



**FCCLA STAR Events
VOLUNTEER HANDBOOK:**

Career Investigation

2011-2012



CONTENTS

Volunteer Letter.....	3
General FCCLA Information.....	4
STAR Fact Sheet	5
FCCLA Planning Process.....	7
Event Rules.....	8
STAR Glossary	13
Evaluator Information	16
General Instructions.....	17
The Evaluation Process	18
Event Specific Evaluator Instructions.....	19
Room Consultant Information.....	20
Adult Room Consultant Instructions.....	21
Student Room Consultant Instructions.....	22

PLEASE BE SURE TO BRING THIS HANDBOOK AND YOUR CONFIRMATION MAILING TO THE ROOM CONSULTANT AND EVALUATOR ORIENTATION.



Dear STAR/Skill Events Volunteer:

Ohio Family, Career and Community Leaders of America (FCCLA) sincerely appreciate your willingness to serve as a volunteer for STAR/Skill Events during the 2010 State Leadership Conference. The success of the State STAR/Skill Events is dependent upon the support, cooperation, and assistance of many people. Your event assignment and orientation schedule are below and specific information about your assignment is enclosed.

Orientation for STAR/Skill Events will be held prior to events at State Leadership Conference. Orientation session will include the following: clarifying rules, answering questions, explaining the evaluation process and reviewing the philosophy associated with the events. Please read the enclosed information about the specific event and rubric plus STAR/Skill Events general rules and philosophy.

Required Events

Orientation: April 19, 2012, 8:00 A.M.

Evaluation: April 19, 2012, 8:30 A.M – 4:30 P.M. (Must be present for total time). Lunch will be provided.

Volunteer Assignment Ohio Exposition Center, 17th Avenue, Columbus Ohio

Event: _____

Category: _____

Location Event: _____

Time: _____

You are also invited to attend the STAR Events Recognition Sessions on Friday, April 20 in the Celeste Center. Please join us to take a bow for all of your hard work and help recognizing all of the outstanding students.

The Volunteer Handbook will provide you with more information and further directions on your specific duties. Please read this information carefully, familiarize yourself with the rules and procedures BEFORE your arrival at the State Leadership Conference.

The FCCLA competitive events team looks forward to meeting you and working together in Columbus! This is an exciting and rewarding time for all of us. STAR/Skill Events participants are fortunate to have your commitment and support.

Sincerely,

Paulette Farago
Ohio FCCLA State Adviser
25 S. Front Street
Columbus, Ohio 43215-4183
pofarago@aol.com



INFORMATION

Family, Career and Community Leaders of America, Inc. (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences Education or as defined by your state Department of Education in public and private schools through grade 12.

MISSION

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through –

- Character development
- Creative and critical thinking
- Interpersonal communication
- Practical knowledge
- Career preparation.

PURPOSES

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

PROGRAM EMPHASIS

FCCLA –

- Is the only in-school student organization with the family as its central focus.
- Is a career and technical student organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system.
- Provides opportunities for active student participation at local, state and national levels.

MEMBERSHIP

FCCLA has a national membership of approximately 220,000 young men and women in 7,500 local chapters. There are 53 state associations including the District of Columbia, Puerto Rico and the Virgin Islands.

Since its founding in 1945, FCCLA has involved more than ten million youth. Former members are eligible to participate through Alumni & Associates.

GOVERNANCE

Ten national officers (students) are elected by the voting delegates at the annual National Leadership Conference and together make up the National Executive Council.

The National Board of Directors is composed of adult representatives from education and business and four youth representatives.

State associations and local chapters elect their own youth officers. State programs come under the direction of Family and Consumer Sciences education staff. Chapter advisers are Family and Consumer Sciences teachers.

FINANCIAL AND COOPERATIVE SUPPORT

FCCLA is supported primarily by student membership dues. Additional funds are raised from individuals, corporations and foundations. FCCLA is endorsed by the U.S. Department of Education (Office of Vocational and Adult Education) and the American Association of Family and Consumer Sciences (AAFCS).



STAR EVENTS

STUDENTS TAKING ACTION WITH RECOGNITION

STAR EVENTS FACT SHEET

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and career preparation.

STRUCTURE

Family, Career and Community Leaders of America's STAR Events competition offers individual skill development and application of learning through the following activities:

- **cooperative**--teams work to accomplish specific goals
- **individualized**--members work alone to accomplish specific goals
- **competitive**--individual or team performance measured by an established set of criteria.

STAR Events promote the FCCLA Mission to prepare members for the multiple roles of family member, wage earner and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation.

PHILOSOPHY

The goals of STAR Events are--

- Active student participation and recognition of youth accomplishments.
- Cooperation and competition are stressed in positive and constructive ways and teamwork is encouraged.
- In addition to participating in STAR Events, members are involved in planning, conducting, and evaluating the events.
- STAR Events are designed to emphasize the positive accomplishments of youth.
- Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.
- Members are evaluated against a set of standard criteria rather than against another individual.
- The belief that all people are winners is the foundation of these events and procedures.

EVALUATION/RECOGNITION

STAR Events evaluation and recognition procedures were developed around the belief that all participants are winners.

- Participants must advance from local, district/region, and state levels to be selected for national-level participation. Thus, this is an earned honor.
- All participants receive recognition for their achievements in the form of medals and certificates.
- The evaluation teams determine whether recognition should be gold, silver, or bronze.
- Members receive gold, silver, or bronze medals to commemorate their achievements at a STAR Events Recognition Session.

NATIONAL STAR EVENTS

STAR Events currently includes the following competitions:

Advocacy

Applied Technology

Career Investigation

Chapter Service Project (Display and Manual)

Chapter Showcase (Display and Manual)

Culinary Arts

Early Childhood

Entrepreneurship

Fashion Construction

Focus on Children

Hospitality, Tourism and Recreation

Illustrated Talk

Interior Design

Interpersonal Communications

Job Interview

Leadership

Life Event Planning

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Promote and Publicize FCCLA!

Recycle and Redesign

Teach and Train

Environmental Ambassador

Fashion Design Food Innovations

For more information contact—

Competitive Events Coordinator

Family, Career and Community Leaders of America, Inc.

1910 Association Drive Reston, VA 20191-1584

(703) 476-4900

(703) 860-2713 fax

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.



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.



Career Investigation, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a **portfolio** and an **oral presentation**.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit two entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA *comprehensive* chapter member.
3. The Career Investigation project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Career Investigation project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The participant must make the *electronic portfolio* accessible to evaluators.
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. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss the participant's strengths and suggestions for improvement.
7. The total time required for this event is approximately 30 minutes.

GENERAL INFORMATION

1. A table will be provided.
2. Spectators may not observe any portion of this event.
3. **Presentation Elements:**
Allowed: *Costumes/Uniforms, Portfolios*.
Not Allowed: *Audio, Easel(s), File Folders, Flip Chart(s), Manuals, Props/Pointers, Skits, Visual Equipment**, *Visuals*.

* Visual Equipment is allowed only for presentation of electronic portfolio.

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/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 35 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 25 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 35 pages: or 45 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content pages* or 35 content slides including the documents listed below. *Divider* or section slides may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. 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*.

<i>Project Identification Page</i>	One slide or one 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
FCCLA <i>Planning Process</i> Summary Page	Two slides or one 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
Experiences with Business, Industry, Agencies, and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, and organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
Use of Family and Consumer Sciences Coursework/Standards	Describe ways Family and Consumer Sciences coursework and/or standards will be used in selected career.
Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extracurricular and intra-curricular activities that will enhance possibilities for achieving goals.
Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> used should be reliable and current.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Career Investigation Specifications (continued)

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of the project.
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 CAREER INVESTIGATION



CAREER INVESTIGATION

Name of Participant _____

State _____ Team # _____ Group # _____ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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 0 or 5 points	0 Did not attend	5 Attended	
Hardcopy Portfolio 0-1 points <i>OR</i> Electronic Portfolio 0-1 points	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 0-1 points	0 Portfolio exceeds the page limit/not all required pages are present or completed correctly	1 Portfolio contains no more than 35 single-sided pages or 45 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Up to 7 divider pages or slides • Up to 25 content pages or 35 content slides	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	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**

ROOM CONSULTANT TOTAL
(10 points possible)

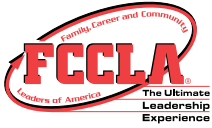
AVERAGE EVALUATOR SCORE
(90 points possible)

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 _____



CAREER INVESTIGATION Rubric



Name of Participant _____

State _____ Team # _____ Group # _____ 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	
Self Assessment 0–10 points	0 Not included	1–2 Vaguely referred to but incomplete evidence	3–4 Some evidence of self-assessment	5–6 Explained somewhat, but not documented sources of self assessment	7–8 Documented resources used for self assessment	9–10 Documented resources used, described role of self-assessment in selection of career	
Evidence of Career Research 0–10 points	0 Not explained	1–2 Some research done but incomplete information	3–4 Research is current but from unreliable sources	5–6 Research is current but only partially describes job description	7–8 Research is current, appropriate for topic; from reliable sources	9–10 Research is current, from reliable sources, documented correctly, and appropriate for topic	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	0 No samples provided	1 Limited samples are provided	2 Limited experiences were undertaken	3 Few experiences explained; little variety of experiences	4 Good variety of experiences and of value to the career choice selected	5 Wide variety of valuable experiences documented correctly, clear and easy to understand	
Samples of School Work 0–5 points	0 No samples provided	1 Limited number of samples provided	2 Limited examples of academic coursework as it relates to career choice	3 Brief explanation, limited evidence of how coursework will be used in selected career	4 Explanation and documented evidence of how school work will be used in selected career	5 School work is explained thoroughly as to how it will be used in selected career	
Use of Family and Consumer Sciences Coursework and Standards 0–5 points	0 No explanation of FACS	1 Brief explanation provided of FACS coursework	2 Limited samples of FACS or academic coursework	3 Samples of FACS and academic coursework are provided	4 Relationship of FACS coursework and standards to selected career is briefly explained	5 FACS coursework, standards and career cluster are explained thoroughly and related to selected career	
Career Planning 0–5 points	0 No actual career goal stated	1 Briefly explained career goal	2 States career goals but no plan for achieving goals	3 Brief explanation of career goal and how to achieve the goal	4 States career goal that includes plan for education/training and other activities for achieving goals	5 States career goal and plan that includes thorough plan and explains how activities will enhance possibilities for achieving goal	
Works Cited/Bibliography 0–3 points	0 No resources listed	1 Incomplete list of resources/resources listed are not current or appropriate for project	2 Complete list of resources but incorrect style	3 Complete list of appropriate resources, in MLA or APA style			
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 Portfolio is neat, legible, professional, correct grammar and spelling used with effective organization of information			

Career Investigation Rubric (continued)

ORAL PRESENTATION							Points
Organization/ Delivery 0–10 points	0 Presentation is not done or speaks 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	
Knowledge of Selected Career 0–5 points	0 Little evidence of career knowledge	1 Minimal evidence of career knowledge	2 Some evidence of career knowledge	3 Knowledge of career is evident but not shared in presentation	4 Knowledge of career is evident and shared at times in the presentation	5 Knowledge of career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0–5 points	0 No evidence of relationship between career and FACS	1 Minimal evidence of career knowledge and FACS coursework	2 Some evidence of career knowledge	3 Knowledge of career and FACS coursework but not shared	4 Knowledge of career and the relationship to FACS is evident and shared	5 Knowledge of career and FACS relationship is evident and explained well	
Use of Portfolio during Presentation 0–5 points	0 Portfolio is not used during presentation	1 Portfolio used to limit amount of speaking time	2 Portfolio used minimally during presentation	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the 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 _____

The STAR Events glossary was developed to help clarify questions about terms in the *STAR Events Manual*. 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.

Applied academics—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

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

Audio equipment—Equipment used for the broadcasting of sound (e.g., compact disc, cassette player, etc.).

Audiovisual equipment—Equipment that uses both sight and sound to present information (e.g., television, video-cassette recorder, LCD projector, etc.).

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

Costume/Uniform—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

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*, *manual*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *manual*, *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., used to showcase a chapter's service project, chapter program of work, or a Focus on Children project, and is contained within a specified area that includes all materials, *visuals*, and *audio-visual equipment* to be used for the presentation.

Divider pages—Pages of a *manual* or *portfolio* that separate 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 section.

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 Webfolio). 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.

EPA Climate Ambassadors—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, www.epa.gov/climateforaction/lead/become.htm, and submit an online Climate Ambassador form.

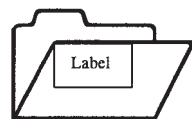
Fabric Care—Method(s) of cleaning and making suitable for wear.

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 8½" 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.



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.

Manual—An arrangement of materials in an FCCLA scrapbook containing information about an in-depth chapter service project or chapter program of work that may include but is not limited to pictures, news clippings, and program booklets.

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).

Plain paper—8½" 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.

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*. Live objects are not allowed. Props do not include content.

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

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.

Stewardship Project—A project carried out by participants in their home, school, or community which actively works to counteract, reverse, or prevent the presence of an environmental concern or issue.

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.

Uniform—See *costume*.

Visual equipment—Equipment used for visual projection without sound (e.g., projectors, VCRs, LCD projector).

Virtual Poster—An online multimedia poster with text, photos, videos, graphics, sounds, drawings, data attachments or other digital items.

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

EVALUATOR INFORMATION

Career Investigation

EVALUATORS— GENERAL INFORMATION AND INSTRUCTIONS

- ❑ Evaluation teams typically consist of two adults and one past student member/alumni or business.
- ❑ Become familiar with the rules, point summary forms, and the rubric sheet criteria for your assigned event. Please read volunteer handbook thoroughly including planning process, STAR/Skill Events Glossary and information.
- ❑ Before each participant begins, you will receive a rubric sheet, point summary form, and other pertinent information about the participant. Take a few minutes to preview the information, as it is a part of their presentation and evaluation.
- ❑ Time is allowed at the completion of each presentation for you to work (quickly) on your ratings and comments.
- ❑ When completing the rubric sheet, fill in the correct score bubble. Write the appropriate rating in the score column and *write comments* on the back of the rubric sheet. Written comments serve as a valuable source of feedback for the individuals and teams. Record total points. Verify point total and initial. If you take a point off you must write a comment.
- ❑ If unsure about anything concerning the presentation, ask the participants to explain or clarify.
- ❑ Do not request that participants hand you items—instead, please stand up for a closer look.
- ❑ Score the participant entry and discuss the presentation in private with the other evaluators on your team. Spend a few minutes reviewing the strengths and areas for improvement of the presentation. Do NOT inform participants of their score and/or rating.
- ❑ Compare ratings with other evaluators and discuss the scores given to each student. The adult Lead 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. **Rounding off points: Scores should NOT be rounded.** Total scores with calculators.
- ❑ Each team of evaluators will complete a point summary form for each individual or team. Verify point total and initial. Include the point summary form for each individual or team even if there are no point deductions.
- ❑ Rubric sheets 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.
- ❑ Do not discuss the final ratings with anyone prior to the Recognition Sessions.
- ❑ Discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

THE EVALUATION PROCESS

Evaluators play a key role in STAR/Skill Events. In fact, evaluators play a key role in determining whether the experience is a positive or negative one for the student participants. **It is the goal of STAR/Skill Events to make participation a positive experience for all participants, regardless of the ratings they receive.** A considerate, sensitive, and fair evaluation process can accomplish this. The evaluation procedures attempt to accomplish the following:

- ❑ ***Focus on the achievements of youth.*** The evaluation process must stress what students do well and give them credit and recognition.
- ❑ ***Promote interaction between youth and adults.*** Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views from their level of experience.
- ❑ ***Encourage youth to take an active role in their own evaluation.*** Participants are asked to evaluate themselves as well as review the comments evaluators make about their performance.
- ❑ ***Measure achievements against standard criteria rather than against another student.*** All efforts should be made to rate the individual or team against the criteria on the rubric rather than comparing them to previous presentations.
- ❑ ***Recognize that all students are winners.*** Each participant has winning qualities or they would not have made it to the state level STAR/Skill Events. The evaluation process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept these opinions and evaluations provided certain conditions are met. It is important, that as an evaluator, you strive for the following:

- ❑ ***Consensus.*** Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to the event criteria. Please attempt to have the evaluation rating of participants within a 10-point range.
- ❑ ***Consistency.*** Attempt to rate students consistently when their performance is similar.
- ❑ ***Fairness.*** Do not let influencing factors interfere with your evaluation of a participant(s) presentation. If you know the individual(s) or feel influenced in any way, ask that the participant(s) be sent to another team for evaluation.
- ❑ ***Honesty and Sincerity.*** Make simple, forthright statements of your beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual(s).
- ❑ ***Attention to Detail.*** Be very specific in your evaluation comments. Rather than "You did a fine job," highlight the areas where they did a fine job.
- ❑ ***Feedback.*** Focus primarily on what the participant did well. Don't overload on the negatives—that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participant the most in the long run.

Many thanks—evaluators make these events possible!

CAREER INVESTIGATION

EVALUATORS

- ❑ 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 lead consultant for review.
- ❑ Once the lead consultant has finished reviewing and totaling the participant's score, double check for accuracy and initial the Point Summary Form where directed.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

Lead
CONSULTANT
INFORMATION

Career Investigation

Lead CONSULTANT

Prior to the Event

- Read all information provided through the mail and online from FCCLA State Office for lead consultants in your event thoroughly.
- Bring a calculator to the State Leadership Conference** for totaling points.

At the State Leadership Conference

- Attend lead consultants meeting to review specific responsibilities.
- Assist with participant registration/orientation.
- 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.
- 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.
- Give rubrics, point summary forms, and cover sheet to the runners to take to the tally room in the Di Salle Building. Do not hold sheets.
- Collect and return supplies to the Tally Room in Di Salle Building.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.