



National Programs in Action



National Programs in Action, an *individual* or *team event*, recognizes participants who explain how the *Planning Process* was used to plan and implement a *national program project*. Participants must prepare a **file folder**, an **oral presentation**, and **visuals**.

EVENT LEVEL

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.

ELIGIBILITY & GENERAL INFORMATION

1. Review all “General Policies” in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.
2. Choose one of the FCCLA national programs on the last page.
3. ~~Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at in-person competitions.~~
4. 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.
5. ~~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.~~

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	File Folder, Oral Presentation, Visuals	Table—yes Electrical Access—no Wall Space—no Supplies—no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes prior to presentation	In-person: 1-min. warning at 9 min.; stopped at 10-min. Virtual: 11 min. to include additional questions	5 minutes	25 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

Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.	
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist. Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.

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.	
Folder Contents 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. The document should include one page for each of the file folder contents as described below.
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.

Specifications

File Folder

Participant(s) will ~~upload~~ **submit one letter-size file folder** containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time documents as described above. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name, and state.

<i>Project Identification Page</i>	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decoration; must include participant's name(s), chapter name, school, city, state, event name, project title, and name of the national program on which the project focuses.
<i>FCCLA Planning Process Summary Page</i>	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project.
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 in the <i>file folder</i> .



National Programs in Action Specifications, continued

Oral Presentation

The oral presentation may be up to **10 minutes in length** (11 minutes for virtual competition) and is delivered to evaluators. The presentation should deal with how each step of the *Planning Process* was used to plan and implement a *national program* project. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out their project. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

<i>Identify Concerns</i> : Relationship to National Program	Explain local concerns and how the <i>national program</i> addresses the concerns.
<i>Identify Concerns</i> : Knowledge of the National Program	Review <i>national program</i> selected, its components, and its goals.
<i>Set a Goal</i> : Structure	State what you want to accomplish in concrete and measurable terms.
<i>Set a Goal</i> : Appropriate Goal	Express how goal relates to <i>national program</i> concerns and to the size and demographic nature of chapter and <i>community</i> to which members belong.
<i>Form a Plan</i> : Organization	Present plan in the chronological sequence in which it was accomplished.
<i>Form a Plan</i> : Logistics and Timeline	Determine who, what, when, where, and how; list abilities, skills, and knowledge required; list available <i>resources</i> ; identify possible barriers; include ways to recognize accomplishments.
<i>Act</i> : Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.
<i>Act</i> : Use of <i>Resources</i> and Partners	Identify attempts to develop relationships with partners and <i>resources</i> that enhance the project.
<i>Follow Up</i> : Publicity and Recognition	Share methods of publicizing project efforts and recognizing participants.
<i>Follow Up</i> : Evaluation	Present methods of evaluating project. Include successes and areas of possible improvement.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of mastery of project area <i>content</i> by using <i>current</i> data to support and describe the project and explaining research conducted.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project <i>content</i> to Family and Consumer Sciences coursework.
Use of <i>Visuals</i> during Presentation	Use <i>visuals</i> to accentuate the oral presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or notecards 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.
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. For virtual competitions, include responses to the following questions at the end of the oral presentation: 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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Point Summary Form

Name of Participant _____

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

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 or 3 points	Picked up by adviser or designated adult during scheduled time No 0 Yes 3		3
Event Online Orientation Documentation 0 or 2 points	0	2	2
	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser	
File Folder 0-4 points	0	1 2 3	4
	No File Folder presented	File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	
		4	
	File Folder is presented with correct labeling and sufficient evaluators material	<ul style="list-style-type: none"> • Project ID Page • Planning Process Summary • Project Summary Submission Proof 	
Punctuality 0-1 point	0	1	1
	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL
Evaluator 1 _____	Initials _____		(10 points possible)
Evaluator 2 _____	Initials _____		AVERAGE EVALUATOR SCORE
Evaluator 3 _____	Initials _____		(90 points possible)
Total Score _____	divided by number of evaluators		FINAL SCORE
_____	= AVERAGE EVALUATOR SCORE		(Average Evaluator Score plus Room Consultant Total)
	<i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		____.____

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



NATIONAL PROGRAMS IN ACTION

Rubric

Name of Participant _____

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

National Program (check one):

- | | |
|--|---|
| <input type="checkbox"/> Career Connection
<input type="checkbox"/> FACTS (Families Acting for Community Traffic Safety)
<input type="checkbox"/> Financial Fitness
<input type="checkbox"/> Stand Up | <input type="checkbox"/> Community Service
<input type="checkbox"/> Families First
<input type="checkbox"/> Power of One
<input type="checkbox"/> Student Body |
|--|---|

EVALUATION CRITERIA							Points
<i>Identify Concerns:</i> Relationship to the National Program 0-5 points	0 No concern is listed	1 Concern is identified	2 Concern is identified with 1-2 statements of the issue	3 Concern is identified with 2-3 statements of issue and how it relates to the national program	4 Concern is identified with 3 or more compelling statements of the need and relation to the national program	5 Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<i>Identify Concerns:</i> Knowledge of the National Program 0-5 points	0 No knowledge apparent	1 Knowledge of the national program seems limited	2 Participant(s) seems to have sufficient knowledge but it is not explicitly stated	3 National program knowledge is explained in presentation	4 Extensive knowledge is apparent through the presentation	5 Extensive knowledge is explained and applied to the project	
<i>Set a Goal:</i> Structure 0-5 points	0 Goal is missing	1 Goal is simplistically stated	2 Goal is stated adequately	3 Goal is stated strongly with some steps identified	4 Goal is stated strongly; ambitious and clear steps are identified	5 Ambitious goal is stated, and articulated with clear steps and evaluation methods	
<i>Set a Goal:</i> Appropriate Goal 0-5 points	0 Goal is missing	1 Goal is inappropriate for the project	2 Goal is relevant but does not relate to a national program	3 Goal relates to a national program	4 Goal relates to an issue and a national program, but relevance is unclear	5 Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<i>Form a Plan:</i> Organization 0-5 points	0 No plan is presented	1 Plan is presented with minimal steps	2 Plan is stated with 3-5 steps	3 Plan is clearly stated with 3-5 steps and a timeline identified	4 Plan is multi-phased, chronologically sequenced, and has measurable expectations	5 Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	
<i>Form a Plan:</i> Logistics and Timeline 0-5 points	0 Plan does not include logistics	1 Logistical and timeline information have been considered, but no evidence is given in the plan	2 Logistics and timeline are somewhat unclear	3 Logistics and timeline have some gaps and need more detailed descriptions	4 Logistics and timeline are complete but could explain with more detail	5 Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	
<i>Act:</i> Action Taken on Plan 0-5 points	0 No action plan presented	1 Some actions are explained	2 All actions are explained	3 All actions are explained with mention of possible barriers and outcomes expected	4 Each action step is taken but explanation given is limited	5 Each action step is taken and full explanation is given of actions and outcomes	

National Programs in Action Rubric (continued)

Points

Act: Use of Resources and Partners 0-5 points	0 No evidence of partnerships or resources	1 Limited evidence of partnerships and resources	2 Evidence of partnerships and resources exploration, but no action to develop relationships was taken	3 Evidence of search for partners and resources with appropriate action to begin relationships	4 The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	5 The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	
Follow Up: Publicity & Recognition 0-5 points	0 There are no publicity or recognition strategies	1 Publicity and recognition are acknowledged, but not an intentional component	2 Publicity and recognition strategies are limited in use	3 Publicity is utilized at many steps of the action plan, recognition is evident	4 Publicity is utilized throughout the action plan, recognition is evident and appropriate	5 Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
Follow Up: Evaluation 0-5 points	0 Evaluation methods are not evident in the plans	1 Evaluation methods are mentioned	2 Evaluation methods are included in the plans and results	3 Evaluation methods are evident, but their purpose and outcomes are insufficient	4 Evaluation methods are evident, purposefully used and broad outcomes are listed	5 Evaluation methods are evident, purposefully used, and measurable outcomes listed	
Organization/Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 Presentation covers some topic elements	2 Presentation covers all topic elements but with minimal information	3 Presentation gives complete information but does not explain the project well	4 Presentation covers information completely but does not flow well	5 Presentation covers all relevant information with a seamless and logical delivery	
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 subject matter is evident but not effectively used in shared presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	2 Some knowledge of relationship of career and FCS coursework	3 Knowledge of career and FCS coursework but not shared	4 Knowledge of career and relationship to FCS is evident and shared	5 Knowledge of career and FCS relationship is evident and explained well	
Use of Visuals during Presentation 0-6 points	0 Visuals not used during presentation	1 Visuals used to limit amount of speaking time	2 Visuals used minimally during presentation	3 Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and visuals	
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 # _____

Evaluator Initial _____

Room Consultant Initial _____



2020-2021 National Programs

FCCLA national programs were developed to build and strengthen students' leadership skills.



Career Connection is a program that guides students to learn more about themselves, the workplace, and careers so that they can put themselves on the pathway to future success.



Community Service is a program that guides students to develop, plan, carry out, and evaluate service-learning projects that improve the quality of life in their communities.



FACTS—Families Acting for Community Traffic Safety is a national peer education program through which students strive to save lives through personal, vehicle, and road safety.



Families First is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members.



Financial Fitness involves youth teaching one another how to earn, spend, save, and protect money wisely.



Power of One is a program that helps students find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results.



Stand Up is a program that empowers youth to develop, plan, carry out, and evaluate advocacy activities to improve the quality of life in their communities.



Student Body is a peer education program that helps young people discover and practice how to be healthy, fit, real, and resilient.