicating information already presented. (These elements may be required by Affiliate Programs; all elements are required at the International Conference.)

**A. SCRAPBOOK/PORTFOLIO**

Materials included in the scrapbook/portfolio provide visual evidence of the actions and accomplishments described in the report and should present a complete picture of the project. The scrapbook(s) provides an in-depth look at the work and may be used throughout the evaluation as a source to verify

**A. Scrapbook Scoring Criteria**
- Clarity & Organization
- Completeness
- Creativity
claims made in the report. Students should include information to demonstrate the impact the project has had on the community, the community interest and involvement in the project, and the contacts made and/or media coverage attained. Integral parts of this documentation may include flyers, advertisements, social media campaigns, products created, letters, surveys, photographs of the students in action, newspaper articles, meeting agendas, notes from speakers or field trips, information about or hard copies of presentations made during the project, etc. The scrapbook(s) should be creatively arranged for visual appeal and should be well organized, with clear labels identifying the information. No size or length restrictions for the scrapbook/portfolio is in place. There may be multiple volumes of the scrapbook.

The scrapbook/portfolio may be presented in a variety of formats, including on flash drive or online, in addition to the more standardized paper format. If the team/individual chooses to present the scrapbook in an electronic version, the team must ensure that evaluators can view it. It is the responsibility of the team to ensure that technical difficulties do not prevent the evaluator from scoring this essential portion of the project.

B. MEDIA PRESENTATION
The media presentation highlights the team’s/individual’s accomplishments and provides documentation of actions that may be difficult to replicate on paper. Students are encouraged to surprise us with creative presentations! There are two options:

1. **Audio-visual presentation - 3-5 minutes:** Students may use video, PowerPoint presentation, story-telling software, or similar formats to create the presentation. The presentation should convince viewers of the significance of the project. Possibilities include “publicity” for the project, a recording of a presentation or event completed during the project, or a documentary of the problem-solving process.

2. **Audio and/or visual Public Service Announcement (PSA) - 45-90 seconds:** The purpose of the PSA is to “sell” the project and its goals. It should highlight the strengths of the project and serve as a “call to action” for the community to join the team/individual in attempts to carry forward the goals of the project. It should be appropriate for public media to air on either television or radio stations, or to share on social media.

*All media presentations must be submitted on a flash drive for evaluation*

C. DISPLAY
Students create a table-top display on one table to provide an overview of the project and additional evidence of project outcomes. The display should quickly communicate the essence of the project so viewers can understand the nature and importance of the project. The team/individual is encouraged to organize and portray the project, both creatively and effectively. The height of the display from the tabletop may not exceed 50 inches (127cm). Items below or beside the table and/or above the 50-inch limit will not be evaluated. The team/individual may choose to use a table cover on the display table. The diagram below shows an example of how the display board might be organized. Items may also be displayed on the table.

The team/individual is encouraged to use creativity to incorporate essential ideas into the display. The display should be organized in such a way that highlights what is important for the evaluators and the public to understand the project and its goals. Items placed on the display board might include the following: a summary of the project focus; graphs, charts, photographs and/or drawings; resources utilized; actions
taken; accomplishments; project highlights; and/or future plans. Creativity is encouraged and will be rewarded by evaluators!

Note: Participants are required to use the tri-fold backboard supplied to them by FPSPI and are required to complete the project display on-site during the allotted times. The boards are standard size, typically 36”H X 48” W. Only team/individual members may participate in the set up of the display table. Help from a coach or other non-team members either physically or via electronic means (i.e., texting during set-up) is not permitted.

D. INTERVIEW
The team/individual participates in an interview (15 minutes for individuals and 30 minutes for teams) to explain the project and to update evaluators on recent accomplishments and/or project changes. The evaluators will ask questions about the project such as how the student(s) chose the focus of the project, the support received, problems encountered, the reaction of the community, accomplishments, and/or long-range plans. The interview provides evaluators with an increased understanding of the project while allowing the student(s) to share the passion for the project and to describe actions taken after the report was submitted. Evaluators will ask questions to learn more about the project and the process used. Teams are not required to present an oral “pitch” of the project but may do so. Note: Every interview will include the question: “Which step in the problem solving process made the biggest difference to your project and why?”

D. Interview Scoring Criteria
- Clarity of Responses
- Depth of Responses
- Evidence of Passion and Project Ownership
Overall

The Overall score is a holistic approach used to evaluate all parts of the CmPS project for research applied, creative strength, and implementation of the problem solving process.

**RESEARCH APPLIED** measures the application of research throughout the project. The process of completing the CmPS project is examined for connection to the research available on the chosen issue or concern, as well as specific knowledge displayed by the student(s) of general issues and trends relating to the chosen Area of Concern. Background research into Area of Concern, related concepts, facts, and insight from community leaders demonstrate indications of research applied.

**CREATIVE STRENGTH** measures the use of innovative and original thinking throughout the project, the supporting documentation, and the interview. Each part of the project is reviewed for innovative or unconventional thinking and ideas indicating fresh insights and perceptions. Responses showing creativity are those requiring intellectual energy to make mental leaps beyond obvious or commonplace responses.

**IMPLEMENTATION OF PROBLEM SOLVING PROCESS** measures the ability to apply appropriate tools and steps of the problem solving process when generating Challenges and Solution Ideas for implementation of the Plan of Action. Overall implementation of the problem solving process may occur within team dynamics, or individual performance observed on-site or at any other time during the scope of the project and may apply to the application of creative problem solving tools or team/individual evidence of problem solving beyond the effectiveness scored in Part I: Section A.