



# Community Projects



## Competition Information 2025-2026



**Project Proposal due December 5, 2025**  
**Project Report due February 27, 2026**  
**Entry fee \$50 Individuals, \$60 Teams**

**“The genius of the future will be the creative mind adapting itself to the shape of things to come.”**

E. Paul Torrance  
*Creativity* (1991)

## What is Community Projects?



The Community Projects program encourages students to identify real problems and implement real solutions in a community – local, state, national, or even global. The projects are student-driven and produce young leaders ready to solve problems they may encounter throughout their lives.

Community Projects promotes cultural agility by solving real life, contemporary challenges.

## Community Projects



Community Projects can be pursued as an extracurricular activity or as part of the regular school curriculum and projects can take one or more years.



- Engages students in the real world using independent thought and action
- Applies the problem solving process to real and current problems in their communities
- Stimulates critical and creative thinking skills
- Fosters collaboration and teamwork
- Encourages students to develop a vision for community improvement

## STUDENT IDENTIFICATION OF REAL PROBLEMS



## PROBLEM SOLVING PROCESS



# BENEFITS of Community Projects

## REAL LIFE APPLICATION OF CRITICAL AND CREATIVE THINKING



## BEYOND SERVICE LEARNING



- COMMUNITY ENGAGEMENT
- PROJECT MANAGEMENT
- STUDENT CHOICE & VOICE

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## Project Types



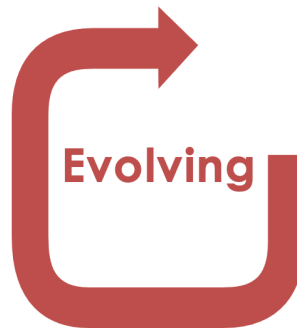
**Single  
Year**

Identified, planned,  
and submitted within  
one school year



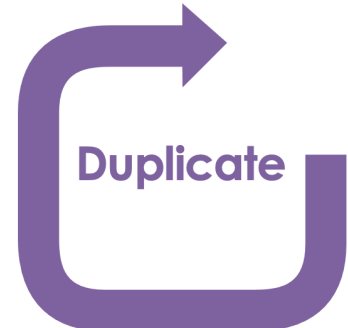
**Multi-  
Year**

Takes more than one  
year to complete



**Evolving**

Previously presented  
but expanded and  
redirected with new  
elements

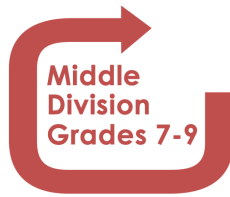


**Duplicate**

Nearly identical to a  
previous project with only  
minor changes; not eligible  
for awards

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# WHO CAN PARTICIPATE? ...



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## SELECTING A PROJECT ...

### STUDENT CHOICE

**STUDENTS** decide what the focus of their project will be. A coach assists, guides, and facilitates, but does not determine the project. This gives students agency in creating lasting change within their communities.

- Inspiration
- Long-term interest
- Student-initiated

### COMMUNITY FOCUS

**STUDENTS** determine the community that will be the focus of their efforts. It can vary considerably in size; it is up to the students to determine the “community” for their project.

- School
- Local community
- Region
- Nation
- World

### AUTHENTIC CONCERN

Identification of an issue should be born out of **STUDENTS’** genuine interests that emerge because of their own experiences. A personal connection from the student(s) improves engagement and commitment.

- Student passion
- Opportunity to have an impact
- Community buy-in

### PLAN TO ACT

Projects should focus on **STUDENT** designed and implemented actions.

- Establish goals
- Brainstorm actions
- Identify allies & obstacles

## Community Projects in Wisconsin

### PROJECT ELEMENTS

#### Project Proposal

- Submitted mid-year to Affiliate and for IC
- Overview of goals
- Planned actions

#### Project Report

- Submitted to Affiliate and for IC
- Explains actions implemented
- Discusses obstacles or changes to plan

#### Supporting Materials

- Provides evidence to support claims
- Materials may be submitted to Affiliate or IC and/or shared at State Bowl or IC

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#### DUE BY DECEMBER 5, 2025

- **Project Proposal and Entry Fee** – The Proposal is a planning/guiding document that captures the original analysis of the Area of Concern and the students' anticipated actions. The Project Proposal should comprehensively depict the use of the problem solving process in the **inception** of the project. It establishes the project vision, defines goals, specifies deadlines, and demonstrates the use of the problem solving process during project development. The proposal is not changed after it has been submitted. [Max of 2000 words]

#### DUE FEBRUARY 27, 2026

- **Project Report** – The Project Report presents the efforts that were actually undertaken, tasks accomplished, project modifications, and student reflections. It communicates the progress achieved during the **implementation** of the project. This section reflects the actual work accomplished by the students to date and the progress made to fulfill the goals established in the Underlying Problem. Emphasis should be placed on the explanation of the Action Plan – its role in community engagement, project accomplishments, hurdles encountered, lessons learned, etc. It reflects how the problem solving process was employed throughout the project's implementation. [Max of 3500 words]
- **Portfolio** – The Portfolio chronicles student efforts and verifies the claims made in the Report. Materials included in the Portfolio provide visual evidence of the actions and accomplishments described in the Report and should present a complete picture of the project. The Portfolio provides an in-depth look at the work and may be used throughout the evaluation as a source to verify assertions made in the Proposal and/or Report. [Max of 20 double sided or 40 single sided pages/slides]
- **Publication Releases**

**REQUIRED AT STATE BOWL** if going on to the International Conference

- **Display** – The Display describes the project to the audience (State Bowl and potentially IC participants). It should capture the audience’s attention and communicate the project goals and accomplishments; it should not need student commentary to present the project. Include a hard copy of the portfolio.
- **Presentation** – Presentation showcasing the project. The presentation should involve all of the team members, and each speaker must use the microphone. *[Max of 8 minutes]*
- **Practice Interview**



**DUE TO WISCONSIN FPS, APRIL 27, 2026**, for Int’l submission if going on to the International Conference

- **Updated Project Report**
- **(Original Project Proposal)** – We will submit this with the updated Project Report

**BROUGHT TO and/or EVALUATED AT THE INTERNATIONAL CONFERENCE, JUNE 2026**

- **Updated Portfolio** – Add 1-2 pages at the beginning with updates to the Project Report submitted earlier.
- **Updated Display** – The display must be set up using the standard tabletop display board that is provided on site.
- **Promotional Video** – The Promotional Video is designed to promote the project, highlighting accomplishments, documenting actions, and exhibiting engagement and excitement about the project. It may serve as a call to action, recruit participants, or educate interested parties. *[Max of 3 minutes]*
- **Interview** – 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 Project Proposal and Report were submitted. This interview offers students the opportunity to explain the project and to offer additional information on recent accomplishments and/or project changes. Evaluators will ask questions to learn more about the project and the process used. *[Max of 15 minutes for individuals, 30 minutes for teams]*

# Wisconsin Community Projects Entry Information 2025-26

Contact [lynn.wisfps@gmail.com](mailto:lynn.wisfps@gmail.com) to request a workshop on applying the problem solving process and thinking tools to CmPS!

Community Problem Solving is for  
**TEAMS**  
or **INDIVIDUALS**



Projects	Entry Fee	State Bowl Fee Due mid-March
Individual	\$50	\$30
Team	\$60	\$40

## Submission Items

When	What	Submit by Email or Mail
Submit by December 5, 2025	Proposal entry sheet Project Proposal PO or check for entry fee	<a href="mailto:lynn.wisfps@gmail.com">lynn.wisfps@gmail.com</a>  Lynn Buckmaster 3318 Conservancy Lane Middleton, WI 53562
Submit by February 27, 2026	Report entry sheet Project Report Portfolio Publication releases	
Submit by April 27, 2026	(If going on to the Int'l Conference) Updated Project Report	

## Notes

- All first and second place projects are invited to the State Bowl. Other projects may also be invited.
- Teams/individuals may continue to work on the project between the February submission and State Bowl.
- At State Bowl, teams/individuals will set up a display table and give an oral presentation at the Opening Ceremony on Thursday evening. Students will participate in a practice Community Projects interview.
- First place projects are not automatically qualified for International competition. The Community Projects evaluator makes a separate determination as to whether a project is of high enough quality to go on to International.
- High quality second place projects may also be submitted for consideration for an international invitation.
- Additional submission information will be provided to those qualifying for the International Conference.
- Wisconsin FPS will submit the Proposal and updated Report and pay the International entry fee for those qualified to advance.
- A maximum of 15 team members may participate in the interview at the International Conference.
- Contact Lynn at the email address above for more information for projects that are planned for more than one year, or that build on a prior project.



# PROJECT PROPOSAL



## Area of Concern

Clearly and thoroughly explains the problem situation to be addressed.

## Action Plan

Explains what the project intends to accomplish and the proposed chronology of actions.

## Challenges Identified

Identifies a variety of the community's challenges related to the Area of Concern.

## Determination of Plan

Identifies the most promising solution idea(s) to be the basis of the Action Plan.

## Underlying Problem

States an important part of the Area of Concern to address.

## Solution Ideas

Identifies varied and unique solution ideas addressing the Underlying Problem.

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**DUE FRIDAY, DECEMBER 5, 2025**

**Maximum of 2000 words, 12-point font**

- The Project Proposal may be submitted as soon as it is complete, any time through December 5, 2025. The Proposal should be completed and submitted before the implementation of the project is underway. The earlier, the better!
- The Project Proposal establishes the original goals and framework for the project. It is the **intended plan**, a planning/guiding document that captures the original analysis of the Area of Concern and the students' anticipated actions. The Project Proposal should comprehensively depict the use of the problem solving process in the **inception** of the project. It establishes the project vision, defines goals, specifies deadlines, and demonstrates the use of the problem solving process during project development.
- After the Proposal is submitted and the project is being implemented, it is natural that the project itself will develop and evolve, and thus the sequence of steps outlined in the Proposal may vary or be repeated as the project is implemented and additional problem solving is employed. These changes will be described in the Project Report.
- The Proposal will not be re-written or modified once it is submitted.
- The Proposal will be evaluated; the evaluation will be returned within two weeks.





The choice of the Area of Concern MUST be made by the students, not the coach. This section provides the background about the situation that led to the students’ understanding and selection of the issue to be addressed.

- Explains the significance of the issue
- Includes information from research about the situation
- Describes the community involved
- Tells why it is important to the participants and the community.
- Delineates the existing problems of the community
- Incorporates factual data demonstrating a research-based analysis of the current community situation

**Scoring Criteria for  
Area of Concern**

Significance  
Completeness  
Investigation

THINKING TOOLS FOR THE AREA OF CONCERN

These thinking tools from “Creative and Critical Thinking Tools for Community Problem Solving” may be helpful in selecting and exploring an Area of Concern.

Generating Tools (G) involve creative thinking.  
Focusing Tools (F) involve critical thinking.

Futures Wheel	G
From WIBAI to WIBNI	G
Desired Future, Current Reality	G, F
Plus Minus Interesting	F
Sources of Data	F
5 Ws and an H	G

# Challenges Identified

Clearly describes the challenges generated from an analysis of the Area of Concern.

Challenges are issues, concerns, or problems that need attention or consideration. Demonstrate flexible and insightful thinking by examining the Area of Concern from a variety of perspectives, indicating a thorough examination of the community's situation.

Challenges are NOT those experienced by students, but are only those that are generated from an examination of the Area of Concern

Challenges may be presented in paragraph or linear form (bulleted), and no specific number of Challenges is required. Concerns causing the situation, as well as those resulting from the situation, should be presented.

Remember to:

- Demonstrate what the Challenge is
- Explain why it is a Challenge
- Present how it connects with the Area of Concern

## Scoring Criteria for Challenges Identified

Flexibility  
Insight

## THINKING TOOLS FOR CHALLENGES IDENTIFIED

These thinking tools from "Creative and Critical Thinking Tools for Community Problem Solving" may be helpful in working with the Challenges Identified.

Generating Tools (G) involve creative thinking.  
Focusing Tools (F) involve critical thinking.

Attribute Listing 1	G
Focusing on Challenges	F
Cross Impact Matrix	F, G

# Underlying Problem

States an important part of the Area of Concern to address.

The Underlying Problem (UP) should show a relevant, direct connection to the Area of Concern and consider a major issue derived from the challenges. The UP Identifies an action goal based on analysis of the Area of Concern. An excellent UP narrows the Area of Concern to an achievable size and addresses a significant aspect. The UP is an outgrowth of identified Challenges and clearly communicates the desired outcome of and need for the project.

Remember to:

- Precisely define your goal
- Select something of interest
- Select something of importance

Structure Underlying Problems as follows:

- Condition Phrase – Concise rationale for pursuing the selected goal
- Key Verb Phrase – Well-defined action goal addressing an aspect of the Area of Concern
- Purpose – Justification for accomplishing the goal – the desired result that should flow from accomplishing the KVP

## Scoring Criteria for Underlying Problem

Focus  
Adequacy  
Structure

## THINKING TOOLS FOR UNDERLYING PROBLEM

These thinking tools from  
“Creative and Critical Thinking Tools for Community Problem Solving”  
may be helpful in working with the Underlying Problem.

Generating Tools (G) involve creative thinking.  
Focusing Tools (F) involve critical thinking.

Hits and Hot Spots	F
Improvement Goals	G
Dancing with Words	G



Identifies varied and unique  
solution ideas addressing  
the Underlying Problem.

Demonstrate a variety of ways in which the Area of Concern can be improved by responding to the goals established in the Underlying Problem. Solution Ideas should be clearly explained and directly related to the UP. They should reflect the research completed and demonstrate flexible and insightful thinking.

Solutions may be written in paragraph or linear (bulleted) form. Generated solution ideas do not need to be fully developed. They can be expanded, combined, refined, excluded, or refined later in the project implementation process.

Remember to:

- Address the Key Verb Phrase
- Support the Purpose

**Scoring Criteria for  
Solution Ideas**

Relevance to Underlying Problem  
Flexibility

## THINKING TOOLS FOR SOLUTION IDEAS

These thinking tools from  
“Creative and Critical Thinking Tools for Community Problem Solving”  
may be helpful in working with the Solution Ideas.

Generating Tools (G) involve creative thinking.  
Focusing Tools (F) involve critical thinking.

Attribute Listing 2	G
Checklisting for Possibilities	G
Forced Relationships	G
Morphological Matrix	G



Identifies the most promising solution idea(s) as the basis of the Action Plan.

Employ a method, technique, or “thinking tool” to analyze solution ideas. Determining the solution ideas that will be developed into the Action Plan should be a reasoned and deliberate decision so that it effectively responds to the Underlying Problem and provides the project with the greatest likelihood of success.

Appropriate thinking tools might include, but are not limited to, use of an evaluation matrix, a pro/con list, ALoU, criteria, or other documented decision-making strategies.

Remember to:

- Provide evidence of the effective application of the selected method(s)/tool(s)
- Explain the thought processes that were used in decision-making

**Scoring Criteria for  
Determination of Action Plan**

Application  
Analysis

## THINKING TOOLS FOR DETERMINATION OF ACTION PLAN

These thinking tools from  
“Creative and Critical Thinking Tools for Community Problem Solving”  
may be helpful in working with the Determination of Action Plan.

Generating Tools (G) involve creative thinking.  
Focusing Tools (F) involve critical thinking.

Developing Criteria	G
Paired Comparison Analysis	F
ALoU with Criteria	F
Evaluation Matrix	F

# Action Plan

Explains what the project intends to accomplish and the proposed chronology of actions.

The Action Plan is a blueprint for how to address the Underlying Problem. It should thoroughly communicate the *intended* course of action and show a complete plan and strategies for implementation. The Action Plan should be written in the future tense.

The Action Plan communicates the efforts students *intend* to implement, and considers aspects of the project such as:

- What the project expects to accomplish
- The impact the Action Plan will have on the Area of Concern
- Strategies for implementation
- Description of tasks
- Details on how the intended solution will operate
- Addresses how the Action Plan responds to the UP
- Deadlines, activities, presentations, anticipated achievements, etc.

Remember to:

- Respond to the Underlying Problem
- Consider how to involve and impact the community

**Scoring Criteria for  
Action Plan**  
Elaboration  
Proposed Activities

**Scoring Criteria for  
Overall Project Proposal**  
Clarity  
Ownership  
Creativity

## THINKING TOOLS FOR ACTION PLAN

These thinking tools from  
“Creative and Critical Thinking Tools for Community Problem Solving”  
may be helpful in working with the Action Plan.

Generating Tools (G) involve creative thinking.  
Focusing Tools (F) involve critical thinking.

Assisters and Resisters	F
Sequencing S-M-L	F

# PROJECT REPORT



**Presents actions  
undertaken**

**Demonstrates  
impact of project**

**Recounts obstacles  
encountered**

Relevance

Resources

Community  
Involvement

Adaptation  
of Plan

Reflection/  
Assessment

Organization

Community  
Impact

Effectiveness  
of Action  
Plan

Sustainability  
of Project  
Impact

**DUE WEDNESDAY, FEBRUARY 27, 2026**

**Maximum of 3500 words, 12-point font**

- The Project Report reflects the actual work accomplished by the students to date and the progress made to fulfill the goals established in the Underlying Problem. It communicates the progress achieved during the **implementation** of the project. The report should demonstrate the breadth of the project and the range of activities pursued.
- Emphasis should be placed on the implementation of the Action Plan – project accomplishments, community engagement, hurdles encountered, etc. The report should reflect how problem solving was employed throughout the project's implementation as the need arose to adapt/expand/modify the project goals/actions/efforts.
- Students should incorporate information that reflects the impact of the project, the community support and involvement in the undertakings.
- The report is evaluated on the nine themes above. However, the structure and format of the Report is at the discretion of the students. They should address the noted themes in the manner they believe is most effective. An effective Report may combine prose, lists, diagrams, or other descriptive elements to effectively communicate the implementation of the project. Multiple themes might be addressed by a single action.
- After submission to Wisconsin FPS, students may continue implementation of the project. For those going on to the International Conference, the Project Report may be updated to reflect additional actions prior to submission for IC.



# Relevance



Considers how well the project achievements impacted the Area of Concern identified in the Underlying Problem. If the Underlying Problem or Action Plan was modified from the one presented in the Proposal, includes the change and its justification. Activities planned for completion after the submission deadline should also be described.

# Organization



Clearly delineates tasks and responsibilities that are effectively organized and implemented. Demonstrates effective management and coordination among stakeholders.

# Resources



Identifies the use of resources in the implementation of the Action Plan. Resources may include media, agencies, organizations, experts, community leaders, references, etc.

# Community Impact



Considers the positive effects and improvement the Action Plan has on the situation and the stakeholders of the identified community.

# Community Involvement



Demonstrates relationships/partnerships that were cultivated with the identified community to fulfill the objectives of the project and meet the needs of the community.

## Effectiveness of Action Plan



Measures the effectiveness of the activities undertaken to accomplish the objectives explored in the Area of Concern and the objectives of the Underlying Problem. Analyzes how well the project achievements impacted the Area of Concern and overcame the challenge area identified in the Underlying Problem.

## Adaptation of Plan



Demonstrates effective utilization of problem solving skills to adapt the proposed Action Plan to unforeseen circumstances so that the project may proceed toward fulfilling its objectives. While goals and procedures were clearly established, they remain flexible and fluid to adapt to the project as needed. Changing/reworking the project as more knowledge and experience is acquired is considered part of the problem solving process.

## Sustainability of Project Impact



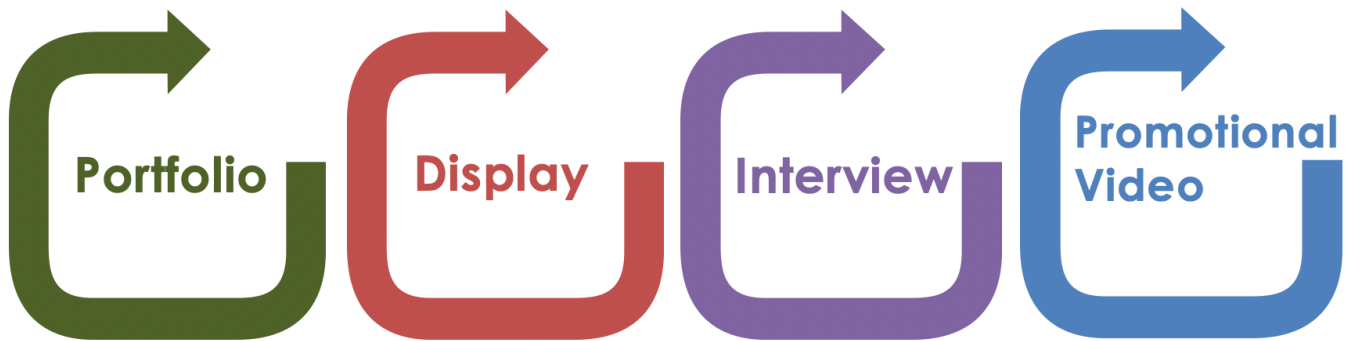
Addresses the potential for continuation of a project's impact even after students' direct involvement has concluded.

## Reflection/Assessment



Includes a thoughtful and thorough analysis of the outcomes of the project. Objectively assesses and reflects on the accomplishments, indicating an understanding of achievements and areas of growth, victories, and difficulties. Includes details on effectiveness in addressing the Area of Concern and the goals of their Underlying Problem.

# SUPPORTING MATERIALS



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- The Supporting Materials provide the opportunity to present evidence of project actions beyond the description included in the Proposal and Report.
- The Portfolio, Display, Promotional Video, and Interview offer additional avenues through which to depict the efforts of the project and the impact it has had on the community.
- Each element of the supporting documentation should add to the presentation of the project and build on the Proposal and Report, rather than duplicating information already presented.
- **Note:** Students whose projects are invited to the Wisconsin State Bowl will also prepare a presentation for the Opening Ceremony with a max of 8 minutes.

Supplementary Materials	Submit to WisFPS with Report	At State Bowl	At International Conference
Portfolio	X	X	X
Display		X	X
Interview		X	X
(Presentation)		X	
Promotional Video			X

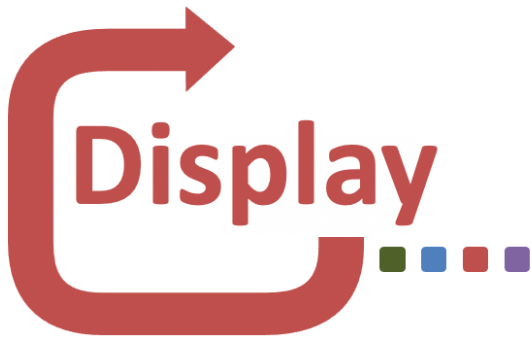


**Max of 20 double-sided or 40 single-sided pages/slides of standard size paper (letter)**

**May be submitted electronically but must be accessible offline**

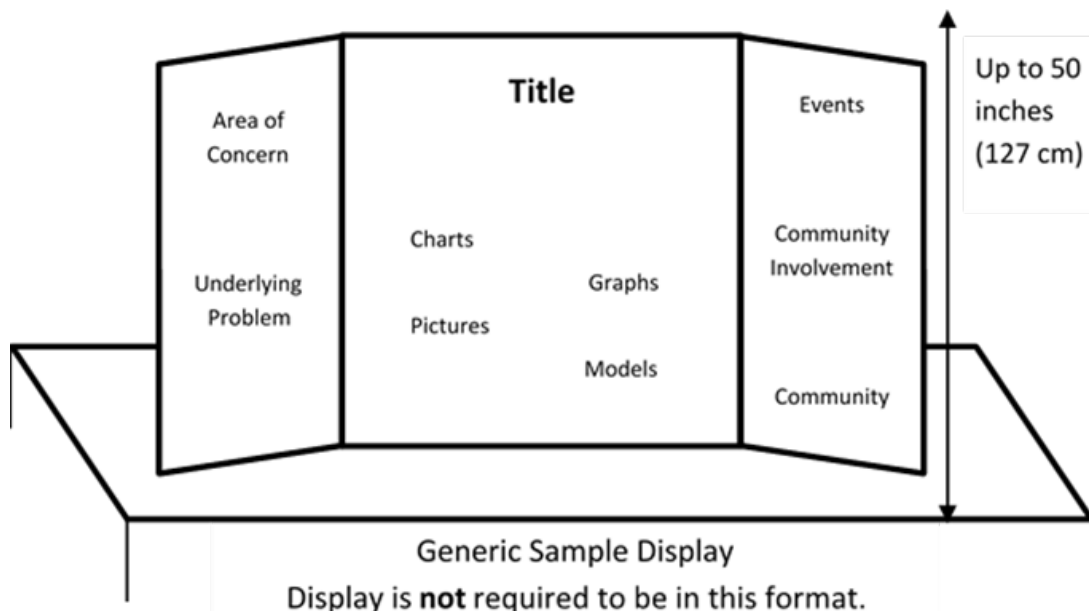
- The Portfolio chronicles student efforts and verifies the claims made in the Report.
  - Materials included in the Portfolio provide visual evidence of the actions and accomplishments described in the Report and present a complete picture of the project.
  - The Portfolio provides an in-depth look at the work and may be used throughout the evaluation as a source to verify assertions made in the Proposal and/or Report.
  - Information should be presented in a logical manner.
- The Portfolio may include a variety of elements depicting student efforts
  - Planning documents
  - Event programs/brochures
  - Meeting agendas
  - Interview forms
  - Community feedback
  - Media coverage
  - Surveys
  - Photos of events
  - Examples of “thinking tools” used
  - Correspondence with stakeholders
- The portfolio may be submitted electronically with the report in February. At Wisconsin State Bowl, a printed copy of the updated pages or slides of the portfolio should be included in the display.
- *Note:* For presentation at the International Conference, students are encouraged to include one double-sided page (or 2 slides) at the beginning of their Portfolio that recounts “updates” since the Proposal and Report were submitted.





**Standard tri-fold display board on a tabletop**  
**At IC, the display boards are provided and must be used**

- The Display describes the project to the audience (State Bowl and IC participants and IC evaluators). The display should present the project without the need for student commentary. Creatively enhancing, adapting, and modifying the board is encouraged.
- Valuable, fragile, or otherwise unnecessary props should not be included. Key elements may escape attention if too many extraneous items are included.
- Displays are evaluated at IC, but not at the Wisconsin State Bowl. At the International Conference, displays may be reviewed without students present during preliminary review.
- The display should...
  - Present the project's objectives
  - Display the project's accomplishments
  - Capture the audience's attention
  - Communicate the project's goals and outcomes





**Practice Interviews at State Bowl may take up to 30 minutes**  
**Interviews at IC are 15 minutes for individuals, 30 minutes for teams**

- 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 Project Proposal and Report were submitted.
- The interview offers students the opportunity to explain the project and to offer additional information on recent accomplishments and/or project changes. Evaluators will ask questions to learn more about the project and the process used. The interview is a conversation between students and evaluators, not a prepared presentation.
- While every interview is unique based on the nature of the project, themes that are frequently addressed include:
  - Reason/selection of the Area of Concern, choice of solution ideas
  - Obstacles encountered and how they were addressed
  - Unexpected occurrences
  - Interactions with the community
  - Lessons learned
  - Roles and responsibilities
  - Most rewarding/disappointing moment
- *Note:* Interviews may ask about the step in the problem solving process that was most important to the project.





## **Max of 3 minutes in length**

- The Promotional Video is designed to promote the project, highlighting accomplishments, documenting actions, and exhibiting engagement and excitement about the project.
- Promotional Videos may:
  - Promote project's goals
  - Serve as a call to action
  - Highlight accomplishments
  - Recruit participants
  - Educate interested parties
- Students are encouraged to develop creative presentations that promote their project and its goals. Video styles to consider include...
  - Demonstrations
  - Educational Event
  - Explainers
  - Public Service Announcement
  - Interviews
  - Testimonials
  - Vlogs
- *Note:* Authenticity and content should take priority over production quality.





# How Students in Community Problem Solving Use the 6-Step Process

## Step 1: Area of Concern

Students start by clearly and thoroughly describing the identified community and existing problems they hope to address. They incorporate factual data and observations to demonstrate a research-based analysis of the current community situation.

## Step 2: Challenges Identified

By identifying a variety of the community's challenges related to the area of concern, students demonstrate their flexibility and insight. They are encouraged to learn from community partners, consider different viewpoints, and be aware of the problems of those directly involved.

## Step 3: Underlying Problem

After analyzing the identified community's challenges, students narrow their focus to an achievable size to address an important part of the area of concern. They complete the underlying problem step by clearly communicating the desired outcome and need for the project.

## Step 4: Solution Ideas

With their underlying problem selected, students shift to generating solutions to address it. Relevance, variety, and uniqueness are all encouraged.

## Step 5: Determination of Plan

At this point, students move to planning for action in a deliberate manner. They employ an evaluation method, technique, or "thinking tool" of their choice to analyze and identify the most promising ideas for their project.

## Step 6: Action Plan

To complete the proposal, students explain what the project intends to accomplish and propose their plan of action. They describe and develop a complete chronology of strategies and tasks they will follow as they implement their plan. During implementation, students often apply the problem-solving method and tools as they encounter challenges to move their project forward. They reflect on adjustments made to their plan in their project report.




# Problem Solving is Flexible!

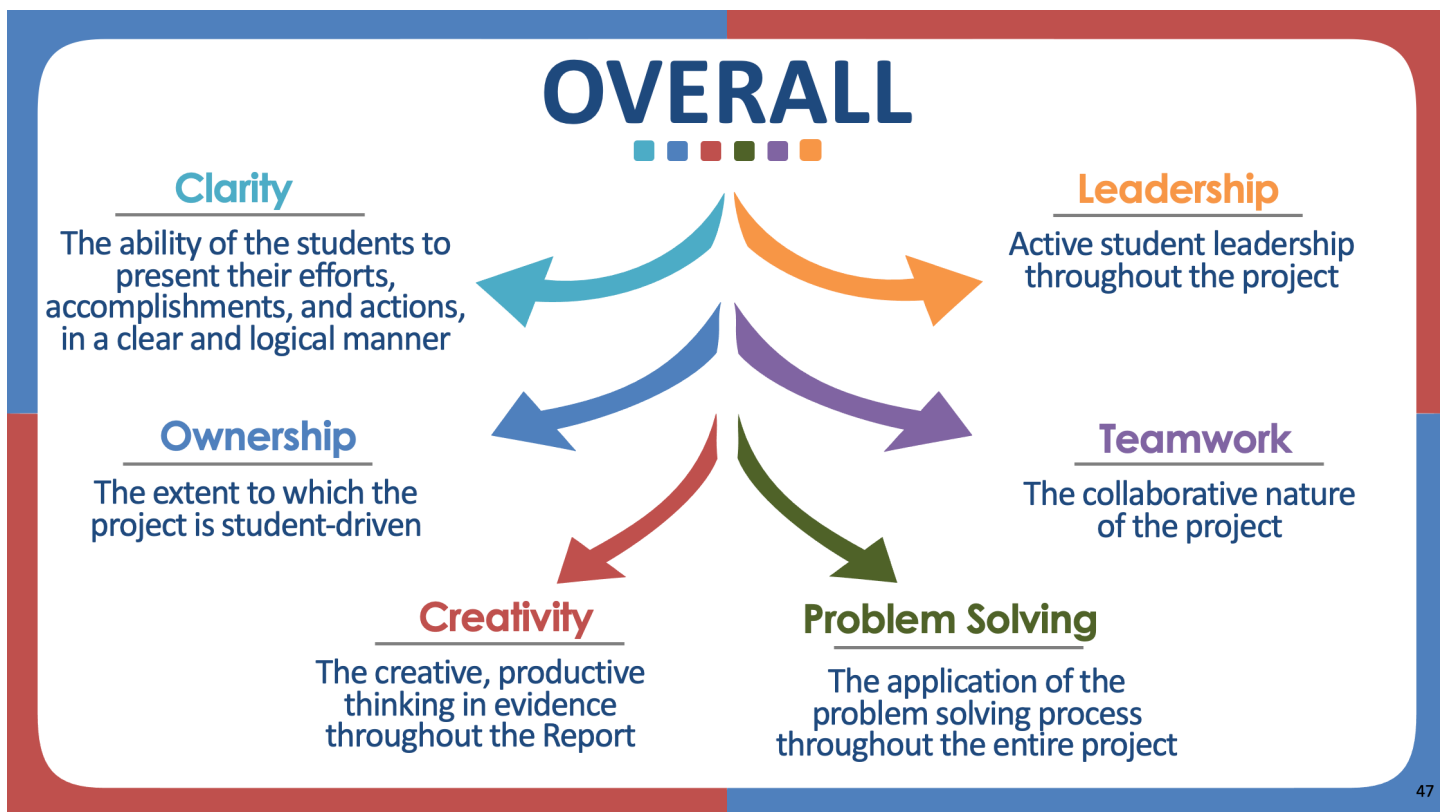
As students implement their Community Project, they may flexibly use elements of the problem solving process to rethink, modify, and adjust their original plans. Here are some examples.



<b>Action Plan</b> Challenges Solutions	Students are working on implementation of their action plan, but they run into a roadblock. They spend some time examining the challenges that are facing them and generate solutions to combat the roadblock.
<b>Action Plan</b> Challenges Underlying Problem Solution Ideas	Students complete their Action Plan quickly but don't feel they have made a large impact. They go back to examine their challenges and rework their underlying problem to cover more ground. Then they generate more solution ideas.
<b>Action Plan</b> Area of Concern Solution Ideas	As students begin to implement a plan to improve recycling, they realize they don't know enough about where the needs are. They gather further information to develop the Area of Concern and then modify their solution ideas.
<b>Solution Ideas</b> Underlying Problem Solution Ideas	A team plans to support veterans in their community. As they begin to implement their solution ideas, they discover that some of the ideas are already being implemented and some will affect only a small number of veterans. They refocus their underlying problem and determine alternate ideas to their original solutions.
<b>Solution Ideas</b> Determination of Solutions Action Plan	As students discuss the implementation of their solution ideas, they begin to disagree about what they want to accomplish. They decide to write some criteria that they can agree on and to examine their solution ideas again to try to reach consensus on the ones to include. They update their Action Plan with the ideas they have agreed on.
<b>Solution Ideas</b> Underlying Problem Determination of Solutions	Students become overwhelmed with the number of solution ideas they are attempting to implement. They examine their underlying problem to see if it needs to address a smaller part of the Area of Concern. Then they decide on some tools to further evaluate their solution ideas to focus on the best ones.

## Community Project Evaluation Information

<b>Affiliate Evaluation</b>	<p>At the Affiliate level in Wisconsin, scoring is based on three items:</p> <ul style="list-style-type: none"> <li>▪ Project Proposal</li> <li>▪ Project Report</li> <li>▪ Portfolio</li> </ul> <p>Most projects are invited to participate in an interview and to give an oral presentation at the Wisconsin FPS State Bowl in April. The evaluator determines if projects are of high enough quality for the International Conference. If qualified, an oral presentation and a table-top display at State Bowl are required for advancement.</p>
<b>International Evaluation</b>	<p>There are two parts to the evaluation process at the International level.</p> <p><u>Preliminary scoring</u> is done prior to the International Conference.</p> <ul style="list-style-type: none"> <li>▪ Project Proposal</li> <li>▪ Updated Project Report</li> </ul> <p><u>On-site scoring</u> is done at the conference.</p> <ul style="list-style-type: none"> <li>▪ Portfolio with Report Updates</li> <li>▪ Promotional Video</li> <li>▪ Display</li> <li>▪ Interview</li> <li>▪ Overall</li> </ul> 
<b>Beyonder Award</b>	<p>Dr. E. Paul Torrance coined the word “Beyonder” to describe projects that “outdistance the others so far that they are not even on the same scale.” At the International Conference, one Beyonder Award across all divisions <i>may</i> be given. These characteristics are considered:</p> <ul style="list-style-type: none"> <li>▪ Pursued the project with intensity</li> <li>▪ Extended beyond the scope of ordinary attempts</li> <li>▪ Displayed intense love for their work on the project</li> <li>▪ Demonstrated remarkable creativity</li> <li>▪ Displayed exceptional motivation to overcome obstacles</li> <li>▪ Demonstrated great depth in the project</li> </ul>



Throughout the Proposal, Report, and Supporting Materials, student work will be considered holistically with respect to effective communication, use of the problem solving process, and student engagement.

There is no need for students to address these themes individually, but the description of the project should demonstrate effective communication – both written and verbal, student leadership, project ownership, and collaboration with other students and the community.

### Overall Evaluation Criteria

	Proposal	Report	Supporting Materials	Overall Project
Clarity	X	X		
Ownership	X	X		
Creativity	X	X	X	
Written Commun			X	
Spoken Commun			X	
Visual Clarity			X	
Problem Solving				X
Teamwork				X
Leadership				X



## Links for Coaches



Use these links from our International program to learn more about Community Projects. Share these links with students, parents, and supporters as needed.

### Resources for Community Projects

[Community Projects program page](#)

[Resources Library for Community Projects](#) – Includes examples of student work

[Free Thinking Tools for problem solving](#)

### Explore how Community Projects supports learning

[How do NYLC Service-Learning Standards and Future Problem Solving align?](#)

[How do the UN SDGs for Quality Education and Future Problem Solving align?](#)

### New opportunity!

Free: [Guide to Project Management Implementation](#)

[What is the Excellence in Project Management award?](#)

### Additional Links About Community Projects

[https://docs.google.com/document/d/1PEcMDxkWF3fB0XRfOANB\\_FBq4hgtDggj3q9j0TrtdUM/edit?usp=sharing](https://docs.google.com/document/d/1PEcMDxkWF3fB0XRfOANB_FBq4hgtDggj3q9j0TrtdUM/edit?usp=sharing)

### Buy resources for Community Projects & problem-solving support

[Community Project Champions 2024](#)

[Creative & Critical Thinking Tools for Community Projects](#) (Wisconsin FPS Sales page)

Developed by Wisconsin FPS staff, this publication provides guidance on applying the creative problem solving process to Community Projects and a large variety of creative and critical thinking tools that can be used at various stages of developing a Community Project.

Problem Solving Step	Thinking Tool
<b>Overall</b>	Brainstorming
<b>Develop an Area of Concern</b>	Futures Wheel
	From WIBAI to WIBNI
	Desired Future, Current Reality
	Plus Minus Interesting
	Sources of Data
	5 Ws and an H
<b>1 Identify Challenges</b>	Attribute Listing 1
	Focusing on Challenges
	Cross Impact Matrix
<b>2 Select an Underlying Problem</b>	Hits and Hot Spots
	Improvement Goals
	Dancing with Words
<b>3 Produce Solution Ideas</b>	Attribute Listing 2
	Checklisting for Possibilities
	Forced Relationships
	Morphological Matrix
<b>4-5 Evaluate Solution Ideas</b>	Developing Criteria
	Paired Comparison Analysis
	ALoU with Criteria
	Evaluation Matrix
<b>6 Develop an Action Plan</b>	Assisters and Resisters
	Sequencing S-M-L