

# BAA Capstone Project

## Competitive Review



## OVERVIEW

FBLA members that have successfully completed the BAA Capstone Project can submit their project for competitive review and a chance to win a grand prize of \$5,000. The deadline to submit the Capstone Project for competitive review is May 13, 2025.

## REVIEW PROCESS

Members that have a Capstone Award approved and have indicated that they would like to participate in the competitive review have until midnight EST on May 13 to submit a 3-minute summary video and 2-page executive summary. If less than 15 entries are received, the preliminary round may be eliminated, and all entries moved directly to the final round.

- Preliminary Round – Students submit a 3-minute summary video and 2-page executive summary to be scored by judges (students will not need to be available to meet with judges)
- Final Round – Students present project to a panel of judges at NLC (max 7-minute presentation; 3-minute Q&A)

## COMPETITIVE REVIEW TIMELINE

- May 13, 2025 (Midnight EST) – Deadline to submit project for competitive review
- May 13 to June 1, 2025 – Preliminary Round of Judging
- June 2, 2025 – Top 15 individuals will be notified as finalists
- June 29 – July 2, 2025 (NLC) – Final Round of Judging (live at NLC)

## ELIGIBILITY

- All interested members must have been awarded the BAA Capstone Award.
- Finalists must be present at the National Leadership Conference to compete for the grand prize.
- Materials for review must be submitted prior to the deadline and appropriate access must be granted for any links. Any files submitted that are not accessible must be re-submitted before the May 13<sup>th</sup> deadline. *All submissions must be submitted through Blue Panda.*
- NOTE: This is not an official competitive event. Students can compete in this process AND any competitive event(s) as eligible. FBLA will ensure times for Capstone presentations do not overlap with a student's competitive event schedule.

## PRELIMINARY ROUND

### OVERVIEW

Competitors will need to submit a 3-minute video and 2-page executive summary that presents their Capstone Project in an engaging and concise manner. Videos and summaries will be reviewed and scored by judges prior to the National Leadership Conference. Judges will not have access to individual submissions of a student's Capstone Project.

### PURPOSE OF EXECUTIVE SUMMARY

Executive summaries are designed to introduce a project by providing an overview of a project and highlight the project's achievements.

### GUIDELINES FOR EXECUTIVE SUMMARY

- Executive summary should be no more than two pages in length (including any tables and/or images) and use clear headers for each element.
- Executive summary should be visually appealing and address all criteria listed below.
- Executive summary must be uploaded in pdf format.
- Executive Summary should include student name and chapter name in the top left-hand corner of the page.

### CRITERIA FOR SCORING EXECUTIVE SUMMARY

- All executive summaries should include the following elements:
  - Project Title
  - Problem Statement
  - Solution
  - Impact of Project
  - Lessons Learned
- Competitors should familiarize themselves with the competitive review rubrics for criteria being reviewed by judges in each of the elements above.

RUBRIC FOR PRELIMINARY ROUND EXECUTIVE SUMMARY REVIEW (25 possible points)

<b>PROBLEM STATEMENT</b>				<b>3 PTS</b>
<ul style="list-style-type: none"> <li>Does the problem statement clearly state the problem being addressed including who the end-user is and how they are affected?</li> </ul>				
NOT INCLUDED	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	
<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	
Problem statement not included.	Problem is not clear from problem statement.	Problem statement is present but not clear and/or concise.	Problem statement clearly and concisely presents problem being addressed.	
<b>SOLUTION</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>Is the solution clearly presented?</li> <li>Does the student clearly express how the proposed solution addressed the problem?</li> <li>What were 2-3 goals that the project aimed to accomplish?</li> <li>What are the major components of the project that was implemented?</li> </ul>				
NOT INCLUDED	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Solution is not identified.	Student provides general solution but does not adequately discuss how the solution addresses the problem.	Some questions are addressed but not thoroughly explained.	Student thoroughly and clearly explains the solution and how it addresses the identified problem.	
<b>IMPACT</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>What were the overall results of the project?</li> <li>What was the quantitative impact of the project? Students should use data as much as possible to present their impact. Examples of data could include number of people directly impacted, survey results, amount of funds raised, number of people educated, etc.</li> <li>What was the qualitative impact of the project? Students should use testimonials, anecdotal stories, and images whenever possible to present the impact.</li> </ul>				
NOT INCLUDED	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Student did not present the impact of the project.	Student presents general results without specific details.	Student provides either clear qualitative or quantitative results but does not present both.	Student clearly presents the impact made using both qualitative and quantitative data.	
<b>LESSONS LEARNED</b>				<b>6 PTS</b>

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<ul style="list-style-type: none"> <li>• What were some of the hurdles that you and your team had to overcome?</li> <li>• How did you develop personally and professionally throughout the project?</li> <li>• If you had to start this project again, what are some things that you would do differently?</li> </ul>			
NOT INCLUDED	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>
Lessons learned are not shared.	Not all questions are answered and provide minimal reflection.	One or more question are not answered, and answers provide minimal reflection.	All questions are addressed thoroughly with clear reflection.
<b>OVERALL IMPRESSION</b>			<b>4 PTS</b>
<p>This category is at the judge's discretion but some things a judge might consider include:</p> <ul style="list-style-type: none"> <li>• Did the project appear to make a clear impact?</li> <li>• Was the project innovative?</li> <li>• Is the executive summary clear and concise?</li> <li>• Is the executive summary engaging?</li> <li>• Was the executive summary visually appealing and easy to follow?</li> </ul>			

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### PURPOSE OF VIDEOS

Videos provide competitors the opportunity to present the most important aspects of their project. It is important that students not only highlight their project's achievements but also discuss the process and lessons learned throughout the process.

### GUIDELINES FOR VIDEOS

- Video submissions should be no more than 3-minutes in length.
- Videos must summarize the key elements of the student's project and should contain visual elements that enhance the overall presentation.
- Videos should be shared as unlisted links – any videos that are not accessible by judges will be disqualified so please test links to ensure video is public.

### CRITERIA FOR SCORING VIDEOS

- All videos should include (at minimum) the following elements:
  - The Why
  - Solution
  - Project Plan (Including Project Milestones, Project Budget, and Team Management)
  - Impact
  - Lessons Learned
- Competitors should familiarize themselves with the competitive review rubrics for criteria being reviewed by judges in each of the elements above.

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### RUBRIC FOR PRELIMINARY ROUND VIDEO REVIEW (30 possible points)

<b>THE WHY (Problem Identification)</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>• What problem was identified?</li> <li>• What was the inspiration behind the problem?</li> <li>• How did the student identify their customer?</li> <li>• How does the student use design thinking principles to empathize with their customer?</li> <li>• Is problem statement clearly defined?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Problem is not identified.	Student provides minimal answers to the required criteria and/or does not answer three or more questions.	4-5 questions are addressed but not thoroughly explained.	All five questions are answered and thoroughly explored.	
<b>SOLUTION</b>				<b>3 PTS</b>
<ul style="list-style-type: none"> <li>• What is the proposed solution?</li> <li>• Does the proposed solution adequately address the problem identified?</li> <li>• What were 2-3 goals that the project aimed to accomplish?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	
Solution is not identified.	Student provides minimal and does not address how it solves the problem.	Some questions are addressed but not thoroughly explained.	Student thoroughly explains the solution and how it addresses the identified problem.	
<b>PROJECT PLAN</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>• Discuss your project plan. What were your key milestones?</li> <li>• Discuss your project budget including method of fundraising, expenses, &amp; financial management tactics.</li> <li>• Who did you recruit as team members and how did they support your project?</li> <li>• Overall, how did you manage your project?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	

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Project Plan is not thought out.	Project plan is thought out in a basic format.	Project plan and implementation is thought out with details.	Project plan is thorough with project milestones, budget and team management detailed out.
<b>IMPACT</b>			<b>3 PTS</b>
<ul style="list-style-type: none"> <li>What was the overall impact of the project?</li> <li>What was the quantitative impact of the project? Student should use data as much as possible to present their impact. Examples of data could include number of people directly impacted, survey results, amount of funds raised, number of people educated, etc.</li> <li>What was the qualitative impact of the project? Student should use testimonials, anecdotal stories, and images whenever possible to present the impact.</li> </ul>			
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
Student did not present the impact of the project.	Student presents general results without specific details.	Student provides either clear qualitative or quantitative results but does not present both.	Student clearly presents the impact made using both qualitative and quantitative data.
<b>LESSONS LEARNED</b>			<b>6 PTS</b>
<ul style="list-style-type: none"> <li>What were some of the hurdles that you and your team had to overcome?</li> <li>How did you develop personally and professionally throughout the project?</li> <li>If you had to start this project again, are there things that you would do differently?</li> </ul>			
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>
Lessons learned are not shared.	Not all questions are answered and provide minimal reflection.	One or more question are not answered, and answers provide minimal reflection.	All questions are addressed thoroughly with clear reflection.
<b>OVERALL IMPRESSION</b>			<b>6 PTS</b>
<p>This category is at the judge's discretion but some things a judge might consider include:</p> <ul style="list-style-type: none"> <li>Did the project appear to make a clear impact?</li> <li>Was the project innovative?</li> <li>Is the presentation engaging?</li> <li>Did the visuals provide value?</li> <li>Was the presentation clear and concise?</li> </ul>			

## FINAL ROUND

### OVERVIEW

Finalists will have the opportunity to present their project to a panel of judges in person at NLC. Students are expected to use a slide deck to enhance their presentation. Judges will then have an opportunity to ask questions following the student's presentation.

### GUIDELINES FOR PRESENTATIONS

- All members will have up to 7 minutes to present – students will be cut off exactly at 7 minutes.
- Judge's Q&A will be up to 3 minutes.
- Competitors should use a slide deck to enhance their presentation.
- Students can bring one additional visual or prop but it cannot be left with judges.
- All competitors will need to bring five copies of their executive summary for judges – it will not be judged but should be available for judges to reference during the scoring process. Judges will not review student videos. These copies will become the property of FBLA and will not be returned to competitors.

### CRITERIA FOR SCORING PRESENTATIONS

- All presentations should include (at minimum) the following elements:
  - The Why
  - Solution
  - Project Plan (Including Project Milestones, Project Budget, and Team Management)
  - Impact
  - Lessons Learned
- Competitors should familiarize themselves with the competitive review rubrics for criteria being reviewed by judges in each of the elements above.

### RUBRIC FOR FINAL PRESENTATION (40 possible points)

<b>THE WHY (Problem Identification)</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>• What problem was identified?</li> <li>• What was the inspiration behind the problem?</li> <li>• How did the student identify their customer?</li> <li>• How does the student use design thinking principles to empathize with their customer?</li> <li>• Is problem statement clearly defined?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Problem is not identified.	Student provides minimal answers to the required criteria and/or does not answer three or more questions.	4-5 questions are addressed but not thoroughly explained.	All questions are thoroughly explored.	
<b>SOLUTION</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>• What is the proposed solution?</li> <li>• Does the proposed solution adequately address the problem identified?</li> <li>• What were 2-3 goals that the project aimed to accomplish?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Solution is not identified.	Student provides minimal and does not address how it solves the problem.	All questions are addressed but not thoroughly explained.	Student thoroughly explains the solution and how it addresses the identified problem.	
<b>PROJECT PLAN</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>• Discuss your project plan. What were your key milestones?</li> <li>• Discuss your project budget including method of fundraising, expenses, &amp; financial management tactics.</li> <li>• Who did you recruit as team members and how did they support your project?</li> <li>• Overall, how did you manage your project?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Project Plan is not thought out.	Project plan is thought out in a basic format.	Project plan and implementation is thought out with details.	Project plan is thorough with project milestones, budget and team management detailed out.	

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<b>IMPACT</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>What was the overall impact of the project?</li> <li>What was the quantitative impact of the project? Student should use data as much as possible to present their impact. Examples of data could include number of people directly impacted, survey results, amount of funds raised, number of people educated, etc.</li> <li>What was the qualitative impact of the project? Student should use testimonials, anecdotal stories, and images whenever possible to present the impact.</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Student did not present the impact of the project.	Student presents general results without specific details.	Student provides either clear qualitative or quantitative results but does not present both.	Student clearly presents the impact made using both qualitative and quantitative data.	
<b>LESSONS LEARNED</b>				<b>6 PTS</b>
<ul style="list-style-type: none"> <li>What were some of the hurdles that you and your team had to overcome?</li> <li>How did you develop personally and professionally throughout the project?</li> <li>If you had to start this project again, what are some things that you would do differently?</li> </ul>				
<b>NOT DEMONSTRATED</b>	<b>BELOW EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	
<i>0</i>	<i>2</i>	<i>4</i>	<i>6</i>	
Lessons learned are not shared.	Not all questions are answered and provide minimal reflection.	One or more question is not answered, and answers provide minimal reflection.	All questions are addressed thoroughly with clear reflection.	
<b>OVERALL IMPRESSION OF PRESENTATION</b>				<b>5 PTS</b>
<p>This category is at the judge's discretion but some things a judge might consider include:</p> <ul style="list-style-type: none"> <li>Delivery - Was the delivery engaging? Was it presented at a pace that was easy to follow? Did the presenter seem prepared and confident?</li> <li>Visuals - Did the slide deck provide additional value to the presentation? Was the slide deck visually appealing?</li> <li>Professionalism - Was the student dressed professionally? Was the language used throughout the presentation professional?</li> <li>Q&amp;A - Did the student show strong knowledge of their project during the Q&amp;A segment? Did the student clearly and concisely answer questions asked?</li> </ul>				
<b>OVERALL IMPRESSION OF PROJECT</b>				<b>5 PTS</b>
<p>This category is at the judge's discretion but some things a judge might consider include:</p> <ul style="list-style-type: none"> <li>Did the project appear to make a clear impact?</li> <li>Was the project innovative?</li> </ul>				

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## SUBMISSION INSTRUCTIONS

All interested competitors will need to submit their projects through Blue Panda. Only members that have completed the award in full in FBLA Connect are eligible to submit their award for competitive review. Prospective students should have their advisers submit their executive summary and video in the same way that other competitive event assets are submitted.