



Focus on Children – Virginia 2020

(all changes for state competition in red)



Focus on Children, an *individual or team event*, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the *community*. Child development encompasses birth through adolescence. Participants must prepare a **display** and an **oral presentation**.

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11–12

Level 4: Postsecondary

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have up to 3 entries in each level, as eligible.

- Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
- Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- ~~National Leadership Conference (in person-competition) participants will view the online-orientation video found on the official FCCLA-YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State-Advisers for orientation procedures for competitions held prior to National Leadership Conference. If~~ events are held virtually, these points will be automatically awarded to all participants.

ELIGIBILITY & GENERAL INFORMATION

- Review all “General Policies” in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.
- ~~Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at in-person-competitions.~~

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set-Up/Prep Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	In-Person Competition Evaluation Interview Time	In-Person Competition Total Event Time
1-3	Display, Oral Presentation	Table/ Freestanding space—yes Electrical Access—no Wall Space—no Supplies—no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes after presentation interview	In-person: 1- min. warning at 9 min.; stopped at 10 min. Virtual: 11 min. to include additional questions	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
✓	✓					✓	✓	✓	✓

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Procedures and Time Requirements for In-Person Competition

5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their <i>displays</i> . Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the <i>display</i> .
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Display File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Include 2 photos of the entire display (one front, one back) and up to 15 photos of the contents of the display to show detail for evaluation.
Oral Presentation Video (to include Question Responses)	The oral presentation may be up to 11 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Event project, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The display will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Display Set Up, Display Dimensions and Punctuality.

Specifications

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, *flip charts*, *portfolios*, and *photo albums* are not allowed. The *display* must include a *project identification page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the display.
Addresses a Specific Need	Address a specific and <i>current</i> child development issue, concern, or need.
Impacts Children and <i>Community</i> Positively	Show how project has a positive impact on children and the <i>community</i> .
Applies Child Development Concepts	Correctly apply child development skills and knowledge gained through Family and Consumer Sciences and/or related occupations program.

Focus on Children Specifications (continued)

Ability of Participants to Work with Children	Show evidence of participants involved with children during the “ACT” step of the <i>Planning Process</i> . Participation may include in-person interaction or virtual learning situations.
Appearance	<i>Display</i> must be neat, legible, creative, <i>professional</i> and use correct grammar and spelling.

Oral Presentation

The oral presentation of the project may be up to ~~10 minutes in length~~ (11 minutes for virtual competition) and is delivered to evaluators. The presentation should summarize the project and *display*. The presentation may not be prerecorded. If audio or audiovisual recordings are used, they are limited to 1-minute playing time.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner discussing all aspects of the <i>Planning Process</i> . Summarize project activities and accomplishments.
Identify Concerns	Identify the need to act and provide evidence and data to support decision.
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan of action.
Act	Execute plan and show support from others who assisted, partnered, or collaborated in the project.
Follow Up	Evaluate project and identify the significance of the project and its outcome. Note ideas for improvement.
Knowledge of Subject Matter	Show evidence of child development knowledge and skills by using <i>current</i> data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> may have been used to gather data.
Use of <i>Display</i>	Use the <i>display</i> to support, illustrate, and complement project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes, or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	<p>Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.</p> <p>For virtual competitions, include responses to the following questions at the end of the oral presentation:</p> <ol style="list-style-type: none"> 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?



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Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

DISPLAY							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Addresses a Specific Need 0-5 points	0 Project did not address a specific child development need	1 Project did not show evidence of research	2 Project addressed a specific need, concern, or issue involving child development	3 Project addressed needs, concerns or issues involving child development which were researched	4 Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	5 Extensive research and evaluation methods were presented to support the need	
Impacts Children and Community Positively 0-6 points	0 No evidence	1 Limited information on how the project impacted children or the community	2 Clear understanding of the positive effect on children, but not how it has impacted the community	3 Impact on the community was shown	4 Clear understanding of the positive impact on children and the community with various sources of data and information	5 6 Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
Applies Child Development Concepts 0-5 points	0 No evidence of child development concepts being used	1 Child development concepts were limited	2 Little evidence of child development concepts being applied to the project	3 Child development concepts were known to the participants	4 Extensive evidence child development concepts were applied and utilized in the project	5 Participants could apply child development concepts utilized in the project to new and potential projects and learning	
Ability of Participants to Work with Children 0-5 points	0 No evidence of working with children	1 Evidence some of the participants worked with the children, but not all of them were actively involved	2 All participants were involved with working with children	3 Participants were involved with children and could articulate what they had learned	4 Evidence of all participants involved working with children during the "ACT" step of the Planning Process	5 Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0-5 points	0 Display does not document or illustrate project	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal both in design and content	3 Display needs some improvement in content and design	4 Display is highly creative but lacks real content/Display has strong content and lacks creativity	5 Display is creative, appropriate, and of high quality/Display has good word, color, and design choices	
ORAL PRESENTATION							Points
Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Identify Concerns 0-5 points	0 No evidence of concerns	1 A limited explanation of concerns was given	2 Evidence of several concerns but no research or data given as reference	3 Evidence of 2 or more concerns were generated with some data	4 Evidence of 2 or more concerns were generated from current research and data	5 Much evidence and data included on identifying concerns	
Set a Goal 0-5 points	0 No goal was evident	1 Goal set was not attained or achievable in the time frame of the project	2 The goal was not clearly defined	3 Goal was defined in a limited manner	4 The goal was clearly defined, explained in detail, and partially measurable	5 Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

Form a Plan 0-5 points <i>Elements: who, what, when, where, how</i>	0 Notevident	1 Most elements clearly defined	2 3 or more elements were not clearly defined	3 2 elements were not clearly defined	4 1 element was not clearly defined	5 All elements were clearly defined	
Act 0-5 points	0 Noevidence	1 Action was limited	2 The activity was acted upon but was not clear	3 Action was explained, plans were limited	4 The activity was acted upon to meet the goal	5 Action and plans included evidence of support from partners and collaborators	
Follow Up 0-5 points	0 Noevidence	1 No clear understanding if the goal had been met or there were no notations of what improvements were needed	2 There were no notations of what ideas went well and what improvements were needed	3 Limited methods for evaluation were noted	4 Determination if the goal and concerns were met was noted	5 Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of child development is evident but not effectively used in presentation	4 Knowledge of child development is evident and shared at times in the presentation. Used current data but did not explain research methods	5 Knowledge of child development is evident and incorporated throughout presentation. Used current data to support project and research methods	
Use of Display during Presentation 0-5 points	0 Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)
Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____