STAR Events

Volunteer Handbook

Fashion Design

Fashion Design

Fashion Design, an *individual* event, recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles. Participants will develop a clothing label, research the intended *audience*, design the label's first 4-piece collection, and construct one collection sample using an original flat pattern designed by the participant. Students will exhibit knowledge of all the aspects that surround design, including design basics, fabric choice, and pricing. For competition, participants must prepare a ***portfolio,*** **sample garment,** and an **oral presentation**.

Coats & Clark is the official sponsor of the Fashion Design event.

EVENT CATEGORIES

Senior: grades 10–12
Occupational: grades 10–12
Postsecondary: see page 17

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
- Marketing
- Science, Technology, Engineering & Mathematics

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 15 minutes to preview the *portfolio* and sample garment before the presentation begins.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

(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	Portfolio, Sample Garment, Oral Presentation	Table	Not provided	5 minutes	15 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.
2. Participants in the senior category must be or have been enrolled in a textiles or design course

   or unit of study. Participants in the occupational category must be or have been enrolled in a textiles or design course or program of study that concentrated on preparation for paid *employment*. Courses which meet this requirement may be determined by the state department of education.
3. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space will not be available.
4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.

FASHION DESIGN
Specifications

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 47 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio. Portfolio* may not exceed 58 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–8	*Content Divider Pages* or Sections	Use 0 to 8 *content divider*/section pages or slides. *Content* divider/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 8 ½" x 11" pages or 45 slides	Label and Explanation	Develop a clothing label. Present label and explain the market for clothing or accessories under this label and the inspiration for choice of this label, including any inspiration from historical trends or designers, and its market.
	Knowledge of the Intended *Audience*	Include buyer demographics and buyer appeal (describe the reasons behind clothing choices of the intended *audience).*
	Fabric Profile(s)	Define the criteria for selecting fabrics for the collection design and include fabric swatches for each material used with a description including, at minimum, the following information for each swatch: • General fabric appearance (plaid, solid, matte, shiny, etc.) • *Fiber content* • *Fabric care* • *Fabric characteristics* Each fabric profile should be no more than one half of an 8½" x 11" page.
	Collection Design	Develop a collection of four (4) original designs. Designs should cover both the top and bottom half of the body, but may include multiple garments. Each design should be on a separate page and be full color, drawn either by hand or with a digital program. All designs should include a design description, a swatch of the fabric(s) and sample trimming(s) and notions which would be used in production, as well as garment care information and intended sizes available. Information for each design may take up to two 8½" x 11" pages, or a total of up to 8 pages.

Up to 35 pages or 45 slides *(continued)*	Target Retailer	List target retailer(s) with an explanation for choices.
	Pricing	Develop a pricing range for the pieces of the collection design. Pricing should reflect both the manufacturing costs and preferences of the intended *audience*.
	Career Path	Develop a career path which includes five major goals for yourself as a fashion designer (i.e. attending a specific college, obtaining a specific position, starting a label) and action steps in achieving goals.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Collection Sample

The collection sample will consist of one actual size prototype of a design from the four- piece collection which is constructed solely by the participant out of the intended production materials. The sample should be presented to evaluators with the *portfolio* prior to the presentation and should be displayed, with the collection sample pattern, during the presentation. The collection sample may be displayed using a *mannequin*, dress form, or other method chosen by the participant, but may not be modeled by the participant or another individual during the presentation. **Modification or use of a commercial pattern is not allowed. Participants may not modify a commercial or previously constructed garment.**

Collection Sample Pattern	Develop a flat pattern for the collection sample piece(s). The collection sample pattern is complete, all pieces and instructions are included, and appropriately labeled for assembly. Include the collection sample pattern.
Collection Sample Condition	The collection sample should be actual size, well-constructed by the participant, and appropriate for a *professional* presentation. The sample should demonstrate a basic knowledge of fashion construction skills and adequately represent the planned final product for future manufacturing.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences and Related Occupations	Describe relationship of project *content* to Family and Consumer Sciences and related occupations.
Knowledge of Textiles, Fashion, and Apparel	Demonstrate thorough knowledge and use of concepts, techniques, and vocabulary associated with textiles, fashion, and apparel.
Use of *Portfolio* and Collection Sample During Presentation	Use the *portfolio* and collection design to support, illustrate or complement 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 notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
FASHION DESIGN

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. Before student presentation, the room consultants must check participants' portfolio 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 or Assistant Lead Consultant.
5. Please check with the Lead or Assistant 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**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 47 single-sided pages or 58 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 8 content divider pages or slides • Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____ Initials _____

Evaluator 2_____ Initials _____

Evaluator 3_____ Initials _____

Total Score_____ divided by number of evaluators

_____ **= AVERAGE EVALUATOR SCORE**

Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL (10 points possible) _____

AVERAGE EVALUATOR SCORE (90 points possible) _ _ · _ _

FINAL SCORE (Average Evaluator Score plus Room Consultant Total) _ _ · _ _

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_____

FASHION DESIGN
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Label and Explanation 0–3 points	**0** No label developed or explained	**1** Label concept is present but not thoroughly thought out, explained well, creative, or appropriate for the audience	**2** Label concept is two or more of the following: creative, appropriate for the intended audience, thoroughly thought out or explained well	**3** Label concept is creative, appropriate for the intended audience, well thought out, evident patterns of buying behavior was researched and studied			
Knowledge of the Intended *Audience* 0–3 points	**0** The participant displays no knowledge of the intended audience	**1** The participant displays limited knowledge of the intended audience	**2** The participant displays knowledge of the intended audience, but has not done research about preferences or buying patterns	**3** The participant displays extensive knowledge of the intended audience, and is explained thoroughly			
Fabric Profiles 0–5 points	**0** No fabric profiles provided	**1** At least one of the fabrics used in the collection design is represented with an inadequate swatch and/or limited information for the four description requirements	**2** Most fabrics used in the collection design are represented with an inadequate swatch and/or limited information for the four description requirements	**3** Most fabrics used in the collection design are represented by a half page or less with a swatch and adequate information for the four description requirements	**4** All fabrics used in the collection design are represented on a half-page or less with a swatch and adequate information for the four description requirements	**5** All fabrics used in the collection design are represented on a half-page or less with a swatch and complete and appropriate information for the four description requirements	
Collection Design 0-12 points	**0** No collection design provided	**1 2** The collection design does not include four complete outfits	**3 4 5** The collection design includes four complete outfits, but are poorly designed, have little regard for function and fit	**6 7 8** The collection design includes four complete outfits which are well designed, but would not function or fit well	**9 10 11** The collection design contains four complete full color outfits, well designed, proper fit and function, but do not show high potential for intended audience	**12** The collection design contains four complete full color outfits, well designed, proper fit and function, and appeal highly to intended audience, and include all required information	
Target Retailer 0–2 points	**0** No target retailer information provided	**1** Both the list of potential retailers and explanations of choices are inadequate	**2** The list is thorough and explanations are well thought out and complete				
Pricing 0–2 points	**0** No pricing information provided	**1** Some collection pieces are missing or pricing decisions are listed but or are not appropriate	**2** All collection pieces are represented and pricing decisions are appropriate for the type, quality, and market of the garment				
Career Path 0-5 points	**0** No career path provided	**1** Includes two or less goals	**2** Includes three goals	**3** Includes four goals	**4** Includes five career path goals, but they are not well written, realistic, achievable, or challenging	**5** Includes five well written realistic, achievable, and challenging goals for various stages of career path	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project	**2** Reliable resources but incorrect style *(see style sheet)*	**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information			

Fashion Design Rubric (continued)

COLLECTION SAMPLE					Points
Collection Sample Pattern 0-4 points	**0** Not provided	**1** Some pattern pieces are included and assembly instructions are incomplete	**2-3** All pattern pieces are included and complete assembly instructions are provided	**4** All pattern pieces are included and labeled appropriately for easy assembly and clear step-by-step assembly instructions are provided	
Collection Sample Condition 0-4 points	**0** Not provided	**1** Collection sample is in poor condition and does not adequately represent the design	**2-3** Collection sample is actual size and made out of the intended fabric	**4** Collection sample is actual size and made out of the intended fabric. It is well constructed and appropriate for a professional presentation	

ORAL PRESENTATION							
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between project and FCS	**1** Minimal evidence of project and FCS coursework relationship	**2** Some knowledge of relationship of project and FCS coursework	**3** Knowledge of project and FCS coursework but not shared	**4** Knowledge of project and relationship to FCS is evident and shared	**5** Knowledge of project and FCS relationship is evident and explained well	
Knowledge of Textiles, Fashion, and Apparel 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 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	
Use of Portfolio and Collection Sample during Presentation 0-5 points	**0** Portfolio and sample not used during presentation	**1** Portfolio and sample used to limit amount of speaking time	**2** Portfolio and sample used minimally during presentation	**3** Portfolio and sample incorporated throughout presentation	**4** Portfolio and sample used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio and sample	
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:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____ **Evaluator #** _____

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.
- ❑ Collect and review participants' portfolios while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Then give the portfolios to evaluators and encourage them to score the "Portfolio" section of the rubric.
- ❑ 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.

- ❑ Introduce each participant to the evaluators.

- ❑ Serve as timekeeper for the event.
    - allow participants 5 minutes to setup; other persons may not assist
    - allow the adult room consultant and evaluators up to 15 minutes to review the participant's portfolio
    - begin timing when participants begin their oral presentation
    - hold up warning card at 9 minutes (one minute warning)
    - stop participants at 10 minutes
    - ensure that all audio or audiovisual recordings are limited to 1 minute playing time during the presentation
    - allow 5 minutes for questioning by evaluators

- ❑ Direct the participant outside of the event room after the 5 minutes of questions so evaluators may complete rubrics.

- ❑ Thank the participant for their work and presentation.

- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next participant.

- ❑ Collect rubrics and point summary form at the end of each presentation, and give to adult room consultant.

- ❑ Give evaluators the next portfolio to review once they have finished scoring.

- ❑ 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.

FASHION DESIGN EVALUATORS

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:

- Review the participant's portfolio with the adult room consultant for up to 15 minutes prior to the presentation.
- Participants may give up to a 10 minute oral presentation of their project to the evaluators. 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.
- 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

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

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

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

Family, Career and Community Leaders of America
FCCLA
The Ultimate Leadership Experience

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.

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*.

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.

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*.