Future Problem Solving Program International

Community Problem Solving

Project Information for Coaches and Students
2015-16

CmPS Project Types

Single Year Project	A single year CmPS project is identified, solved, and submitted for competition within one FPSPI year. All team projects will be evaluated by dividing them into the 5 topic categories.
Multi-Year Project	A multi-year CmPS project takes more than one year to complete in order to solve the Plan of Action. A minimum of fifty percent of the team members on a Multi-year project must remain constant throughout all years of the project. The Multi-year project would be submitted for competition **one time**, upon completion of the project. Coaches must submit a team roster of all team members for all years of the project's existence.
Evolving Project	These projects have been previously presented and evaluated at the Affiliate and/or International levels. Students choose to act upon evaluator recommendations to complete these projects more successfully, "evolving" them into an improved project for the next year. A minimum of fifty percent of the team members on an Evolving project must remain constant throughout all years of the project. When submitted again at the Affiliate and/or International level these projects must: - Include the "Preface for Evolving Projects" with the six page report - Include on the cover sheet all students who previously and currently worked on the project - Include in the addendum a timeline for both years of the project that CLEARLY delineates the accomplishments of the first year and those of the evolving year - Modify the Area of Concern to reflect transition from previous project to new one - Revise the Underlying Problem and Plan of Action to relate to revised Area of Concern and to reflect improvements suggested by evaluators - Demonstrate use of the six-step problem solving process by adding to and/or revising previously submitted challenges and solution ideas so that they tie directly to new Area of Concern and UP and re-analyze solution ideas for the best Plan of Action - Revise any other part of the six page report and/or addendum to reflect new team dynamics, organization, utilization of resources, and reflections that may have changed throughout the year. - Show continued effort in implementing the Plan of Action
Duplicate Project	A duplicate project has been previously submitted that may or may not have "won" in the previous submission at either the Affiliate or International levels. A "Duplicate Project" consists of a project that includes a report, activities, timelines, and/or details, etc. that are identical to the previous submission or that may consist of only minor changes, e.g. changing the focus of the project from one area to another. A Duplicate Project is considered a violation of the philosophy of CmPS and shall not be in contention for an award, whether at the Affiliate or International level. Any additional penalty will be at the discretion of the Executive Director.
Non-Competitive Project	Some Affiliates accept submissions of non-competitive projects, especially for younger students. Contact your Affiliate for more information.

At International Competition team projects are evaluated in the following categories:

- **Civic/Cultural Issues**
- **Education**
- **Environmental Concerns**
- **Health Concerns**
- **Human Services**

Teams indicate their first, second, and third choice of category on the CmPS cover sheet. Whenever possible, team projects are placed in the first category choice; *however, teams must understand that merely selecting a particular category does not guarantee placement within that category. Categories may be combined or eliminated in the event that enough projects are not submitted to constitute a separate category division or in the event of too many projects in one category.* FPSPI finalizes category placement.

Note: Individual projects are placed according to division unless a division has more than 8 projects, in which case projects be assigned by category.

8/2015

CmPS Required Elements and Guidelines

Entry Materials

Cover Sheet	Complete the appropriate cover sheet for Affiliate and the official CmPS Cover Sheet for International Conference entries.
Publication Release & Statement of Authenticity	Submit the official FPSPI signed Publication Release & Statement of Authenticity for each student. (If submitted at the Affiliate level, the same completed form may be submitted at the International level.)
Fee Payment	Pay appropriate fees for the Affiliate and/or International level.

Written Report

Word (or .txt) **and** PDF formats are both required for International submission.

Title Page ▪ One page ▪ 8.5 x 11format	ALL projects; attach to Written Report; identify ONLY… • Project Title • Division (Junior, Middle, Senior) • Team or Individual (no names) • Project Type (Single Year, Multi-Year, Evolving)
Preface for Evolving Projects ▪ Max of 2 pages ▪ 8.5 x 11 format ▪ Form provided	EVOLVING projects only; affix between title page and report **Complete information as required on form.

Written Report
▪ Max of 6 pages
▪ 8.5 x 11 format
▪ 0.5 or greater margins
▪ 12 point font
▪ Arial, Times New Roman, or equivalent
▪ May be single spaced
	ALL projects
	  Project Overview
	    A. Area of Concern
	    B. Challenges Identified
	    C. Underlying Problem
	    D. Alternative Solution Ideas
	    E. Plan of Action
	  Implementation of the Plan
	    A. Actions and Outcomes to Date
	    B. Organization
	    C. Resource Identification and Utilization
	  Project Outcomes
	    A. Accomplishments
	    B. Reflection on Outcomes
	    C. Scope of the Project

Addendum

PDF format is required for International submission.

Addendum
▪ Max of 6 pages
▪ 8.5 x 11 format
	<u>ALL projects</u>
	A "mini-scrapbook" of significant information which the team or individual feels portrays the project's accomplishments:
	    • May be in collage form or typewritten text
	    • May include photos, copies of letters, newspaper articles, surveys, etc.
	    • Items may be reduced in size, but must be legible
	    • Multi-dimensional (3-D) is not acceptable

Timeline ▪ One page ▪ 8.5 x 11 format	<u>MULTI-YEAR and EVOLVING projects only; page 7 added to addendum</u> • Clearly delineates accomplishments of each year of the project

Supporting Documentation

Scrapbook
▪ No page limit
	<u>ALL projects</u>
	    • Visual materials that show the actions and accomplishments described in the report
	    • Well-organized with clear labels identifying the information
	    • May be presented by CD, flash drive, online, or in standard paper format

Media Presentation	<u>OPTIONAL for Affiliates; ALL projects at the International Conference (IC)</u>
	    • 3-5 minute audio-visual media presentation; may use DVD, PowerPoint, storytelling software, etc.
	    OR
	    • 45-90 second public service announcement in audio or video format

Display	<u>OPTIONAL for Affiliates; ALL projects at IC</u>
	    • Table-top display that provides an overview of the project and evidence of project outcomes
	    • At IC, use of display board provided on site required (creatively enhancing and adding to provided display board is encouraged)

Interview	<u>OPTIONAL for Affiliates; ALL projects at IC</u> 15 minute (individual) or 30 minute (teams) interview with evaluators to communicate a deeper understanding of the project *At IC a maximum of 15 team members participate in interview

International Conference

International Conference participants must register and complete payment for IC in addition to providing the CmPS entry fee and official cover sheet. ROCS will be used for all **IC** submissions. The 6-page report, including the Preface, if applicable, must be uploaded in Microsoft Word or .txt format <u>and</u> also in PDF. The addendum must be uploaded in PDF format. An optional service charge of ($25) for FPSPI to enter the project in ROCS is available.

Guidelines for CmPS Projects

PROJECT OVERVIEW (Description of the problem solving process)

The first part of the report illustrates the students' 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 need to be done 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 do some 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 begun 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 go back to a previous problem solving step in order to then 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, in any order. The written report should describe all the steps of the process.

In this section, students should describe the problem solving process they used – 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 a 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.

> **A. Scoring Criteria**
>
> - Significance
> - Completeness
> - Clarity

B. CHALLENGES IDENTIFIED

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. The challenges should demonstrate a thorough analysis of the situation (or solution idea if previously established) from as many

perspectives as possible. The challenges should be clearly written and demonstrate flexible and insightful thinking. 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 not simply use 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 – 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 taking on 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 desired outcomes.
Use the Global Issues Problem Solving format when writing the
UP - condition, 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 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 part should represent a thorough investigation of various approaches to the Underlying Problem or Plan of Action and 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.

E. PLAN OF ACTION

This is the core of the CmPS process where a plan is created for implementing the ideas from Section D. The Plan of Action represents what students *expect* to accomplish and the steps they plan to take. The plan should include a **working timeline** outlining major goals and deadlines.
The plan must demonstrate relevance to the Underlying Problem and provide a rationale for the selection of solution ideas. It should describe the impact students believe the plan will have on the Area of Concern and why this 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.

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 Action Plan. Students should use the problem solving process in a flexible manner as they work to overcome obstacles, make decisions, and implement a Plan of Action. Students should demonstrate good organization, in-depth planning, and results consistent with the Plan of Action.

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 successful implementation of the Plan of Action, adjustments made in the plan, and steps taken

A. Scoring Criteria

- Progress Made
- Successful Implementation/Adaptation of Plan
- Evidence of Effort

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 on what has been accomplished so far; later accomplishments can be reported on-site in other materials and during the interview.

B. ORGANIZATION

In all team and individual CmPS projects, organization is important to the successful implementation of the Plan of Action. Teams' 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

B. Scoring Criteria

- Clarity
- Systematic Approach to Tasks
- Involvement of Participants

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 their involvement.

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, research used, and media contacts should be identified and utilized. Outreach into the community identified in the Area of Concern should be demonstrated.

C. Scoring Criteria

- Thoroughness
- Flexibility
- Evidence of Outreach

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. This section may be evaluated at the Affiliate level. At the International 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 scoresheet. Information from supporting documentation (scrapbook, 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 students have accomplished while completing the project and an analysis of the project's effectiveness. Progress toward goals should be thoroughly described, as well as difficulties in achieving the goals. The students should analyze the effectiveness of their problem solving process in developing and carrying out their plan. The report should address the impact of students' efforts on the Area of Concern and the Underlying Problem.

> **A. Scoring Criteria**
> - Achievement of Goals
> - Effectiveness of Problem Solving
> - Impact on the Area of Concern and UP

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 students' activities solved the Underlying Problem? What impact has the project had on the Area of Concern? How do students feel about the project now? If the plan is only partially accomplished, what remains to be done to achieve the goal? If the outcomes did not meet students' expectations, what might have been done differently or what new angle should be attempted in the future?

> **B. Scoring Criteria**
> - Completeness
> - Thoughtfulness
> - Accuracy

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).

> **C. Scoring Criteria**
> - Community Impact
> - Community Involvement
> - Resolution of Area of Concern/UP

- **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 a 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/UP** reflects the overall achievements of the students in resolving the challenges and problems, as they defined in their 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. Students 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.

<div>

Addendum Scoring Criteria

- Clarity
- Completeness
- Creativity

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- The addendum may be in collage form using images or in standard typewritten text or a combination.
- 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 as long as evaluators are able to read and understand the reduced documents.
- Include captions to identify or explain photos, surveys, screenshots of social media, etc.
- For International submissions
  - Document must be in PDF format and submitted electronically via ROCS (3-D format is not acceptable).
  - There is a 5 MB limit for each uploaded document. Try to reduce the size of photos, etc. without losing clarity. (If the addendum is too large as a single document, the pages may need to be uploaded separately.)
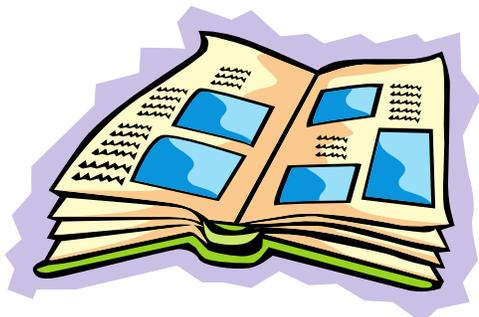
Supporting Information

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 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 provides an in-depth look at the work and may be used throughout the evaluation as a source

> **A. Scrapbook Scoring Criteria**
> - Clarity & Organization
> - Completeness
> - Creativity

to verify claims made. 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 should be creatively arranged for visual appeal and be well organized, with clear labels identifying the information. *There are no size or length restrictions for the scrapbook/portfolio*.

The scrapbook/portfolio may be presented in a variety of formats, including on CD, flash drive, or online in addition to the more standardized paper format. If the team chooses to present the scrapbook in a less traditional manner, it must be able to be viewed by the evaluators. 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 students' 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:

> **B. Media Scoring Criteria**
> - Relevance
> - Clarity
> - Completeness

1. **Audio-visual presentation - 3-5 minutes**: Students may use videotape, DVD, 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 in its attempts to carry forward the goals of the project. It should be appropriate for public media to air on either television or radio stations.

C. **DISPLAY**

Students create a table-top display 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. A typical display table is 6 feet long and 30 inches wide. A standard display board is 36 inches high and 48 inches (12"/24"/12") across. The diagram shows an example of how the display board might be organized. Items may also be displayed on the table. Creativity is encouraged!

Note: Students at the International Conference must use the display board provided on site and set up their display table without the help of a coach. More information is provided with IC materials.

Generic sample
(Display not required to be in this format)
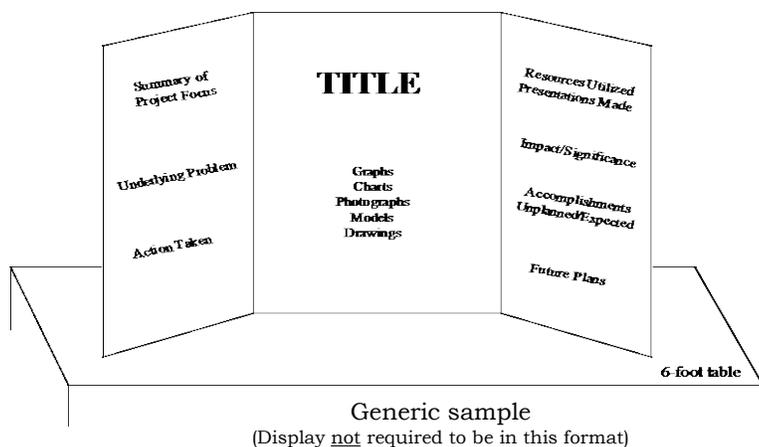
D. **INTERVIEW**

Students participate in an interview to explain the project and update the evaluators on recent

accomplishments and/or project changes. The evaluators ask questions about the project such as how the student(s) chose the focus of the project, the support received, problems encountered, reaction of the community, accomplishments, long-range plans, etc. The interview allows evaluators to deepen their understanding of the project, while allowing students to share their passion for the project and describe actions taken after the report was submitted. Interviews are 15 minutes for each individual project and 30 minutes for teams.

Overall

Overall is used to holistically evaluate the CmPS project for research applied, creative strength, and implementation of 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 students of issues and trends in general relating to the chosen Area of Concern. Background research into Area of Concern, related concepts and facts, and insight from community leaders demonstrate indications of research applied.

Overall Scoring Criteria

- Research Applied
- Creative Strength
- Implementation of Problem Solving Process

CREATIVE STRENGTH measures the innovative and original thinking evidenced throughout the project, supporting documentation, and interview. Each part of the project is reviewed for innovative or unconventional thinking and for 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 section A.