INTRODUCTION

FCCLA Region Consultant Handbook for STAR Events

This book has been developed for the Region Consultants of South Dakota FCCLA STAR Events. When preparing the outline and content of this handbook it was the intent to have rules, guidelines, planning tips, evaluation forms, orientation agendas and tabulation procedures in one place for Region Consultants to use and follow.

General information and methods of doing specific tasks included in the South Dakota FCCLA STAR Event Region Consultant Handbook were collected from advisers representing several FCCLA Regions in the state. The guidelines that are printed in this book were thought through and written in order that--

1) all FCCLA members would be treated fairly and uniformly across the state; and

2) each Region Consultant would have guidelines intended to help him/her conduct Region STAR Events efficiently and effectively.

This book is dedicated to the many dedicated South Dakota FCCLA advisers who have served as Region FCCLA STAR Event Consultants and have given so much time and effort in helping FCCLA members develop self-confidence as well as academic and leadership skills. A special thank you goes to those advisers who have provided comments and ideas for helping to make the role of the Region STAR Event Consultants efficient and effective.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section of Book</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i-iii</td>
</tr>
<tr>
<td>Background of State FCCLA STAR Events</td>
<td>1</td>
</tr>
<tr>
<td>Responsibilities of STAR Event Region Consultant</td>
<td>2-6</td>
</tr>
<tr>
<td>Prior to Region Meeting</td>
<td>2-4</td>
</tr>
<tr>
<td>Day of Region Meeting</td>
<td>4-5</td>
</tr>
<tr>
<td>Following Region Meeting</td>
<td>6</td>
</tr>
<tr>
<td>At State Meeting</td>
<td>6</td>
</tr>
<tr>
<td>Rules and Guidelines in</td>
<td>7-8</td>
</tr>
<tr>
<td>Organizing and Conducting Region STAR Events</td>
<td></td>
</tr>
<tr>
<td>Registration:Region Level</td>
<td></td>
</tr>
<tr>
<td>Participants Competing in STAR Events</td>
<td>9</td>
</tr>
<tr>
<td>Registration Process</td>
<td>9</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>9</td>
</tr>
<tr>
<td>Registration Form</td>
<td>10</td>
</tr>
<tr>
<td>Ratings: Region Level</td>
<td>10</td>
</tr>
<tr>
<td>Region Level Optional Awards</td>
<td></td>
</tr>
<tr>
<td>Top Superiors</td>
<td>10</td>
</tr>
<tr>
<td>TOP Honors</td>
<td>10</td>
</tr>
<tr>
<td>Tabulation Room Responsibilities</td>
<td>11</td>
</tr>
<tr>
<td>Sample: STAR Event Cancellation Form</td>
<td>12</td>
</tr>
<tr>
<td>Sample: STAR Event Chapter Responsibilities</td>
<td>12</td>
</tr>
<tr>
<td>Sample: STAR Event Schedule</td>
<td>12</td>
</tr>
<tr>
<td>STAR Events Allowable Presentation Elements</td>
<td>13</td>
</tr>
<tr>
<td>STAR Events Summary Chart</td>
<td>13</td>
</tr>
<tr>
<td>Terms Related to State STAR Events</td>
<td>13</td>
</tr>
<tr>
<td>Evaluators/Judges of STAR Events</td>
<td></td>
</tr>
<tr>
<td>Qualifications</td>
<td>14</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>14</td>
</tr>
<tr>
<td>Criteria for Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Section of Book</td>
<td>Page Number</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Orientation Agendas</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation for STAR Event Student Participants</td>
<td>16</td>
</tr>
<tr>
<td>Reminders for STAR Event Participants</td>
<td>17</td>
</tr>
<tr>
<td>Time Keepers and Door Keepers Guidelines</td>
<td>18</td>
</tr>
<tr>
<td><strong>Illustrated Talk</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation for STAR Event Evaluators</td>
<td>19-21</td>
</tr>
<tr>
<td>Sample Questions to Ask</td>
<td>22</td>
</tr>
<tr>
<td><strong>Job Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation for STAR Event Evaluators</td>
<td>23-26</td>
</tr>
<tr>
<td><strong>Career Investigation</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation for STAR Event Evaluators</td>
<td>27-29</td>
</tr>
<tr>
<td><strong>NATIONAL STAR EVENT MANUAL GENERAL GUIDELINES</strong></td>
<td></td>
</tr>
<tr>
<td>Illustrated Talk</td>
<td></td>
</tr>
<tr>
<td><em>2018-2019 Competitive Events Guide (Pg.234-239)</em></td>
<td></td>
</tr>
<tr>
<td>Job Interview</td>
<td></td>
</tr>
<tr>
<td><em>2018-2019 Competitive Events Guide (Pg.254-259)</em></td>
<td></td>
</tr>
<tr>
<td>Career Investigation</td>
<td></td>
</tr>
<tr>
<td><em>2018-2019 Competitive Events Guide (Pg.115-120)</em></td>
<td></td>
</tr>
<tr>
<td><strong>FORMS TO BE DUPLICATED FOR REGION MEETING</strong></td>
<td></td>
</tr>
<tr>
<td>STAR Event - Point Summary Forms/Rubric Sheets</td>
<td><em>2018-2019 Competitive Events Guide</em></td>
</tr>
<tr>
<td>Illustrated Talk Point Summary Form</td>
<td>- Page 237</td>
</tr>
<tr>
<td>Illustrated Talk Rubric</td>
<td>- Page 238-239</td>
</tr>
<tr>
<td>STAR Event - Point Summary Forms/Rubric Sheets</td>
<td><em>2018-2019 Competitive Events Guide</em></td>
</tr>
<tr>
<td>Career Investigation Point Summary Form</td>
<td>- Page 118</td>
</tr>
<tr>
<td>Career Investigation Talk Rubric</td>
<td>- Page 119-120</td>
</tr>
<tr>
<td>STAR Event - Point Summary Forms/Rubric Sheets</td>
<td><em>2018-2019 Competitive Events Guide</em></td>
</tr>
<tr>
<td>Job Interview Point Summary Form</td>
<td>- Page 257</td>
</tr>
<tr>
<td>Job Interview Talk Rubric</td>
<td>- Page 258-259</td>
</tr>
</tbody>
</table>
BACKGROUND OF STATE
FCCLA STAR EVENTS

Purpose and Objectives of FCCLA STAR Events

State FCCLA STAR Events have been developed to help individuals and/or FCCLA chapters acquire in-depth learning or develop a project about a certain topic area or issue and convey this knowledge to others. It is intended to be a learning experience for family and consumer sciences education students and FCCLA members.

STAR Events are learning experiences that give students an opportunity to research in-depth a particular topic and to present the material in a creative manner.

STAR Events relate directly to subject matter taught in family and consumer sciences education and content specific classes. The events are "hands on" evidence of Family, Career and Community Leaders of America as an integral part of the classroom.

STAR Events are divided into three categories:
- Junior
- Senior
- Occupational

And into three different types of events:
- Foundational
- Leadership
- Career Preparation

STAR Events encourage active student participation and recognize accomplishments of youth. The belief that everyone can be successful is the foundation of these events. Cooperation and competition are stressed in positive, constructive ways. Respect and interaction between youth and adults are fostered by establishing teams of adult evaluators and event consultants.
RESPONSIBILITIES OF THE
STAR EVENT REGION CONSULTANT

Prior to Region Meeting:

1. Attend Region officer and adviser planning meeting. Serve as an Ex-Officio Member of the Region Executive Council. Participate in the discussion regarding the beginning and ending times of the meeting to include sufficient time for STAR event orientation, presentations, and tabulation; number and size of rooms available for presentations; secure map of the facility; due dates required for registrations; and efficient use of time for STAR Event recognition ceremony.

2. Notify all chapters as to their individual responsibilities -- i.e. number of evaluators needed, timekeepers, doorkeepers, tabulators, runners, etc. Have timekeepers bring a stopwatch to use in each room.

3. Arrange for tables and easels for each room used for STAR Event presentations. Evaluators also need two (2) chairs and a table or writing surface.

4. Prepare time and event schedule for all STAR Events. To schedule events, the following procedures can be followed:
   a. Sort registrations by Junior, Senior, and Occupational categories into the three events – Illustrated Talk, Job Interview, & Career Investigation.
   b. Schedule so all students from the same chapter are not presenting in the same room.
   c. Pull individuals/teams for each category (Junior, Senior, Occupational) out of a hat OR some other random method and assign the first “X” number to Room #1, the next “X” to Room #2, etc. (The “X” number is determined by the number that can be presented in the time available and allowed for in the district meeting schedule.)
   d. Assign rooms to the event(s).
   e. If more than one category is to be assigned to the same room, assign participants to a time beginning with Junior category first, followed by Senior category. (If there are a sufficient number of Junior, Senior or Occupational participants to fill a room, an entire room can be assigned without having to combine the age categories.)
   f. Prepare a master chart/list of participants, times of presentations, and rooms assigned to be sent to the chapters prior to the Region Meeting and for use in the tabulation room.
   g. Prepare a list of participants and assigned times for an individual event to be given to evaluators at the STAR Event orientation session and one to be placed outside of the assigned rooms used for STAR Events.
   h. Check with the Region officer and adviser as to what members are officer candidates and/or peer educators in order to avoid time conflicts for these participants.
5. Certificates will be prepared by the State Adviser and sent to Region Consultant prior to region meeting or delivered to region meeting. Stickers will be brought or sent by the person representing the State Office on the day of the meeting.

6. Arrange for evaluator Rubric Rating Sheets and a STAR Event Point Summary Form for each entry to be used by the STAR Event evaluators. A minimum of two (2) sheets per entry are needed.
   **NOTE:** Different Rubric Rating Sheets are needed for the three events presented at the Region Meeting. Options for reproducing evaluation rating sheets can be as follows:
   - Region pays for copy costs.
   - Schools/chapters share in duplication costs by copying a specified number of copies and forwarding copies to the Region Consultant prior to the Region Meeting.
   - Region Consultant furnishes copies for all events.

7. Prepare STAR Event evaluator packets to be distributed at the time of the evaluator's orientation session. Packet is to include:
   a) Two (2) Rubric Rating sheets per entry plus one (1) STAR Event Point Summary Form per entry.
   b) Event rules and guidelines
   c) List of questions to ask participants
   d) Copy of national *2018-2019 Competitive Events Guide* “Glossary”
   e) Name badges (if not received at the registration desk)
   f) Meal ticket (optional or can be provided by chapter)

8. Arrange for equipment needed for the STAR Event Tabulation Room. Equipment and materials needed are:
   - Calculators and/or adding machines
   - Colored pens
   - Extra copies of event schedule
   - Tape - scotch and masking tape
   - STAR Event Registration Form master copy
   - Stapler and staples
   - Scratch paper
   - Pens
   - Highlighters
   - Paper clips

9. Secure large manila envelopes or file folders for each chapter participating in STAR Events. Print in bold, large letters the name of the chapter on each envelope/folder. These envelopes/folders will later be used for holding all STAR Event rating sheets for students participating from a chapter. These envelopes/folders are to be distributed to the designated chapter adviser at the conclusion of the STAR Event recognition.

10. Certificates will be sent in alphabetical order by chapter for ease in retrieval later.
11. Arrange for any additional materials or equipment that is needed for the STAR Event.

12. Arrange for STAR Event Tabulation Room helpers. Optional ways to secure people to help in the tabulation room can be as follows:
- members of community clubs
- senior citizens
- parents of members and/or region officers
- FCCLA alumni members

   It is recommended to have a limited number of advisers assisting in the tabulation room in order to have advisers available to supervise all members in attendance at the meeting.

13. Arrange for instructing STAR Event Tabulation Room helpers as to their job responsibilities. Station responsibilities are on page 11.

14. Save all forms and papers sent from advisers to the Region Consultant until the Region Meeting has been completed. These sheets can be used to verify registration, cancellations, spelling of student names, etc.

**DAY OF THE REGION MEETING:**

1. Arrange for Event Room signs and Event Time Schedule to be placed on the door of each room used for STAR Events.

2. Arrange for a sheet(s) to be placed at the registration table to receive STAR Event cancellations from chapters attending. Sample on page 12.

3. Use cancellation sheets to finalize master schedule chart, certificates, and master registration form in order to save time and efforts later in trying to locate “lost” students.
4. Arrange tabulation room for efficient and effective handling of evaluation rating sheets.

a. Individual to check if evaluators/judges have scored all items on the evaluation rating sheets. Check off entrants name on the master schedule. (1 person)

b. Individuals to add scores; divide by two to figure averages on Point Summary Form. Record score average (number) on bottom of rating sheet and circle. Second person will recheck score. (2 people)

c. Individuals to mark average scores and ratings (G=Gold, S=Silver, B=Bronze) on the Master STAR Event registration form provided by state adviser and to enter score on master sheet/chart for each event and send with state adviser at end of meeting with extra stickers. (1 person)

d. Individual to locate certificate and adhere appropriate sticker to certificates and place evaluation rating sheets into appropriate folders by school/chapter and place certificate in appropriate folder/envelope by chapter. (1 person)

5. Conduct STAR Event evaluators’ orientation session.

6. See that all evaluators are available and in rooms at appointed times. Doorkeepers are to report back to Tabulation Room if evaluators are not in assigned room at appointed times.

7. Orientate individuals staffing the Tabulation Room.

8. Supervise tabulation room and answer questions as they arise. It works best if only individuals working on tabulation scores are allowed in the tabulation room.

9. Double check that all participants presenting received a score and the correct score is written on the master list.

10. Organize recognition session by giving announcements, directions, ratings, etc.

11. Send Master STAR Event Registration Form and extra stickers home with state staff person.
FOLLOWING THE REGION MEETING:

1. Arrange for all STAR Event signs and schedules to be removed from rooms/doors.
2. Collect and keep all master STAR Event schedules and registration forms.
3. Correct master registration form for changes made following initial tabulation.
4. Write thank you notes to Tabulation Room helpers.
5. Prepare final report of total participants, things to change for another year, etc. Report should be filed in the Region Consultant’s notebook and sent/passed on to Region Consultant for the following year.

AT THE STATE MEETING:

1. Upon special request, conduct orientation session for STAR Event participants or STAR Event evaluators for a specific STAR Event.
2. Assist, if needed, in the coordination of STAR Event “Top Superior” run-offs.
RULES AND GUIDELINES
IN ORGANIZING AND CONDUCTING
REGION STAR EVENTS

CANCELLATION/RESCHEDULING GUIDELINES

1. The Region STAR Event Consultant and the Region officer advisers are to work
together in order to make the decision for the Region Meeting cancellation due to
inclement weather conditions.

2. Contact the State FCCLA Office immediately when the decision is made.

3. A makeup meeting for evaluating student Region STAR Events can be arranged
following the original Region Meeting date if:
   a. the Region Meeting is rescheduled due to inclement weather.
   b. the student has a conflict with another school-sponsored activity and
      arrangements are impossible to coordinate or accommodate both
      events.
   c. school administrations will not allow a chapter to attend the Region
      Meeting because of inclement weather or previously scheduled school
      events.

4. In the event that the evaluation of STAR Events is to be rescheduled, the Region
   STAR Consultant is to be in charge of the rescheduled meeting.
   a. Effort is to be made to accommodate the schedule of all those involved.
   b. The rescheduled meeting is to be held at one location for all participants
      with evaluators coming from more than one community. Evaluators are
      not to be from the same community as the participants being judged.
   c. The same procedures for evaluators and participants are to be followed
      at the rescheduled meeting as on the day of the regularly scheduled
      Region Meeting.

5. If the conflict affects only a few STAR Event participants, students should be
   encouraged to attend another Region Meeting in which the student(s) could
   participate. The Region Consultant and Region Officer Advisers should confer
to determine if there is sufficient need for a make-up STAR Event meeting.

6. If chapter members are going to participate in STAR Events in another region,
   the local chapter adviser should contact the other Region STAR Event
   Consultant as soon as possible so an alternative schedule can be arranged.
   Those chapters bringing five (5) or more events should also provide an
   evaluator/judge for the meeting.
QUESTIONS

1. Questions relating to STAR Events rules, procedures, etc. that arise during the
day of the Region Meeting are to be directed to the Region Consultant. If the
Region Consultant is not able to answer the questions or is not sure of the correct
procedure, the Region STAR Event Consultant is to ask the state staff person to
assist in making the decision.

2. When receiving questions relating to scores received, ratings, placing, or
comments from evaluators, follow this procedure:
   a. double check figures and totals on the evaluation rating sheets, etc. If a
      mistake has been made, correct it, exchange sticker if needed, correct
      rating on master registration form.
   b. double check rating scores and compare with rating sheet as to what
      placing require various point totals.
   c. if one evaluator awards a certain point value and the other evaluator
      forgets to mark the points -- locate the evaluator and request that a score
      be entered for the appropriate item. IF the evaluation takes place after
      the Region Meeting day -- award the same point value as the first
      evaluator did on each rating sheet.
   d. if an evaluator does not score several criteria items or consistently
      forgets to mark points, return rating sheets to the evaluator and have
      him/her complete the rating sheet.
   e. Region Consultants or State Staff persons are not to change
      evaluator’s comments or points awarded. If a question arises from an
      evaluator’s score or comments (other than a, b, c, or d described above)
      have the student and/or adviser forward the original rating sheet to the
      State FCCLA Adviser.

3. Each Region has the discretion to have a second STAR Event presentation day
for FCCLA members joining the second semester. The second STAR Event
evaluation should be scheduled on or before February 1st.

4. In the event of having to reschedule STAR Event presentations, each Region
has the discretion to allow students that did not receive a superior rating the first
time to enter again. The re-entry has to be in an event with a different topic in
order to quality. All other rules and procedures have to be followed. The local
adviser and Region Consultant are to check for change in topic and event. The
registration fee of $3.00 is to be collected the second time.
REGISTRATION: REGION LEVEL

PARTICIPANTS COMPETING IN STAR EVENTS:

Each entrant/participant in every STAR Event must be a paid state and national FCCLA member. Dues for members need to be submitted to the National FCCLA Headquarters prior to the Region Meeting. Members may enter no more than one STAR Event at the Region Level.

REGISTRATION PROCESS:

The Region STAR Event Registration is found on the FCCLA website using the DLG system. If your Region is not utilizing the DLG system, use the form on the state FCCLA website, www.sdfccla.org. When completed, the form will be the official registration for the Region Level STAR Events - Illustrated Talk, Job Interview and Career Investigation. Entries are to be completed by the specified Region deadline.

REGISTRATION FEES:

Each individual participant in an Illustrated Talk, Job Interview, or Career Investigation entering at the Region Level must pay a STAR Event Entry fee of $3.00. All chapters must pay an entry fee for each chapter member that participates in an event.

STAR Event entry fees are to be paid by each participant entering at the Region Meeting. These fees are used to pay for certificates, mailing, medals, plaques and assists State STAR Event winners to attend the National Meeting. The dollar figure set for fees only cover expenses. For the members that receive a superior rating at the Region level and advance to the State Level an additional fee will be charged at the time of state meeting registration.

All checks to cover STAR Event registration fees are to be made out to SD FCCLA. Registration for Region STAR Events are to be completed on-line utilizing DLG system or the form on the SD FCCLA website by the date set by FCCLA Region executive council members. A check for the registration fees from each region should be sent to:

South Dakota FCCLA
103 Wenona Hall
Box 507
SDSU
Brookings, SD 57007
REGION LEVEL STAR EVENTS

REGISTRATION FOR
Illustrated Talk, Job Interview, & Career Investigation Events
Registration will be done via the DLG Registration system. Log into the system and register. A hard copy summary form of all chapters/events will be brought to region meeting to record all final medals/scores to send with state adviser at end of meeting.

The State Adviser and the Region Consultant will both receive an electronic copy of the finished STAR Event Registration in the DLG System. The State Adviser will compile a master copy for each Region. The master copy will be the formal record of scores received by each participant.

RATINGS: REGION LEVEL
Illustrated Talk, Job Interview, & Career Investigation Events

| Gold       | 90-100 total points | Gold Sticker |
| Silver     | 70-89.99 total points | Silver Sticker |
| Bronze     | 1-69.99 total points | Bronze Sticker |

Scores are not to be rounded up.

At the time of the Recognition Ceremony, students presenting at the Region Level are to receive the following:

- Certificate with appropriate sticker affixed for each participant
- Evaluation Rubric sheets with written comments (one from each judge/evaluator) and the Point Summary Form. Rubric rating sheets can be distributed directly to the participants during the recognition ceremony or given to the adviser in a single packet.

REGION LEVEL OPTIONAL AWARDS

TOP SUPERIORS:

It is the choice of the Region Executive Council to decide if Top Superior recognition will be awarded at the Region Meeting. If the Region so chooses to recognize Top Superiors, expenses are to be taken from region funds and do not come from State STAR Event registration fees.

TOP HONORS AWARD:

If a Region Executive Council chooses to use only the top scores or another method of averaging STAR Event scores, the Region will need to purchase their own trophy, rename the award, and recognize the winning chapter at the Region Meeting. A form is located on the SD FCCLA website to tally TOP Honors Award.
TABULATION ROOM - RESPONSIBILITIES

STATION #1: (2 people)

Check that evaluators/judges have scored all items on the evaluation/rubric rating sheets.

Check off entrants name on the schedule as evaluation/rubric forms are brought to the Tabulation Room.

Add scores from evaluation/rubric forms and the Point Summary Form and average scores by adding the total of two (2) scores and divide by two (2).

Record average score on the bottom of the rating sheet and circle final score.

STATION #2: (1 person)

Record average score and placing (G=Gold, S=Silver, B=Bronze) on STAR Event Registration Form.

By event, write STAR Event participant name, school, and rating on master sheet/chart. (Provided by state office)

STATION #3: (1 person)

Locate certificate(s) for participants as named on the evaluation rating sheets.

Affix appropriate sticker to the certificate.

File evaluation/rubric rating sheets into appropriate chapter folder/envelope.
SAMPLE:

STAR EVENT CANCELLATION FORM

(To be placed at the registration table and given to region consultant)

<table>
<thead>
<tr>
<th>Chapter Name</th>
<th>Event Title</th>
<th>Participant’s Name</th>
<th>Scheduled Time</th>
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SAMPLE:

STAR EVENT CHAPTER RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Events</th>
<th>Room</th>
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<th>Door-Time Keeper</th>
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<tr>
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<td>Madison/Siou</td>
<td>West Central</td>
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<tr>
<td>204</td>
<td>SDSU/Elkton</td>
<td>DeSmet</td>
<td></td>
</tr>
<tr>
<td>206</td>
<td>Baltic/Tri-Valley</td>
<td>Howard</td>
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SAMPLE:

STAR EVENT SCHEDULE

<table>
<thead>
<tr>
<th>Room #</th>
<th>104 Illustrated Talk</th>
<th>105 Illustrated Talk</th>
<th>106 Illustrated Talk</th>
<th>109 Job Interview</th>
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</thead>
<tbody>
<tr>
<td>Door/Time Keepers</td>
<td>Chapter A</td>
<td>Chapter B</td>
<td>Chapter C</td>
<td>Chapter D</td>
</tr>
<tr>
<td>Judges</td>
<td>Lucy Lews</td>
<td>Isaac ikes</td>
<td>Jean Jones</td>
<td>Kim Kites</td>
</tr>
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<td>11:00</td>
<td>Jr</td>
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</tr>
</tbody>
</table>
# REGION STAR Event Allowable Presentation Elements

<table>
<thead>
<tr>
<th>Audio</th>
<th>Costumes/Uniforms</th>
<th>Easel(s)</th>
<th>File Folder</th>
<th>Flip Chart(s)</th>
<th>Portfolio</th>
<th>Props/Pointers</th>
<th>Skits</th>
<th>Presentation Equipment</th>
<th>Visuals</th>
</tr>
</thead>
<tbody>
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<td>●</td>
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<tr>
<td>Job Interview</td>
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<tr>
<td>Career Investigation</td>
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</tbody>
</table>

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

## STAR Events Summary Chart

<table>
<thead>
<tr>
<th>Category</th>
<th>Team or Individual Event</th>
<th>Prepare Before Event</th>
<th>Room Consultant &amp; Evaluator Review Time</th>
<th>Participant Set up/Prep Time</th>
<th>Oral Present. Maximum Time</th>
<th>Evaluation Interview Time</th>
<th>Equipment Provided</th>
<th>Electrical Outlet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated Talk</td>
<td>Jr., Sr., Occ. Individual or Team</td>
<td>File Folder, Visuals, Oral Pres.</td>
<td>5 minutes</td>
<td>5 minutes</td>
<td>10 minutes, 1 minute warning at 9 minutes, stopped at 10 minutes</td>
<td>5 minutes</td>
<td>Table</td>
<td>Not Provided</td>
</tr>
<tr>
<td>Job Interview</td>
<td>Sr., Occ. Individual</td>
<td>Portfolio and Job Application</td>
<td>15 minutes Prior to Presentation</td>
<td>None - Application is to be included in portfolio and completed prior to event</td>
<td>20 minutes – 1 minute warning at 19 minutes; stopped at 20 minutes</td>
<td></td>
<td></td>
<td>Not provided</td>
</tr>
<tr>
<td>Career Investigation</td>
<td>Jr., Sr., Occ Individual</td>
<td>Portfolio and Oral Presentation</td>
<td>10 minutes Prior to presentation</td>
<td>5 minutes</td>
<td>10 minutes; 1 minute warning at 9 minutes, stopped at 10 minutes</td>
<td>5 minutes</td>
<td>Table</td>
<td>Not provided</td>
</tr>
</tbody>
</table>

## TERMS RELATED TO STATE STAR EVENTS

**Region Level or Meeting** - Refers to the Region FCCLA Meeting held during the fall or winter at the six FCCLA regions in South Dakota.

**STAR Events** - "Students Taking Action with Recognition"; events in which chapter, leadership, and achievement projects are presented at the state and national level. STAR Events are presented at the State FCCLA Level in order to qualify and be selected to go on to the National Level.

**State Level or Conference** - Refers to the South Dakota State FCCLA Conference held each spring.

**National Level or Conference** - Refers to the National FCCLA affiliation or FCCLA National Leadership Conference held each summer.
**State FCCLA Office** - State FCCLA office is where the state adviser is located which is in Brookings.

**Region STAR Event Consultant** - The Region FCCLA Adviser in charge of coordinating and scheduling the Region STAR Event competition. This person is selected differently in each Region and serves a "term" running from the time following the State Meeting of one year until the State Meeting of the next year.

**EVALUATORS/JUDGES OF STAR EVENTS**

**Qualifications:**
Evaluators may be from the following:

a. individuals knowledgeable in the field  
b. college students majoring in family and consumer sciences  
c. former FCCLA members  
d. FCCLA alumni members  
e. chapter parents

No middle school or high school students will be used as evaluators for STAR Events at the Region or State level in South Dakota.

**Responsibilities:**
Each evaluator/judge should:

1. become familiar with the rules and rubric rating sheets
2. look over the STAR Event guidelines and Planning Process sheet of each entry as student(s) set up for the presentation.
3. establish an atmosphere so that team members will leave with a positive attitude. This can be accomplished with friendly introductions, positive suggestions, sincere compliments, praise, and constructive comments for improvement.
4. indicate to student(s) when to begin the presentation and timing.
5. realize that this is not a "speech" contest, but a creative way of telling others what has been learned.
6. be aware of the level (junior high and senior high) the student is working at and to not expect higher level work.
7. remember that participants are junior and senior high school students with little or no experience in giving public presentations.
8. watch for sex bias information.
9. ask questions that pertain to the presentation.
10. ask each student if he/she may have any questions.
11. complete an evaluation rating sheet for each individual or team participants.
12. make a list of constructive comments on how to improve the presentation.
13. provide positive comments to emphasize the things the student(s) did well.
14. disregard the “format” of the planning process form. The icons do not have to be included on the sheet and the information maybe in a paragraph format, but all 5 steps need to be included.
Criteria for Evaluation:

Evaluators are to realize that this is not a “speech” contest but a creative way to tell others what has been learned.

Evaluators are to look over the written materials of each entry as the individual/team members are setting up for the presentation.

Evaluators are to be sure that the STAR Event topic chosen by the participant(s) meet the STAR Event objective as stated in the national 2018-2019 Competitive Events Guide.

Evaluators are to watch for sex bias information.

Evaluators are to establish an atmosphere so that team members will leave with a positive attitude. This may be accomplished by friendly introductions, positive suggestions, sincere compliments, praise, and constructive comments.

Evaluators are to be aware of the level (junior high or senior high) the student is working at and is not to expect higher level work.

Evaluators are to rate participants in each event against a standard set of criteria. There is no limit to the number of awards given in each category.

Each evaluator is to complete an evaluation form for each presentation that he/she judges. It is important that evaluators write comments on the evaluation rating forms for each participant.

Evaluation rating sheets are to be totaled and averaged by the event chairperson and/or tabulation room workers.

Evaluators may confer after each participant to verify that the information was given and is accurate, but evaluators are not to compare individual scores.

Evaluators are to look for and evaluate the criteria set forth on the rating sheet.

Evaluators are to ask the questions of the participants in order to score the section on “Response to Evaluators Questions.”
ORIENTATION FOR STAR EVENT  
STUDENT PARTICIPANTS

An orientation session for FCCLA members participating in STAR Events at the Region Meeting is optional. Having an orientation for students can be beneficial. The orientation can help the events go smoothly and more quickly if students know what procedures will be used and what is expected of them before, during, and following the presentations.

The following is a sample of an agenda for an orientation session that is to be conducted for FCCLA members participating in STAR Events.

I. Welcome

II. Introduction of Region STAR Event Consultant or person in charge.

III. Purpose of STAR Events

IV. General format that is to be followed for each event and participant
   A. Illustrated Talk
      1. Set up time - what to do and time limit (5 minutes)
      2. Time to give file folder information to evaluators
      3. Time allowed for presentation (10 minutes maximum)
         Use of time cards during the presentation (1 minute card shown at 9 minutes and presentation stopped at 10 minutes)
      4. Questioning by evaluators (5 minutes)
      5. Take down time by participants
      6. Pick up file folder information from evaluators
   
   B. Job Interview
      1. Time for handing in portfolio
      2. Procedure to follow including role of the evaluators during the interview and when evaluators are to look over portfolio
      3. Time for evaluators to complete evaluation/rubric rating form
      4. Time to pick up portfolio from evaluators
   
   C. Career Investigation
      1. Time for handing in portfolio
      2. Procedure to follow including role of the evaluators during the interview and when evaluators are to look over portfolio
      3. Time for evaluators to complete evaluation/rubric rating form
      4. Time to pick up portfolio from evaluators
Reminders for STAR Event Participants

STAR Event Participants are to:

1. Double check schedule immediately following the orientation for exact times of presentations.
2. Check schedule for cancellations and re-calculate starting times.
3. Arrive at assigned room at least 15 minutes prior to scheduled time.
4. Be aware of how doorkeepers and timekeepers will be used.
5. Be aware of the time line for turning in file folder and portfolio information and the time needed by evaluators to go over printed materials prior to presentations.
6. Wait until evaluators indicate the time to start presentation and interview.
7. Wait one event (15 minutes) period following the presentation/interview to pick up file folder and portfolio information from the evaluators. (Depending on region procedure)
8. Show courtesy to participants when viewing other presenters -- no talking, no entering or leaving room during presentations, etc.
9. Smile and have fun.
10. Remember that you know the information so don’t be shy about sharing it with others.
TIME KEEPERS AND DOOR KEEPERS
GUIDELINES

DOOR KEEPER:

Doorkeepers are to report to the assigned room ten minutes ahead of the first event to meet the evaluators/judges in the room.

The job of the doorkeeper is to:

- open the door before and after each STAR Event presentation -- no one is to enter the room during a presentation and the door is to be kept closed during the time of each presentation;

The following steps may be completed by an adult or adviser instead of the doorkeeper at region meetings.

- receive the evaluation/rubric rating sheets from the evaluators/judges – doorkeepers are to check to be sure that all scores are filled in or circled. If any item on the rating sheet has been missed, the rating/rubric sheets are to be returned to the evaluator/judge to be completed;

- take the evaluation/rubric rating sheets to the STAR Event Tabulation Room when the evaluators/judges have completed evaluating two or three presentations

- no information is to be shared with anyone regarding scores or comments written from the evaluators.

TIME KEEPER:

Timekeepers are to report to the assigned room ten minutes ahead of the first event to meet evaluators/judges.

The responsibilities of the timekeepers are to:

- accurately time -- with a stop watch -- each STAR Event presentation;

- notify the evaluators/judges as to the length of the presentation at the conclusion of each presentation.
ORIENTATION FOR STAR EVENT EVALUATORS
Illustrated Talk

Orientation Agenda:

I. Welcome and Thank You

II. Role of the Evaluator
   A. Fairness
   B. Consistency
   C. Not to compare between participants
   D. Follow guidelines and purpose of event
   E. Be aware of skills and abilities of the age group being evaluated.

III. Specific Event Rationale
   A. Learning that is to have taken place by completing the event is to be reflected in presentation information and from questions.
   B. Presentation is to deal with issues related to family and consumer sciences and how FCCLA members can address these issues. This is not a factual lecture or a “how-to” presentation/demonstration.

IV. Categories and Differences
   A. Junior Category - Grades through grade 9
      1. Knowledge level
         a. Beginning level, more basic understanding of topic
         b. Resources are more basic
      2. Presentation skills
         a. Not perfect speakers
         b. May need to use note cards for assistance
   B. Senior Category - Grades 10-12
      1. Knowledge level
         a. More advanced and in-depth coverage of topic
      2. Presentation skills
         a. More advanced and polished
         b. Should not be reading from note cards or script
   C. Occupational Category (present only if there will be Occ. Participants)
      1. Knowledge level
         a. Needs to relate to occupational background of class taken
         b. May relate to work experience of student/class
      2. Background of student
         a. Explain why student is entered in this category

V. Procedures/Management of Event
   A. Equipment/items provided in each room
      1. Table
      2. Easels are to be provided by participants unless furnished by region
B. Set-up by student
   1. No assistance may be used while setting up inside of event room
   2. 5-minute time limit for all set up - including electrical equipment

C. Student(s) is to hand file folder to evaluators at beginning of set up
   1. Evaluators are to look through file folder - check for contents,
      grammar, spelling, neatness, etc. and complete Point Summary
      Sheet.

D. Evaluators indicate when participants are to begin

E. Participants present

F. Evaluators ask questions of participants

G. Evaluators are to hand file folders back unless evaluators desire to hold
   it for further review

H. Complete evaluation Rubric Rating Sheets and hand in to tabulation room
   or runner on a regular basis

VI. File Folder
   A. File folder is to be labeled (typed or hand written) in the upper left corner
      of the file folder – not on the tab with the following information: name of
      event, event category, participant’s name(s), and state
   B. Three (3) identical sets of information stapled separately
      1. Project Identification Page
         a. Participant’s name(s), chapter name, school, city, state,
            event name and title of Illustrated Talk
         b. No graphics or decorations
      2. Planning Process Summary Page
         a. May use paragraph format or form with icons
         b. Planning process used to plan and present Illustrated Talk
      3. Evidence of Online Project Summary Submission
         a. Completed online project summary form located on the
            “Survey” tab of the STAR Events Resources page of the
            FCCLA national portal and include proof of submission in
            the file folder.
      4. Documentation of only 3 prior presentations to audiences
         a. To include date, location, and proof of prior presentation
            such as photos, news clippings, and/or thank you notes
      5. Works Cited/Bibliography
         a. Organized, consistent format
         b. Use MLA or APA citation style to cite all references
         c. Alphabetical order
         d. Reliable and current (appropriate for topic/issue)

VII. Oral Presentation
   A. Length of presentation
      1. May be up to 10 minutes
      2. Warning is to be given at 9 minutes
      3. Participant will be stopped at 10 minutes
      4. Audio recordings are limited to 1 minute playing time
      5. If computer monitor is used for visuals, audio recording (music
         and/or sounds are limited to 1 minute playing time)
   B. Presentation should include the following:
      1. Introduction – (0-5 points) capture audience attention
      2. Relationship to Family and Consumer Sciences – (0-10 points)
         reflects views and knowledge on issues of concern related to
         FACS and/or related occupations
3. **Knowledge of Subject Matter** – (0-10 points) present current data and information to support viewpoints and issues of concern

4. **Methods or Techniques Used to Address Concerns** – (0-10 points) suggested methods or techniques FCCLA members can use to address the issues of concern

5. **Summary** – (0-5 points) summarize major points and/or issues of concern

6. **Length of Presentation** (0-3 points) an appropriate length within the 10-minute timeframe

7. **Organization/Delivery** – (0-10 points) presentation is to be organized and in sequential manner as outlined

8. **Voice** – (0-3 points) speak clearly with appropriate pitch, tempo, and volume

9. **Body language/Clothing Choice** – (0-3 points) use appropriate body language including gestures, posture, mannerism, eye contact and appropriate handling of visuals and notes or note cards if used

9. **Grammar/Word Usage/Pronunciation** – (0-3 points) use proper grammar and pronunciation

VIII. **Questioning by Evaluators**
A. At conclusion of presentation - evaluators must ask questions of participants
   1. **Responses to Evaluators Questions** – (0-5 points) provide clear and concise answers to evaluators’ questions regarding subject matter.

IX. **Visual Aids**
   1. **Effectively Illustrate Content** – (0-5 points) support, illustrate and/or complement content of presentation
   2. **Creativity to Enhance Presentation** – (0-5 points) use creative methods to illustrate presentation
   3. **Use of Visuals During Presentation** – (0-5 points) aids visible to the audience, neat, legible, and professional; and use correct grammar and spelling

IX. **Evaluation Rubric Rating Sheet - points awarded and deducted**
A. Point Guidelines
   1. Points are deducted in section associated with the issue
      a. If illustrations or examples are difficult to see = “appearance” or “effectively illustrate” content
      b. If something is missing in file folder = deduct in area that is missing
   2. No bonus points may be awarded
   3. Area completely missing = 0 points are to be awarded
   4. Point out that numerical score needs to be circled and written in score column
   5. Evaluators do not need to total score in order to save time

B. Written Comments
   1. Comments need to be provided to help participants identify strengths and areas for improvement
      a. Be courteous and positive in writing comments
Sample Questions to Ask STAR Event Participants

The following questions are samples of those that could be asked of participants following STAR Event presentations:

1. What did you personally learn from this STAR Event?
2. Why did you select this project or topic?
3. How might this benefit you in the future?
4. Ask any specific question you might have concerning or relating to the skill or topic presented.
5. Did you learn anything during your research for this event that surprised you?
6. Did you change your mind or attitudes after reading the information?
7. How are you going to tell others of the information you found?
8. Is this information important to know?
9. Have you given this presentation to other groups? What were their reactions to this information?
10. What group in your community would be interested in this information?
11. Where did you find the best information regarding this issue?
12. Why did you select this topic to do your research on for this event?
13. If you had this to do over again, would you have selected the same topic? Why or why not?
ORIENTATION FOR STAR EVENT EVALUATORS
Job Interview

Orientation Agenda:
I. Express Welcome and Thank You

II. Role of the Evaluator
A. Fairness
B. Consistency
C. Follow guidelines and purpose of event
D. Not to compare participants with each other, each on own merit
E. Be aware of skills and abilities of the age group and category being evaluated

III. Specific Event Rationale
A. Learning that is to have taken place by completing event is to be reflected in presentation information and from questions
B. Students are to use family and consumer sciences and/or related occupations skills to develop a portfolio, participate in an interview and communicate a personal understanding of job requirements.
C. Participants must prepare a portfolio containing job information, examples and include a job application and express their communication skills and job knowledge through an interview.
D. Participant must apply for a job that matches their current skills and relates to their career interests/goals.

IV. Categories and Differences
A. Senior Level - Grades 10-12
   1. Knowledge Level
      a. Advanced level of understanding, in-depth information
      b. Strong understanding of personal skills and career goals
   2. Communication Level
      a. Communication skills are more polished
      b. Good use of portfolio during interview
B. Occupational Level - Grades 10-12
   1. Knowledge Level
      a. Advanced level of understanding of career
      b. Strong understanding of personal skills and career goals due to experiences from occupational class that student has been enrolled in
   2. Communication Level
      a. Communication skills are developed as related to career choice
      b. Good use of portfolio during interview
V. Procedures and Management of Event
A. Participants turn in portfolio at given time - determined by region format.
B. Evaluators review portfolio/job application and complete rating sheet
   Participants should not be in a location to overhear evaluators’ comments on the portfolio as they are going over the portfolio information. The participant must make the electronic portfolio accessible to evaluators.
C. Evaluators interview participant – up to 20 minutes
D. Evaluators complete Rubric Rating Sheet
E. Evaluators are to return portfolio to participant or kept until later depending on region procedure

VI. Portfolio
A. Collection of factual information that supports the job for which the participant is applying. Portfolio pages (all one sided) and are to include the following:
   1. **Portfolio** – (0-1 point) official binder or electronic portfolio in viewable format to evaluators
   2. **Portfolio Pages** – (0-3 points)
      a. No more than 36 total pages or 47 slides
      b. 1 Project ID page or slide
      c. 1 Table of Contents page or slide
      d. up to 5 Divider pages or slides
      e. up to 27 Content pages or 37 content slides
   3. **Project Identification Page** (0-1 points)
      a. Plain paper, no graphics - 1 page or slide
      b. To include participant’s name, chapter, school, city, state, event name and project title.
   4. **FCCLA Planning Process Summary Page** – (0-5 points) 1 page or 2 slides
      a. May be in paragraph or on sheet with icons to plan and implement the project
   5. **Project Summary Submission Proof** – (0-1 points)
      a. Complete the online project summary form located on the STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio
   6. **Content Pages** – up to 27 pages or 37 slides
      a. **Job Specification Sheet** – (0-2 points)
         (1) Gives name of employer, job title, short job description, required hours and wages typically offered for job.
      b. **Business Communication** – (0-15 points)
         (1) Application
         (2) Cover letter
         (3) Resume
         (4) Two letters of recommendation
            (a) one from a school official, administrator, counselor, or teacher
            (b) one from employer or other community representative
(5) Documents complete, correct spelling, grammar and consistently written
(6) Job should match current skills and reflect future career interests and goals

c. **Career Related Education** – (0-5 points)
   (1) Describe career-related learning that enhances employability
      (a) Summary of school activities;
      (b) Career research projects;
      (c) Application of Family and Consumer Sciences and/or related occupations skills and their relationship to job;
      (d) An example of ability to communicate in written form

c. **Educational Enhancement Opportunities** – (0-5 points)
   (1) Describe opportunities that enhance employability.
      (a) Career development planning,
      (b) Summaries of job shadowing, internships, apprenticeships, informational interviews or community service projects,
      (c) Products developed during these experiences

d. **Examples of Special Skills** – (0-5 points)
   (1) Up to 5 examples of special skills, talents, and/or abilities related to job and career goals.
      (a) Any format but must fit within dimensions of portfolio
      (b) Audio and/or videotapes will not be considered by evaluators

6. **Portfolio Appearance** – (0-3 points)
   a. Neat
   b. Legible
   c. Professional
   d. Correct grammar and spelling

VIII. **Interview**
   A. Up to 20 minutes in length and conducted by evaluators
   B. Questions are to pertain to participant’s current skill level and specific job for which they are applying.
   C. Portfolio should be used during the interview.
   D. Interview criteria
   1. **Knowledge of Selected Job** – (0-10 points)
      a. Show evidence of how present skills relate to job, including family and consumer sciences and/or related occupations coursework
      b. Evidence of knowledge of specific abilities needed to perform job
   2. **Communication Skills** – (0-10 points)
      a. Display effective verbal and nonverbal skills
      b. Clarity of expression, eye contact, body language, voice grammar, word usage and pronunciation, friendly, poised and personable
3. **Responses to Evaluators’ Questions** – (0-15 points)  
a. Provide clear and concise answers to evaluators’ interview questions

4. **Use of Portfolio During Presentation** – (0-3 points)  
a. Use portfolio to support understanding of job and emphasize skills

3. **Voice – pitch, tempo, volume** – (0-3 points)  
a. Speak clearly with appropriate pitch, tempo, and volume

4. **Body Language/Clothing Choice** – (0-3 points)  
a. Use appropriate body language including gestures, posture, mannerisms, and eye contact  
b. Appropriate handling of portfolio

5. **Grammar/Word Usage/Pronunciation** – (0-3 points)  
a. Use proper grammar, word usage, and pronunciation

8. **Professional Appearance** – (0-3 points)  
b. Attire and grooming suitable for specific job interview

**IX. Rating Sheet**  
A. **Point Deductions**  
1. If information is missing = award 0 points  
2. Depth of information is determined by type of questions asked by evaluators  
3. No bonus points may be awarded  
4. Numerical score needs to be circled and written in score column  
5. Evaluators do not need to total score in order to save time

B. **Written Comments**  
1. Comments need to be provided to help participants identify strengths and areas for improvement  
a. **Be courteous and positive in writing comments**
Orientation Agenda:

I. Express Welcome and Thank You

II. Role of the Evaluator
   A. Fairness
   B. Consistency
   C. Follow guidelines and purpose of event
   D. Not to compare participants with each other, each on own merit
   E. Be aware of skills and abilities of the age group and category being evaluated

III. Specific Event Rationale
   A. Learning that is to have taken place by completing in this event is to be perform self-assessments, research and explore a career, set career goals, and create a plan for achieving goals and use Family and Consumer Sciences coursework to the selected career.
   B. Students are to develop a portfolio, participate in an interview and communicate a personal understanding of job requirements.
   C. Participants must prepare a portfolio containing job information, a self-assessment, provide detailed research of a job, and document experiences in a selected career field and express their communication skills and job knowledge through an interview.

IV. Categories and Differences
   A. Senior Level - Grades 10-12
      1. Knowledge Level
         a. Advanced level of understanding, in-depth information
         b. Strong understanding of personal skills and career goals
      2. Communication Level
         a. Communication skills are more polished
         b. Good use of portfolio during interview
   B. Occupational Level - Grades 10-12
      1. Knowledge Level
         a. Advanced level of understanding of career
         b. Strong understanding of personal skills and career goals due to experiences from occupational class/content specific class that student has been enrolled in.
      2. Communication Level
         a. Communication skills are developed as related to career choice
         b. Good use of portfolio during interview
V. Procedures and Management of Event
A. Participants turn in portfolio at given time - determined by region format.
B. Evaluators review portfolio/job application and complete rating/rubric sheet. Participants should not be in a location to overhear evaluators’ comments on the portfolio as they are going over the portfolio information. The participant must make the electronic portfolio accessible to evaluators.
C. Evaluators interview participant – up to 10 minutes
D. Evaluators complete Rubric Rating Sheet
E. Evaluators are to return portfolio to participant or kept until later depending on region procedure

VI. Portfolio
A. Collection of factual information that supports the job for which the participant is applying. Portfolio pages (all one sided) and are to include the following:
1. **Portfolio** – (0-1 point) official binder or electronic portfolio in viewable format to evaluators
2. **Portfolio Pages** – (0-3 points)
   a. No more than 36 total pages or 47 slides
   b. 1 Project ID page or slide
   c. 1 Table of Contents page or slide
   d. 1 Planning Process page or 2 slides
   e. 1 page of evidence of Online Project Summary Submission
   f. Up to 7 divider pages or slides
   g. Up to 25 content pages or 35 content slides
3. **Project Identification Page** (0-1 points)
   a. Plain paper, no graphics - 1 page or slide
   b. To include participant’s name, chapter, school, city, state, event name and career investigated.
4. **Project Summary Submission Proof** – (0-1 points)
   a. Complete the online project summary form located on the STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
5. **FCCLA Planning Process Summary Page** – (0-5 points) 1 page or 2 slides
   a. May be in paragraph or on sheet with icons to plan and implement the project
6. **Content Pages** – up to 25 pages or 35 slides
   a. **Self-Assessment** – (0-10 points)
      (1) Gives name of employer, job title, short job description, required hours and wages typically offered for job.
   b. **Evidence of Career Research** - (0-10 points)
      (1) Job description
      (2) Duties and responsibilities
      (3) Qualifications
      (4) Entry level position and advancement opportunities
      (5) Job Outlook
      (6) Salary
c. **Experiences with business, industry, agencies, and organizations** – (0-5 points)
   (1) Document experiences in selected career field.
      (a) Written summaries from interviews from personnel
      (b) Written narrative of job shadowing or cooperative work experiences
      (c) Photographs

d. **Samples of School Work** (0-5 points)

e. **Use of Family and Consumer Sciences Coursework/Standards** (0-5 points)
   (1) Describe ways coursework will be used in selected career.

f. **Career Planning** (0-5 points)
   (1) State goals and create a plan for achieving goals. Include plans for high school and further education and training.

g. **Works Cited/Bibliography** (0-3 points)
   (1) Resources should be reliable and current

h. **Appearance** (0-3 points)
   (1) Neat, legible and professional.
   (2) Use correct grammar and spelling

VII. **Oral Presentation**

   A. Presentation is to describe research and career exploration efforts in detail. The portfolio will be used during the oral presentation. No other visuals will be permitted.

   1. **Organization and delivery** (0-10 points)
      a. Organized, sequential, concisely summarize research
   2. **Knowledge of selected career** (0-5 points)
      a. Current data and show evidence of knowledge of career
   3. **Relationship of Family and Consumer Sciences Coursework** (0-5 points)
   4. **Use of portfolio** (0-5 points)
   5. **Voice** (0-3 points)
   6. **Body language/clothing choice** (0-3 points)
      a. Appropriate gestures, posture, mannerisms, eye contact and appropriate handling of portfolio. Wear appropriate clothing for the nature of the presentation.
   7. **Grammar, word usage, pronunciation** (0-3 points)
   8. **Responses to evaluators’ questions** (0-5 points)
      a. Provide clear and concise answers to questions. Questions are asked after the presentation.