



# **STAR Events Volunteer Handbook**

**FCCLA Chapter Website**



**FCCLA Chapter Website**, an *individual or team event*, recognizes participants who use a chapter website to educate, inform, and involve members and the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. **Level I:** Participants must prepare a website. **Level II:** Fifteen (15) entries will be invited to present their chapter website, plus an oral presentation, at the National Leadership Conference.

### EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 85 for more information on event categories.

### STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

### CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Human Services
- Information Technology
- Science, Technology, Engineering & Mathematics

### ELIGIBILITY & GENERAL RULES

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry from either the junior, senior or occupational category.
3. If the chapter already has an existing website, the website for the current school year (July 1–June 30 as noted) must be revised in *content*, design, theme, color, etc., by the participant(s).

### PROCEDURES—LEVEL I

1. Participants create a chapter website to educate, inform, and involve members and/or the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. Social media sites only (such as Facebook) are not acceptable formats for the event but may be embedded or used in conjunction with the chapter website.
2. The website should be able to be viewed on a variety of Internet browsers (Internet Explorer, Google Chrome, Firefox, etc.) and be optimized for viewing on mobile devices such as tablets or smartphones.

*(continued next page)*

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Website with required components	Table, Laptop, Computer, Internet Connection	Provided	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	25 minutes

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

\* A USB Drive is allowed for backup presentation use only. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the website are allowed.

3. The website may be developed using website services, templates, or software of the participant's choice.
4. The use of inappropriate or copyrighted music, photographs, or *graphics* may disqualify the entry.
5. All links within the website must be active.
6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
7. The website must be available for viewing upon the February 1 entry submission date. No changes may be made to the website design following the February 1 deadline until March 15. Updates to calendars and other time sensitive information may be added as needed.

#### **ENTRY SUBMISSION AND REGISTRATION PROCESS**

1. Level I entries will be submitted no later than 5:00 p.m. EST, February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required. Projects must be ready for evaluation at that time.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration will be the same fee required of all National STAR Events participants, plus a team technology fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

#### **AWARDS AND RECOGNITION— LEVEL I**

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above will

receive an invitation by March 15 to compete at the National Leadership Conference.

#### **PROCEDURES, TIME REQUIREMENTS AND GENERAL INFORMATION**

##### **For National Leadership Conference Participants Only— Level II (Invitation Only)**

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their chapter website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.
3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA website by June 1.
4. Spectators may not observe any portion of this event.
5. Participants will have 5 minutes to set up their presentation. Other persons may not assist.
6. Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.
7. Following the presentation, evaluators will have 5 minutes to interview the participant and review website.
8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

#### **LEVEL II**

Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.



## FCCLA CHAPTER WEBSITE Specifications

### Website Content

Home Page	Include introductory information, social media feed(s) from the local FCCLA chapter, school district, or national FCCLA, and a visitor counter/tracking tool to assess website use. The viewer should be able to locate the rest of the project components from this page.
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The following information must be included in the chapter website as a separate page or subpage entitled “STAR Events Documentation.” It may be included as text on the website page, or if posted as a file, must be able to be opened in a Microsoft Word or PDF format.

1-8 ½" x 11" page	Project Identification Page	Plain background, with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project.
1	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission on the chapter website.
As Needed	Copyright/Works Cited	Music, photographs, <i>graphics</i> , text, trademarks, or names that are used in the project must be properly cited and documented as either original or licensed for reuse. <b>Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use is strictly limited.</b> Purchasing an item does not necessarily give permission to use in a public project. Copyright laws must be followed. Use MLA or APA citation style to cite all references.

The following *content* information should be included in the chapter website. There are no limits to the amount of website pages, subpages, tabs, etc. on the website, but the following information should be easily located upon review of the website.

Provide one website page, subpage, or tab for each (minimum 8)	Promotion of Family and Consumer Sciences	Include content to promote the local Family and Consumer Sciences program and FCCLA as an essential part of college and career readiness for all students. The information provided expands user knowledge and moves beyond expectations.
	Membership Information	Provide recruitment, retention, and membership recognition information for membership growth (membership costs and benefits, deadlines, etc.)
	Awards/Recognition	Acknowledge the awards and accomplishments the chapter and/or members have received in the past 2–3 years. Include local, regional/district, state, and/or national recognitions received.
	Chapter Leadership	Supply a list of the chapter officers and their responsibilities.
	Contact Information	Provide primary contact information and method(s) for the FCCLA chapter.
	Sponsors/Thank You Section	Highlight chapter sponsors and provide recognition for their support. Include working hyperlinks to FCCLA websites (regional/district, state, national) school website, and appropriate partners.
	Activities Information and Calendar	Include the chapter’s activity calendar and keep it up to date.
	Program of Work	Include local, state, and national programs in the chapter’s program of work. Program of work components include opportunities for personal growth, leadership development, recognition, career exploration, <i>community</i> outreach, social activities and fundraising.

*(continued next page)*

## FCCLA Chapter Website (continued)

Browser Compatibility	Website is designed for viewing on a range of web-enabled devices including smart phones and tablets) and compatible with the common web browsers (e.g., Chrome, Firefox, Internet Explorer, Safari). Apps created or utilized by the chapter may be included, but are not required.
Appearance	Website must be neat, legible, and <i>professional</i> and use correct grammar and spelling.
Navigation	All hyperlinks work, and the viewer can quickly locate project components and information. Viewer can easily move between pages.
Licensing	License the website contents, using school district licensing requirements or Creative Commons ( <a href="http://www.creativecommons.org">www.creativecommons.org</a> ).

### For National Leadership Conference Level II Participants ONLY

#### Oral Presentation

Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.
Relationship of Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# FCCLA CHAPTER WEBSITE

## Level I

### Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

WEBSITE CONTENT – DOCUMENTATION							Points	
<b>Home Page</b> 0-2 points	0 Site does not have a unique home page		1 2 Home page specific for chapter use. Includes social media feed(s) and visitor tracker					
<b>Project Identification Page</b> 0-1 point	0 Project Identification Page is missing, is not completed, or includes incorrect information		1 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title					
<b>FCCLA Planning Process Summary Page</b> 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		
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	0 Not provided		1 Proof of submission from the online form is included					
<b>Website Content Page, Subpage or Tabs for 8 minimum areas</b> 0 or 1 point	0 Did not use one page, subpage, or tab for each		1 8 or more website pages, subpages, or tabs for information areas					
<b>Documentation/ Works Cited/ Bibliography</b> 0-5 points	0-1 None cited, or sources are cited but no permissions for using copyrighted work are included	2 Copyright is questionable and sources list is incomplete	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	5 Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style			
WEBSITE CONTENT - INFORMATION								
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0-15 points	0 None provided	1 2 3 Website is limited in the promotion of FCCLA and FCS	4 5 6 7 Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs	8 9 10 11 12 Website promotes FCCLA and FCS as important. User is not moved beyond current expectations	13 14 15 Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectations			
<b>Membership Information</b> 0-10 points	0 None provided	1 2 3 Limited information is provided for membership growth	4 5 Some information is provided for membership growth	6 7 Information to recruit, retain, and recognize membership is included	8 9 10 Growth oriented recruitment, retention, and membership recognition is provided			
<b>Awards/ Recognition</b> 0-5 points	0 None provided	1 2 Very few awards or recognitions included	3 Some chapter and/or member accomplishments provided on limited FCCLA levels	4 Chapter and/or member accomplishments are provided for all FCCLA levels	5 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels			
<b>Chapter Leadership</b> 0-5 points	0 None provided	1 2 Chapter officers are listed		3 4 Chapter officers and responsibilities are provided		5 Chapter officers and detailed responsibilities are provided in an easy-to-read format		
<b>Contact Information</b> 0-5 points	0 None provided	1 2 Minimal information provided		3 4 Contact information provided but requires user to leave website		5 Contact information provided and integrated into website		
<b>Sponsors/Thank You Section</b> 0-10 points	0 None provided	1 2 3 Limited information and no links provided		4 5 1-3 partners are recognized and website links are included		6 7 4-5 partners are recognized and website links are included		8 9 10 4-5 partners are recognized, partnership is explained, and website links are included
<b>Activities Information and Calendar</b> 0-5 points	0 None provided	1 2 Limited information provided, but no calendar is available		3 Limited information provided but calendar is not updated	4 General information about chapter activities and chapter calendar is up-to-date		5 Comprehensive information about chapter activities and chapter calendar is up-to-date	

## FCCLA Chapter Website Rubric (continued)

											Points	
<b>Program of Work</b> 0-10 points	<b>0</b> None provided	<b>1</b>	<b>2</b>	<b>3</b> Minimal information or activities included in program of work	<b>4</b>	<b>5</b> Limited participation in local, state, and national programs, limited areas included in program of work	<b>6</b>	<b>7</b> Good participation in local, state, and national programs in program of work	<b>8</b>	<b>9</b>	<b>10</b> Excellent participation in local, state, and national programs is included in a comprehensive program of work	
<b>WEBSITE CONTENT – DESIGN AND NAVIGATION</b>												
<b>Browser Compatibility</b> 0-5 points	<b>0</b> Website includes components that are not functional without additional plugins. Is not functional on mobile devices	<b>1</b>	<b>2</b> Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	<b>3</b> Website is functional for 1 or more browsers but is not functional for mobile device viewing	<b>4</b> Website is fully functional in at least 2 browsers and is functional for mobile device viewing	<b>5</b> Website is fully functional in at least 3 different browsers and is functional for mobile device viewing						
<b>Appearance</b> 0-5 points	<b>0</b> Design choices negatively impact appearance. Many errors in word/text detract from the project	<b>1</b>	<b>2</b> Design choices do not fully support the project. Noticeable errors begin to detract from the project	<b>3</b> Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	<b>4</b> Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	<b>5</b> Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar						
<b>Navigation</b> 0-5 points	<b>0</b> Very difficult to navigate site or find information. Does not return viewer to home page easily	<b>1</b>	<b>2</b> Some hyperlinks broken, some information not easily located	<b>3</b>	<b>4</b> Hyperlinks work. Information mostly easy to locate	<b>5</b> All hyperlinks work and viewer can easily locate information and navigate site						
<b>Licensing</b> 0 or 5 points	<b>0</b> The website was not licensed by the participant				<b>5</b> A Creative Commons license or copyright statement is included on the website							

**LEVEL I TOTAL**  
(100 points possible)



## STAR Events Point Summary Form FCCLA CHAPTER WEBSITE Level II Only

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

**DIRECTIONS:**

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. At the conclusion of the 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.
3. 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 or Assistant Lead Consultant.
4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>		
<b>Event Online Orientation Documentation</b> 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser	
<b>Punctuality</b> 0-1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1 _____	Initials _____		(6 points possible)
Evaluator 2 _____	Initials _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3 _____	Initials _____		(134 points possible)
Total Score _____	divided by number of evaluators		<b>FINAL SCORE</b>
_____	= <b>AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Total)
	<i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		- - - . - - -
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>FINAL SCORE</b> divided by 140 possible points = <b>RATING SCORE PERCENTAGE</b> </div>			

**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 \_\_\_\_\_





# FCCLA CHAPTER WEBSITE

## Level II

### Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

WEBSITE CONTENT – DOCUMENTATION							Points										
<b>Home Page</b> 0-2 points	<b>0</b> Site does not have a unique home page	<b>1</b> Home page specific for chapter use. Includes social media feed(s) and visitor tracker	<b>2</b>														
<b>Project Identification Page</b> 0-1 point	<b>0</b> Project Identification Page is missing, is not completed, or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title															
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained											
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Proof of submission from the online form is included															
<b>Website Content Page, Subpage or Tabs for 8 minimum areas</b> 0 or 1 point	<b>0</b> Did not use one page, subpage, or tab for each	<b>1</b> 8 or more website pages, subpages, or tabs for information areas															
<b>Documentation/ Works Cited/ Bibliography</b> 0-5 points	<b>0</b> None cited, or sources are cited but no permissions for using copyrighted work are included	<b>1</b> Copyright is questionable and sources list is incomplete	<b>2</b> Copyright statements and permissions are included for most sources but in inconsistent format	<b>3</b> Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	<b>4</b>	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style											
WEBSITE CONTENT - INFORMATION																	
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0-15 points	<b>0</b> None provided	<b>1</b> Website is limited in the promotion of FCCLA and FCS	<b>2</b>	<b>3</b> Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs	<b>4</b>	<b>5</b> Website promotes FCCLA and FCS as important. User is not moved beyond current expectations	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b> Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0-10 points	<b>0</b> None provided	<b>1</b> Limited information is provided for membership growth	<b>2</b>	<b>3</b>	<b>4</b> Some information is provided for membership growth	<b>5</b>	<b>6</b>	<b>7</b> Information to recruit, retain, and recognize membership is included	<b>8</b>	<b>9</b>	<b>10</b> Growth oriented recruitment, retention, and membership recognition is provided						
<b>Awards/ Recognition</b> 0-5 points	<b>0</b> None provided	<b>1</b> Very few awards or recognitions included	<b>2</b>	<b>3</b> Some chapter and/or member accomplishments provided by on limited FCCLA levels	<b>4</b> Chapter and/or member accomplishments are provided for all FCCLA levels	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels						
<b>Chapter Leadership</b> 0-5 points	<b>0</b> None provided	<b>1</b> Chapter officers are listed	<b>2</b>	<b>3</b>	<b>4</b> Chapter officers and responsibilities are provided	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> Chapter officers and detailed responsibilities are provided in an easy-to-read format						
<b>Contact Information</b> 0-5 points	<b>0</b> None provided	<b>1</b> Minimal information provided	<b>2</b>	<b>3</b>	<b>4</b> Contact information provided but requires user to leave website	<b>5</b> Contact information provided and integrated into website											
<b>Sponsors/Thank You Section</b> 0-10 points	<b>0</b> None provided	<b>1</b> Limited information and no links provided	<b>2</b>	<b>3</b>	<b>4</b> 1-3 partners are recognized and website links are included	<b>5</b>	<b>6</b>	<b>7</b> 4-5 partners are recognized and website links are included	<b>8</b>	<b>9</b>	<b>10</b> 4-5 partners are recognized, partnership is explained, and website links are included						
<b>Activities Information and Calendar</b> 0-5 points	<b>0</b> None provided	<b>1</b> Limited information provided, but no calendar is available	<b>2</b>	<b>3</b> Limited information provided but calendar is not updated	<b>4</b> General information about chapter activities and chapter calendar is up-to-date	<b>5</b> Comprehensive information about chapter activities and chapter calendar is up-to-date											

# FCCLA Chapter Website Rubric (continued)

Points

<b>Program of Work</b> 0-10 points	<b>0</b> None provided	<b>1 2 3</b> Minimal information or activities included in program of work	<b>4 5</b> Limited participation in local, state, and national programs, limited areas included in program of work	<b>6 7</b> Good participation in local, state, and national programs in program of work	<b>8 9 10</b> Excellent participation in local, state, and national programs is included in a comprehensive program of work	
<b>WEBSITE CONTENT – DESIGN AND NAVIGATION</b>						
<b>Browser Compatibility</b> 0-5 points	<b>0 1</b> Website includes components that are not functional without additional plugins. Is not functional on mobile devices	<b>2</b> Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	<b>3</b> Website is functional for 1 or more browsers but is not functional for mobile device viewing	<b>4</b> Website is fully functional in at least 2 browsers and is functional for mobile device viewing	<b>5</b> Website is fully functional in at least 3 different browsers and is functional for mobile device viewing	
<b>Appearance</b> 0-5 points	<b>0 1</b> Design choices negatively impact appearance. Many errors in word/text detract from the project	<b>2</b> Design choices do not fully support the project. Noticeable errors begin to detract from the project	<b>3</b> Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	<b>4</b> Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	<b>5</b> Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar	
<b>Navigation</b> 0-5 points	<b>0</b> Very difficult to navigate site or find information. Does not return viewer to home page easily	<b>1 2</b> Some hyperlinks broken, some information not easily located	<b>3 4</b> Hyperlinks work. Information mostly easy to locate	<b>5</b> All hyperlinks work and viewer can easily locate information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> The website was not licensed by the participant		<b>5</b> A Creative Commons license or copyright statement is included on the website			
<b>ORAL PRESENTATION</b>						
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1 2</b> Presentation covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	<b>5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FCS	<b>1</b> Minimal evidence of career knowledge and FCS coursework relationship	<b>2</b> Some knowledge of relationship of career and FCS coursework	<b>3</b> Knowledge of career and FCS coursework but not shared	<b>4</b> Knowledge of career and relationship to FCS is evident and shared	<b>5</b> Knowledge of career and FCS relationship is evident and explained well
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing	
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors		<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

Evaluator # \_\_\_\_\_

LEVEL II TOTAL

Evaluator Initial \_\_\_\_\_

(134 points possible)

Room Consultant Initial \_\_\_\_\_

### *Prior to the event*

- Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- Bring a calculator to the National Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please be prepared to place your phone in “airplane mode” during the competition times.

### *At the National Leadership Conference*

- Attend room consultants meeting to review specific responsibilities.
- Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media and Business & Industry partners may be escorted into events with prior approval and arrangements made through national headquarters and Competitive Events Advisory Team.)
- When calling participants into the room to compete, use the name of event, category, chapter name, and state.
- Check off participant names on time schedule when they present.
- Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions.
- Following the participants' presentations, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.
- Collect and return supplies to the Assistant Lead Consultant.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

### *Prior to the event*

- ❑ Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- ❑ Bring a stopwatch to National Leadership Conference for timing events. A wristwatch is not acceptable. A phone with a stopwatch feature/app is acceptable, but please be prepared to place your phone in “airplane mode” during the competition times.

### *At the National Leadership Conference*

- ❑ Attend room consultants meeting to review specific responsibilities.
- ❑ Assist adult room consultants as needed.
- ❑ Serve as timekeeper for the event.
  - allow participants 5 minutes to setup; other persons may not assist
  - begin timing when participants begin their up to 10 minute oral presentation
  - hold up warning card at 9 minutes (one minute warning)
  - stop participants at 5 minutes
  - allow 5 minutes for questioning by evaluators
- ❑ Direct the participant outside of the event room after the interview so evaluators may complete their rubrics.
- ❑ Thank the participant for their work and participation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next portfolio.
- ❑ Collect rubrics and point summary form at the end of each presentation, and give to adult room consultant.
- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Assistant Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Sessions as needed.
- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.

## General Information:

- Become familiar with the rules, point summary forms, and the rubric criteria. Question any criteria not understood. Remember that individual state event rules often differ from national event rules, and that national rules must be followed for the national competition.
- Do not request that participants hand you items – instead, please stand up for a closer look.
- When completing the rubric, circle the chosen score. Write the appropriate rating in the points column and write comments on the bottom or back of the rubric. All scores should be whole numbers (i.e. do not give individual rating categories 2.5 out of 5 points.) Specific and constructive written comments serve as a valuable source of feedback for the individuals and teams. Record Total Points. Verify point total and initial by the total point box.
- Remember that students are to follow the rubric and guidelines – please evaluate them according to this criteria and not to what you think they “should” have done (if not required/addressed in the event guidelines).
- Compare ratings with other evaluators and discuss the scores given to each student. The adult room consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. **Although evaluator scores will vary, we recommend that all three evaluator ratings be within a 10-point range.** If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. Total scores should NOT be rounded.
- Rubrics and point summary forms are to be turned in to the room consultant at the end of the presentation, NOT held by evaluators until the end of the day to be adjusted.
- The decisions of the evaluators are final.
- Please discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

## Specific Event Information:

Participants will provide an oral presentation, up to 10 minutes in length. Following the oral presentation, evaluators will have 5 minutes to question participant and determine their knowledge of the subject or to ask for clarification.

Score the entry and discuss in private with the other evaluators on your team.

Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.

Complete the rubric and initial your rubric next to the “Total Score” box at the bottom of the second page.

Submit your final rubric and any additional comment sheets to the adult room consultant for review.

Once the adult room consultant has finished reviewing and totaling the participant’s score, double check for accuracy and initial the Point Summary Form where directed.

At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.

Thank the room consultants for their assistance and work throughout the day.

**DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!**

# CAREER EXPLORATION THROUGH FCCLA

FCCLA made a concentrated effort to illustrate the connection of FCCLA and Family and Consumer Sciences (FACS) to career pathways and hosted a focus group to assist us in this process. A survey of business and industry stakeholders found that FCCLA most directly supports career pathways in the hospitality and tourism, visual arts and design, education and training, and human services careers.

FCCLA National Programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience and career pathway initiatives. FCCLA is integrated into FACS and is intracurricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards.



## HOSPITALITY AND TOURISM

*The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.*

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

## VISUAL ARTS AND DESIGN

*Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.*

Possible careers include:

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

## EDUCATION AND TRAINING

*Planning, managing, and providing education and training services and related learning support services.*

Possible careers include:

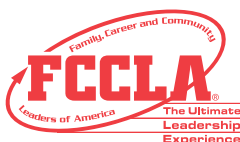
- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

## HUMAN SERVICES

*Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.*

Possible careers include:

- Child care worker
- Child, family, or school social worker
- Director of childcare facility
- Preschool teacher
- Parent educator
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist



# The FCCLA Planning Process for Individual and Team Action

The *Planning Process* is a decision-making tool that supports the organization’s overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



Go to <http://fcclainc.org/programs/resources.php> to download a blank FCCLA Planning Process template. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.



## IDENTIFY CONCERNS

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



## SET A GOAL

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



## FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



## ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



## FOLLOW UP

The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



## Competitive Events Glossary

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

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**Audience**—A group of listeners, or readers of a work, program, or performance.

**Audio equipment**—Equipment used for the broadcasting of sound.

**Audiovisual equipment**—Equipment that uses both sight and sound to present information.

**Best Practices Educator**—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

**Bibliography**—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

**Campaign**—Activities to achieve a specific objective.

**Career-Related Education**—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

**Classroom Situation**—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

**Community**—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

**Comprehensive Student**—Students enrolled in general courses in a Family and Consumer Sciences program.

**Content**—The subject or ideas contained in something written, said, or represented.

**Content divider pages**—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme

decorations, page numbers, and/or a table of contents for a content section.

**Content pages**—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

**Costume**—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

**Creative thinking**—The ability to generate new ideas.

**Critical thinking**—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

**Current**—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

**Digital Story**—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

**Dimensions**—The stated or required size of a *display*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

**Display**—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

**Easel**—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.



## Competitive Events Glossary (continued)

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**Educational Enhancement Opportunity**—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational area*.

**Electronic Portfolio**—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Web folio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of *audience* access, so the same *portfolio* might be used for multiple purposes.

**Employment**—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

**Fabric Care**—Method(s) of cleaning and making suitable for wear.

**Fabric Characteristics**—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

**Family**—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

**Fiber Content**—The types and amounts of different fibers in a fabric or garment.

**File folder**—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

**Flip chart**—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

**Focus Group**—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

**Graphic**—A picture, border, map, graphic font, or graph used for illustration or demonstration.

**Hardcopy**—Readable printed copy of the output of a machine, such as a computer.

**In-depth service project**—A detailed project that addresses one specific interest, concern, or need.

**Individual event**—An event completed by one person.

**Lesson plan**—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

**Mannequin**—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

**Model**—A 3-D object which represents, in detail, the intent of a final version of a product.

**National programs**—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

**Occupational student**—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

**Peer**—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

**Peer education**—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

**Photo Album**—A collection of photographs, either presented in a digital or printed format.

**Plain paper**—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

**Planning Process**—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

**Pointer**—See *prop*. Laser *pointers* are not allowed.

## Competitive Events Glossary (continued)

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**Portfolio**—A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

**Postconsumer Item**—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

**Presentation equipment** – Equipment using sight and/or sound to present information. See also audiovisual equipment.

**Problem solving**—The ability to recognize problems and devise and implement plans of action to solve the problems.

**Professional**—Worthy of the high standards of a profession.

**Project identification page**—A page at the front of a document or *display* containing headings specifically called for by event rules.

**Prop**—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. Props do not include *content*.

**Prototype Formula**—The ingredients, their quantities, and the process directions used to produce a food item.

**Public Policy** – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

**Reliable**—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

**Resources**—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

**School relationships**—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

**Seating and Traffic Standards**—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

**Skit**—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

**Sound business practices**—Practices that are *comprehensive*, ethical, realistic, and profitable.

**Team**—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

**Team event**—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

**Technology**—A method, system, or process for handling a specific, technical problem.

**Presentation equipment**—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

**Visuals**—Posters, charts, slides, presentation software, etc., which include *content*.