



Question and Answer Guide 2009/2010



New questions since the last update are in **BLUE**.

GENERAL

Q: Where do I find the current *STAR Events Manual*?

A: The *STAR Events Manual* is only available online at www.fcclainc.org in the STAR Events section. It can be downloaded as an entire document, in sections (general information, foundational events, leadership events, career preparation events, or new events), or by individual event. The *STAR Events Manual* is updated annually. Make sure you are using the 5th edition for 2009-2010.

Q: The rubrics only add up to 90 points. Where are the other 10 points?

A: All of the rubrics add up to 90 points, except for Culinary Arts and Parliamentary Procedure. The other 10 points are scored by the Room Consultant on the Point Summary Form. The Culinary Arts rubric adds up to 100 points and the Parliamentary Procedure rubric is 70 points, with 30 points scored on the point summary form, including the average team test score. This was done to save time for the Room Consultant and to prevent evaluators from scoring the standard points differently.

Q: Where do I get an official FCCLA binder for STAR Event portfolios?

A: The binder found in the API/FCCLA catalog or on the online store as STAR Events Binder, Red or STAR Events Binder, White 1.5" for \$7.50. FCCLA Store catalogs were mailed to chapters in the fall, but advisers can also access the catalog online at www.fccla-store.com or by calling API at (800) 507-7007. It does not matter whether the red or white binder is used. This binder is used for the following portfolio events: Applied Technology, Career Investigation, Early Childhood, Entrepreneurship, Environmental Ambassador, Fashion Design, Hospitality, Job Interview, Life Event Planning, Promote and Publicize FCCLA!, and Teach and Train.

Q: Are STAR participants required to use the folders from the FCCLA supplier or can they use a manila folder as long as their names are in the correct place?

A: They can use a standard manila folder; it does not have to be from API.

Q: Are accommodations ever made for special education students and evaluation of their projects?

A: Yes, we work with chapter or state advisers to fit the needs of students with special needs so that evaluation is fair and appropriate. Such circumstances should be indicated in the "Special Needs" box on the online registration forms. A national staff person will contact those advisers who have students with special needs to determine the best process for the participant(s).

Q: If a national STAR participant cannot attend the awards ceremony do they receive their award?

A: Participants who do not walk across the stage do not get medals; however, someone else could walk across and accept the medal. FCCLA does not send medals out before or after the recognition sessions NLC unless a mistake was made at some point with score calculations or distribution of medals on stage. Only one medal is given to each individual who walks across the stage.

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Q: Can a chapter use the same project for more than one STAR Event. For example, eight students were involved and each used this community service project in their specific STAR Event which included chapter showcase manual, chapter showcase display, and national programs in action.

A: The rules state “no project can be entered in more than one category of a single event, or in more than one event. However, projects entered in any event may be included in the Chapter Showcase events.” (pg. 27, #7) The above situation is allowed, but projects can only be used multiple times when entering it in Chapter Showcase and another event.

Q: A 9th grade student, classified as a high school student, wants to compete in an individual event for the senior and occupational categories. Are individuals allowed to move up to the senior category?

A: Students are not allowed to move to a different category unless a junior or occupational student is competing on a team with a senior student. In both cases, the team would compete in the senior category. Since the event is an individual event, the student would not be allowed to compete as a senior.

Q: Can students who graduate early, or are seniors still compete in STAR Events?

A: Yes, graduating seniors can compete in STAR Events. The manual states, “An event category is determined by the participant’s current or previous enrollment in Family and Consumer Sciences coursework and grade in school during the school year preceding the National Leadership Conference.”

Q: Can a student who was previously enrolled in FACS classes and competed in STAR Events at the district, state and national level be in STAR Events? He is going to a school that does not have a FACS program or FCCLA Adviser.

A: Section 6 a of the Bylaws states, “Active Membership. Any student who is taking or has taken a course in comprehensive or occupational family and consumer sciences through grade 12 shall be eligible for active membership in an organized chapter within the school. Active members shall be eligible to hold office, make motions and vote.” Also, page 9 of the on line STAR Events Manual states, “All STAR Events participants must be nationally affiliated members of an FCCLA chapter.” Therefore, if a student is nationally affiliated through a school chapter regardless if that is his/her home school s/he is eligible to compete in national STAR Events. He would have to affiliate as a member through his home school or another school with a chapter.

Q: Can a home schooled student who has taken a FACS class, and was previously a FCCLA member, join FCCLA?

A: Yes, a home schooled student can join FCCLA. He/she would have to affiliate as a member through another school with a chapter. See above question/bylaw.

Q: Regarding occupational category: “If a student’s affiliation is not listed appropriately, advisers should send in a correction using the Membership Transfer form that is included in the December Release, by fax to Competitive Events Coordinator at national headquarters by March 1, 2010.” Is this the chapter adviser requesting this form or is this the state adviser?

A: The Chapter Adviser should fill out this form. It requires the Chapter Adviser’s signature and contact information.

Q: Can students affiliated in different chapters from the same school work together on a STAR Event?

A: No. The STAR Events manual states, “*Team events* may have one, two, or three participants from the **same** chapter or school, with the exception of Culinary Arts...”

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Q: One of our chapters has affiliated several 9th graders as occupational members. I notice that the national STAR Events Manual doesn't specify "comprehensive" for students entering junior categories. The chapter in question is entering a team of two 9th graders in Chapter Service Project Junior Display. I was getting ready to contact the adviser to say she had to change their affiliation designation, but based on the national manual it doesn't look like she has to. Is this accurate?

A: Since there's no classification between affiliation type for students until the 10th grade in the manual, the 9th grade occupational students can compete in the Junior category.

Q: Is a STAR Events participant required to stay in the convention hotels during the duration of the conference?

A: Yes.

Q: What dates are participants required to stay at the assigned hotel for the national STAR Events and the National Leadership Conference?

A: STAR Events participants must stay at the official convention hotels all days of the National Leadership Conference. Check-in should be no later than Sunday, July 4 and check-out should be no earlier than Thursday, July 8.

Q: If a team of two that competed at State Conference and won first place gold and the opportunity to go to National has one member that can't go - can a chapter substitute another FCCLA member to work with the remaining team member - or does the one member need to compete by herself if her partner does not go?

A: National FCCLA does allow substitutions, but since qualifying national STAR Events participants is a state responsibility and because each state has different policies on the method, this question should go through the state adviser. National substitutions are free until May 15. From May 15-June 1, there is a \$10 charge per substitution. Substitutions after June 1 are treated as new registrations and appropriate late fees apply.

Q: There seem to be some errors on the Allowable Presentation Elements chart on page 15 when compared to the Allowable Presentation Elements section of the General Information within each event.

A: Yes, there are two dots that do not belong in the chart on page 15.

- Career Investigation – Easel(s)
- Food Innovations – Skit

Q: Should the planning process presented in a STAR Events presentation cover the project in general or smaller components of the event? For example, if students are planning three separate events in their Focus on Children project, should there be a planning process for each event or only one for the whole project.

A: The planning process shared in the event presentation should be for the event in general. The three events would be included in the planning process in the "Form A Plan" and "Act" sections. Students would probably find it helpful to use the planning process in preparing for the components of their project, but are not required to share documentation of doing so in their presentation.

Q: Should the *Planning Process Summary Page* be a summary about the development of the display/manual or a summary about the chapter's program of work?

A: The *Planning Process Summary Page* should be a summary of how the students used the planning process to plan and implement their actual project/program of work. It is not a summary of how they put together their display or manual.

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Q: Several events have multiple areas on the rubric allotted for Planning Process steps. Are all of these points supposed to be awarded solely for the summary page content?

A: In events where the planning process is broken down into multiple point categories on the rubric, it is not meant to be evaluated solely through the summary page. The evaluators should be looking for this information throughout the entire presentation. The summary page is meant to be just that, a summary. However, the participant(s) should address information from all of the planning process steps throughout their oral presentations, and possibly even in visuals.

Q: Where can I find a planning process template for my students to type in?

A: There is a typeable form under the "Resources" section of the STAR Events page of the FCCLA national website.

Q: Is there a minimum point size for font on items that are restricted in length (i.e. the FCCLA *Planning Process Summary Page*)?

A: No, limitations are only given on the amount of space the page takes up in the project.

Q: Does the Planning Process Summary Page need to include all of the Planning Process logos and the FCCLA logo or can it just have text?

A: The logos are optional.

Q: Does the Project Identification Page and Planning Process Summary Sheet have to be attached to a display board or can it be placed on the table/floor as long as it is within the dimensions?

A: The specifications do not state that the *Planning Process Summary Page* or the *Project Identification Page* must be attached to anything. However, these items must remain within the designated presentation space (48"x60"x72" for freestanding and 30"x48"x48" for tabletop.)

Q: Can papers like Planning Process be displayed horizontal rather than vertical?

A: Yes, papers like the Planning Process may be displayed horizontally, however, they can only be on one 8 ½ x 11 inch sheet of paper.

Q: The Project Identification page cannot have borders, but can you put colored paper under the sheet of paper?

A: Yes you can put colored paper under the Project Identification Page. The manual states, "for Project Identification pages mounted on a display, graphics and decorative elements must be outside the 8 ½ " x 11" page and must not touch or overlap the project identification page." This applies for all display and manual events.

Q: Can students use FCCLA copyrighted material in STAR Events projects?

A: Yes, as long as the project is not used for commercial purposes or sold.

Q: Can students sing a song at the end of their presentation if it is part of their presentation and fits within the time frame of that event?

A: Yes.

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Q: If STAR Events participants do not register at the correct time, do they receive a 5 point deduction?

A: Yes. Every student who competes must be present for registration. If a student is competing as an individual he/she must register or will receive a zero (0) for the registration point category on the point summary form. If students are competing as a team, **all** members of the team who will participate in the competition must register or the team will receive zero (0) points for the registration point category on the point summary form. If a student decides not to compete, but his/her team wishes to continue, the team will not be penalized for his/her absence from registration as long as the team indicates the student will not be competing.

Q: Can copyrighted material such as Mickey Mouse be used?

A: Yes, copyrighted material may be used as long as the owner of the copyright is cited in the project.

Q: Can trademarked items such as candy bar wrappers be used?

A: Yes, trademarked items may be used as long as the owner of the trademark is cited in the project.

Q: Is a laser pointer considered a "Pointer?"

A: The glossary entry on page 188 of the STAR Events Manual states that "laser *pointers* are not allowed."

Q: What is the definition of video recordings, DVD, and digital media?

A: *Video Recording* - any recording of a visual event that has playback ability on any format (i.e., video cameras, cell phones).

DVD - Digital Video Disc

Digital media - electronic media that works based on digital codes

Q: Can content pages have graphics or decoration?

A: Yes, any page that does not specify to use *plain paper* may have graphic or decorative elements.

Q: What does "attached" label mean in file folder events?

A: Participants may attach (stick) a label to the folder as indicated in the glossary with the information listed in the event specifications.

Q: If participants use a computer program to aid their presentation, such as a PowerPoint, do they have to project it onto a screen or can they show it on the computer screen?

A: Participants are not required to use any specific equipment to display their technological visuals. They should, however, ensure that visuals, regardless of their form, are easily viewed by evaluators during the presentation. If the presentation is clear enough and large enough for evaluators, there is no problem with not projecting it onto a larger viewing surface.

Q: Does a music stand count as an easel?

A: Yes. According to the STAR Events glossary, the definition of an easel is, "A stand or frame that may range in size used to hold materials upright, usually during a presentation or display." Music stands would fit into this category.

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Q: The definition for “portfolio” in the STAR Events glossary indicates that electronic portfolios are allowed. Can an electronic portfolio be used in all portfolio events?

A: Not at this time. An electronic portfolio can only be used if the event rules explicitly allow it. At this time, the only event which allows an electronic portfolio is Teach and Train.

Q: If an event says, “A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.” under general information does “necessary supplies and equipment” include an additional table?

A: Yes, if this rule is stated in the event’s general instructions, participants may bring in an additional table as space allows.

APPLIED TECHNOLOGY

Q: Is a display board, with visuals, allowed in Applied Technology?

A: Yes.

Q: My student has made a promotional FCCLA movie for her Applied Technology project. The time limit for the an audiovisual recording is limited to 5 minutes, but can the movie continue to run during the presentation if it does not have sound as a background?

A: Yes, the movie can play for 5 minutes, but the sound will have to be turned off. Under "Procedures and Time Requirements" on page 34 of the manual, it says, "If audio or audiovisual recordings are used, they are limited to 5 minutes playing time during the presentation. *Visual Equipment*, with no audio, may be used during the entire presentation." *Visual Equipment* defined in the glossary as, "Equipment used for visual projection without sound (e.g., projector, VCRs, LCD projector).

Q: The manual states, "Hard copies/pictures must be included in portfolio." What would be considered a hard copy for video to put in the portfolio? Should they use a CD with the video burned on it, or a script of the audio portion?

A: Please refer to page 223 in the glossary of the STAR Events manual for definition of hard copy. "Hard copy - readable printed copy of the output of a machine, such as a computer." For a video, readable, printed copy would be a script.

Q: When the guidelines call for research does it mean research on our project's content or research regarding technology, or both? Is the research the about technology available to help the content or the technology used to do the project?

A: "Research" applies to the content of the project, not to the choice or use of technology.

CAREER INVESTIGATION

Q: Can a female student present a Career Investigation project for a career that is traditionally only open to males?

A: Yes.

Q: I have a student competing in Career Investigation who has investigated a teaching career and has note cards in the shape of crayons. Would the note cards be considered visuals?

A: The note cards would not be considered a "visual" because they do not present information that would be evaluated. However, the cards would fit into the "prop" category as they "enhance a theme or presentation." Props are also not allowed for this event. Note cards should be of standard size and shape, however, color does not matter.

Q: Are easels allowed in this event? The chart on page 15 says they are but the general information on page 40 says they are not.

A: No, easels are not allowed. This error on page 15 will be corrected for 2010-2011.

CHAPTER SERVICE PROJECT

Q: I need some clarification on the new statement below. Can the whole chapter be involved or only the students presenting the STAR Events. “The __ (event name) __ project must be planned and prepared by the participant(s) only. Supporting *resources* are acceptable as long as participants are 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.”

A: Yes, all chapter members may be involved in the project. However, the students who present the project should be the ones leading the project. Other chapter members are considered resources and may be cited by listing members who were involved, discussing different roles that were played by chapter members, indicating that the project was conducted by chapter members, etc. Those who present the project should be the individuals who planned the project and prepared the competition materials and speech. The “Leadership” events are classified as such because the students who participate are taking on a leadership role in their chapter by planning and preparing these projects while the entire chapter may be involved.

Display

Q: Are props allowed to be used during a display presentation?

A: Yes, props are allowed however, they must be in place before the oral presentation; additional props can not be brought in for the presentation. Also, all props must remain within the dimensions of the display. Page 107 of the STAR Events manual indicates that, “Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation, but movement of the *display* during the presentation must occur within the original *dimensions* only. This includes handouts, samples, etc.”

Q: Can students do a PowerPoint presentation as part of their speech, or does the computer count as a video and can only be used for 1 minute?

A: As long as the PowerPoint does not contain audio, it is classified as a visual which does not have a time limit. Once audio is added, it becomes audiovisual, which does have the 1 minute time limit.

Q: Can we use a frame that scrolls digital pictures if it sits on the table within the dimensions of the display board?

A: The digital photo frame is not allowed. On page 53 in the STAR Events manual it says that scrap books, flip charts, manuals, and photo albums are not allowed. SEAT considers this technology an electronic photo album.

Manual

Q: Can we use the PLASQ (www.plasq.com) program to print our manual?

A: As long as all other criteria for the manual are met, using the program to print the content pages is acceptable.

Q: In Chapter Service Project Manual should the students expect to hold their books or will the books be placed on the evaluators table?

A: The STAR Events Manual does not specify the location of the manual during the presentation; rather it calls it a *visual* in the oral section of the Chapter Service Project Manual specifications. This does not rule on where the manual should be located during the presentation and therefore it is up to the participant(s) to determine how to best utilize their manual as a *visual* during their oral presentation.

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Q: Can students laminate the pages in the Chapter Service Project Manual?

A: Yes, the only concern with laminating is to make sure the plastic is trimmed short enough that it does not extend outside of the manual when it's closed.

Q: Do we have to use the gray sheets (pages) in our STAR Event manual (scrapbook)?

A: It is fine for a student to use their own inserted pages as long as they are the exact same size as the gray pages that come with the scrapbook.

Q: Are easels allowed in this event? The chart on page 15 says they are but the general information on page 113 says they are not.

A: Yes, easels are allowed. This error on page 113 will be corrected for 2010-2011.

Q: The rubric does not add up to 90 points. It only adds up to 87 points.

A: We rearranged some of the point sections on that event and the designer accidentally dropped the "Budget" point section from the rubric instead of moving it to the second page. ***This rubric has been updated and is now available in the STAR Events section of the FCCLA national website. Please use this rubric to ensure that you are following the appropriate criteria for this event.***

CHAPTER SHOWCASE

Q: Are the first 11 items on the rubric to be scored solely on the display/manual information or will information shared in the oral presentation also be factored into these areas?

A: The score of these first 11 items should reflect information shared throughout the whole presentation, which includes both the display/manual and the oral presentation.

Q: Is STAR Events a national program?

A: No. STAR Events is not considered an FCCLA national program. This information should be included in the "Cooperative, Competitive, and Individualized Activities" section of the project not the "State and National Programs" section.

Display

Q: Does the Planning Process summary page have to be attached to something or just have to be within the dimensions?

A: The Project Identification page does **NOT** have to be mounted on a display board. The manual only specifies requirements for those projects that elect to mount. On page 108 the manual states, "For project identification pages mounted on a display, graphics, and decorative elements must be outside the 8.5" x 11" page and must not touch or overlap the project identification page." The manual does not state any requirement that the planning process page be mounted.

Q: Can we use a frame that scrolls digital pictures if it sits on the table within the dimensions of the display board?

A: The digital photo frame is not allowed. On page 53 in the STAR Events manual it says that scrap books, flip charts, manuals, and photo albums are not allowed. SEAT considers this technology an electronic photo album.

Manual

Q: I have a school that ordered a scrapbook for an upcoming event, but has not received it yet. Since scrapbooks must be from the emblematic supplier, if they show do not show up with the supplier's scrapbook, do we allow them to compete? If so how is this scored?

A: States determine how they want to handle situations in their state. Once the school makes it to nationals, they will have to have the correct scrapbook from the emblematic supplier.

Q: Do we have to use the gray sheets (pages) in our STAR Event manual (scrapbook)?

A: It is fine for a student to use their own inserted pages as long as they are the exact same size as the gray pages that come with the scrapbook.

Q: Are easels allowed in this event? The chart on page 15 says they are but the general information on page 126 says they are not.

A: Yes, easels are allowed. This error on page 126 will be corrected for 2010-2011.

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Q: There is no longer an area labeled State and National Programs under the Specifications Area BUT the rubric has that area listed. SO does it matter under which divider tab/area State and National Programs are included?

A: This was simply an oversight. That section of the specifications was sent to the designer last August, but apparently didn't make it in. It has been added it to the edits for next year's manual, but please know that the rubric is correct. It should be its own section to be treated just as the other sections of the rubric.

CULINARY ARTS

Q: Must the chef coat and everything on it, embroidery, trim, buttons, collars, and cuffs, be white? Or, if color is allowed on the coats where is it that the color is allowed.

A: The event guidelines say . . . "appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket"; an "industry standard" chef's uniform usually has a name embroidered on it. The Colored trim, buttons, names, logos are acceptable to the industry.

Q: Can Culinary Arts participants bring a laptop computer or kitchen tools to the competition?

A: Page 147 of the STAR Events manual, number one under General Information reads, "An equipment and tool requirements list will be provided to participants and posted on the national FCCLA website by the national office by May 1. Only items on the list may be brought to the event. Any necessary large equipment will be provided."

Q: Can a team compete with a 9th grade occupational student if s/he is currently enrolled in a culinary arts program?

A: Students may not compete in the Culinary Arts STAR Event until they are in 10th grade.

Q: How many chapter members would complete a Culinary Arts team?

A: A Culinary Arts team, like all STAR Events teams except those in Parliamentary Procedure, may be composed of one, two, or three members.

Q: Can a student in the culinary arts competition have a nose piercing or a small piece of jewelry?

A: No, a watch is the only allowable jewelry.

Q: Where do I find the 2009-2010 Menus?

A: The current menus are located on the main page of the STAR Events section under the "2009-2010 Competition Materials" heading.

Q: On menu two the ingredient section of the Roesti Potatoes recipe states 'Idaho potatoes, skin on, peeled and quartered. The Method section step one states that the potatoes should be peeled after they are boiled. At which stage should the potatoes be peeled?

A: The potatoes should be peeled prior to boiling. This was corrected and the recipe was reposted.

Q: Will students be allowed to use additional seasonings for the vinaigrette recipe. The concern is that the vinaigrette dressing is very plain and does not allow for other ingredients (e.g. no salt or sugar). Are the students allowed to be more creative with this recipe?

A: Yes, the students will be allowed creativity and freedom in the vinaigrette. We did not include a specific recipe because the chef believes that students at the competition level should be able to make a vinaigrette without instructions. However, participants are limited to the items listed as provided in the menus and basic staple ingredients (salt, pepper, sugar, flour, etc.).

Q: Under Safety and Appearance on the Rubric, for "Sanitation" the "3 point" description says "Follows all safety practices," should this be sanitation practices instead?

A: Yes.

EARLY CHILDHOOD

Q: Will contestants be notified of the case study topic ahead of time?

A: The theme will be posted on the national FCCLA website in May, placed in the June Release and May State Advisers' Bulletin.

Q: Can any box be used as a Resource Container or is there a specific container that must be purchased?

A: Participants may use any container that fits within the given dimensions. Page 155 of the manual under *Resource Container* states, "the Resource Container is a sturdy container with a lid that holds resource materials...The container and lid must be no larger than 17.5" wide x 14" deep x 11.5" high."

Q: Can a student use file folders in the resource container?

A: Yes, a student can use file folders in the resource container for the Early Childhood STAR Event. Page 155 of the *STAR Events Manual* states, "Types and quantities of materials are determined by the participant and are limited only by the size of the container."

Q: Is the planning process summary page a sample of an activity done with children or is it a compilation of the work of the student as s/he is learning the occupation?

A: The Planning Process Summary Page is a summary of how each step of the planning process was used to plan and implement the project of assembling a portfolio, resource container, lesson/activity plan, etc; in other words, preparing to participate in the event.

Q: Do participants teach the activity or just talk about the activity?

A: They may do either.

ENTREPRENEURSHIP

Q: I have a student concerned that their area (oil change business) might not meet the guidelines for a FACS related area. What are the guidelines?

A: The STAR Events Manual states, "The business must relate to an area of Family and Consumer Sciences Education or related occupations." An oil change business is acceptable as long as they relate the project to FACS education.

Q: A 9th grade student and a 10th grade student want to compete in Entrepreneurship. In this scenario the students would need to compete in the Senior category; however, can the adviser also have two more 9th grade students compete in the Junior category?

A: Yes.

Q: Is it permissible to build a floor plan display of our business to use as a visual along with our poster board?

A: Yes, both visuals and props are allowable elements in Entrepreneurship. However, the display does not replace the information that is required in the portfolio.

Q: What is meant by "executive summary" in the "Business Description" category of the rubric?

A: An executive summary precedes a business plan as a type of overview. It should include a paragraph or short description summarizing each of the nine components of the business plan (Business Description; Facility; Supplies and Equipment; Organizational Chart; Personnel Management; Funding for Business; Budget; Laws, Regulations and Codes; Advertising and Recruitment) and be no longer than two pages.

ENVIRONMENTAL AMBASSADOR

Q: How do the students prove they have gotten people to pledge to be an Environmental Ambassador online?

A: When they fill out this form to sign up as a Climate Ambassador, they have the option of printing a certificate. This would guarantee that the evaluators know they signed up. (<http://www.epa.gov/climate4action/lead/form.htm>) Otherwise, they need to reference signing up themselves or others in the “Effectiveness of Educational Presentations” section of their portfolio. The way the participant(s) does this is at their discretion.

Q: Where do I find the Environmental Ambassador project topics?

A: The current project topics are located on the main page of the STAR Events section under the “2009-2010 Competition Materials” heading.

Q: Where do I complete the Stewardship Project Summary Form?

A: The Stewardship Project Summary Form link is located on the main page of the STAR Events section under the “2009-2010 Competition Materials” heading. Once you complete the online survey, a screen will appear that you should print and complete for your portfolio.

Q: On the Environmental Ambassador STAR event on the point summary form (page 204) what is the product page? It can be found on the room consultant check under portfolio pages under “portfolio contains no more than 45 pages including...”

A: This is supposed to be “project ID” rather than “product.”

FASHION CONSTRUCTION

Q: Does the participant have to construct an entire outfit or can they make just a jacket?

A: The participant must clothe both the upper and lower body (pg 161).

Q: Can participants model their garment/ensemble?

A: No. Participants must include their garment/ensemble in the display so it may be evaluated appropriately.

Q: Rules state that you must be enrolled in a Fashion Construction class or unit of study. Can that unit of study be in the middle school, exploratory class?

A: Yes. Number 5 under "Eligibility" states, "Participants in the senior category must be or have been enrolled in a clothing course or unit of study."

Q: Are lining and facing interchangeable?

A: Yes, lining and facing will be interchangeable under the following conditions; a lining can be considered as a facing if the lining was used as a facing. If the lining was primarily used for another purpose then, no, it can not be considered a facing.

Q: Should the time log include the time preparing the board or just the garment?

A: Just the garment/accessory. Page 163 of the manual states, "A log of time invested in designing and making the *garment/accessory...*"

Q: Can a participant have a floor mannequin standing?

A: Yes. Page 163 of the manual says "Participants using a tabletop display are allowed a standing mannequin in addition to their table space..." Participants with freestanding displays should incorporate the mannequin into their display since space is available.

Q: Please clarify the use of the mannequin if it is a table top display. On the top part of page 163, it sounds as if it could be outside the table top dimensions. In the bottom part of the page, it says any type of mannequin that will fit within the display size limitations is acceptable.

A: The bottom part of the page says "Any type of mannequin that will fit within the display size limitations stated above is acceptable." This means that if the mannequin fits within the guidelines at the top of the page it is allowed. The top of the page says "participants using a table top display are allowed a standing mannequin in addition to their table space." Therefore, standing mannequins are allowed for tabletop displays by both the top and bottom sections of the rules. Freestanding displays, of course, must include the mannequin within their floor dimensions.

Q: What is FCCLA's definition of the term "mannequin" used in the *STAR Events Manual*?

A: 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.

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Q: A student made a dress and a purse. Although the purse is an accessory, on page 169 of the STAR Events manual the instructions are to choose 8 techniques that are demonstrated in the garment/ensemble. If we have 7 techniques in the dress and one in the purse, is that allowable?

A: Only the garment/ensemble should be evaluated for the eight skills, so unfortunately the purse, being an accessory, doesn't count toward the required skills. Page 161, in the event description, says, "...Garment/ensemble must include at least eight fashion construction techniques. Display finished product along with appropriate accessories." While coordinates are required for the display, they are not to be counted in the skill area rubric; rather they are evaluated on their ability to complement the project.

FASHION DESIGN

Q: In the first paragraph on page 207 of the manual it reads the participant will " design the label's first 6-piece collection." That seems to mean six different garments. Then reading the score sheet page 212 under collection design the criteria is related to a collection of designs containing six complete outfits.

A: The "Collection Design" section of the specifications (pg 209) clarifies this a little bit more. "Piece" is probably the wrong word for the event description on page 207 and will be changed for next year's manual. However, all of the following rules and instructions are clear concerning what is expected from the six designs. For example, a knee-length coat would be acceptable, but a blouse would not be a complete design on its own.

Q: Does the sample pattern have to be designed totally by the student or can it be a manufactured patterned adapted to the design?

A: All work must be original by the student, including pattern pieces.

Q: Should interfacing and buttons be included? My thinking is interfacing can be on a fabric profile and buttons on the collection design pages of the portfolio.

A: Buttons, especially those that are exposed should be on the design page. There are likely to be evaluators that want to know the student has thought about interfacing and understand the appropriate fabric to use, so it should be included on the fabric profile to thoroughly show fabric used in the designs.

Q: Is the label drawn and colored on paper or to be created out of fabric?

A: There aren't specifications on this, so it's up to the participant.

Q: There seem to be no specifications for the pattern display. Is the pattern to be part of the portfolio OR displayed somehow with the collection sample?

A: As the pattern is not part of the portfolio specifications, it should not be included within it. It should be displayed and referenced to as the participant believes best during the presentation so evaluators can score it properly.

Q: On the Fashion Design STAR event on the point summary form (page 211) what is the product page? It can be found on the room consultant check under portfolio pages under "portfolio contains no more than 45 pages including..."

A: This is supposed to be "project ID" rather than "product."

Q: My student has made her patterns by draping them on her body form. That is not flat pattern but it is a more practical method. Will this be permissible?

A: The rules clearly state that the sample pattern should be a flat pattern. We can look into a draping option for next year, but currently it is not an option.

FOCUS ON CHILDREN

Q: Do the *Project Identification Page* and *Planning Process Summary Sheet* have to be attached to a display board or can they be placed on the table/floor as long as it is within the dimensions (depth – 30" for table and 48" for floor)?

A: The specifications do not state that the *Planning Process Summary Page* or the *Project Identification Page* must be attached to anything. However, these items need to remain within the designated presentation space (48" x 60" x 72" for freestanding and 30" x 48" x 48" for tabletop).

Q: Can participants shape the display board like a story book with turning pages as long as they stay within the size of the display regulations?

A: No, any display with flipping pages is considered a flip chart, see glossary page 223. Flip charts are not allowed, refer to page 53.

Q: Can we use a frame that scrolls digital pictures if it sits on the table within the dimensions of the display board?

A: The digital photo frame is not allowed. On page 53 in the STAR Events manual it says that scrap books, flip charts, manuals, and photo albums are not allowed. SEAT considers this technology an electronic photo album.

Q: May participants display books created by children?

A: Yes, as long as participants give credit to the children for their work (see page 52 – Eligibility #4).

Q: If a student has a floor display that they would like to have supported with two easels and the easels will be within the allowed dimensions of the board display is this permitted?

A: Easels are not permitted in this event. See the "Allowable Presentation Elements" on page 53.

Q: I have a chapter that is partnering with the Choctaw nation to present some lessons to students. The Choctaw nation has created the lessons and the script. Does that violate rule #4 under Eligibility?

A: Yes, unfortunately it does. The students would be allowed to develop a lesson with activities or information from the Choctaw nation's materials if they site them. However, they shouldn't strictly use other's materials for this project.

Q: Is it ok for middle school 8th grades to participate in the STAR Events program Focus on Children? They have all taken a FACS class and in 7th grade did a unit on Child Development.

A: Yes, eighth grade students are eligible to compete in Focus on Children. The rules allow for Junior participants (through grade 9) and #5 under eligibility says "Participants must have completed a course or unit of study in child development in a Family and Consumer Sciences program and/or related occupations program." These students completed a unit of study in a Family and Consumer Sciences program, so they are eligible.

Q: Can the students do a power point presentation instead of a display board for the Focus on Children?

A: The students cannot do a PowerPoint presentation instead of a display but they may incorporate a PowerPoint into their display. However, they will likely only be able to show it on a laptop as display dimensions will likely prohibit the use of a projector.

FOOD INNOVATIONS

Q: Are skits allowed in this event? The chart on page 15 says they are but the general information on page 215 says they are not.

A: No, skits are not allowed. This error on page 15 will be corrected for 2010-2011.

Q: What exactly are an original prototype formula and a modified version? Is this to be an original recipe that the students create and then modify, or do the students take a recipe that is already created and modify it?

A: The students should develop an original recipe, not use an existing one, and then modify it according to the focus group results.

Q: Where do I find the Food Product Scenarios?

A: The current Food Product Scenarios are located on the main page of the STAR Events section under the "2009-2010 Competition Materials" heading.

Q: The event guidelines say that for the senior category the product has to be low fat, low sodium and high protein. What exactly does that mean? I can't find any more clarifying information anywhere. What guidelines should we be using that tell us what low fat, low sodium, high protein mean?

A: Participants should use the standards set by the United State Food and Drug Administration (FDA) for the food industry. Information regarding these standards is detailed in the Code of Federal Regulations, part 1, chapter 101. You can access it online at http://www.access.gpo.gov/nara/cfr/waisidx_08/21cfr101_08.html. The majority of information will be found in section 13, but other sections may be of use.

Q: Can we use a frame that scrolls digital pictures if it sits on the table within the dimensions of the display board?

A: The digital photo frame is not allowed. On page 53 in the STAR Events manual it says that scrap books, flip charts, manuals, and photo albums are not allowed. SEAT considers this technology an electronic photo album.

Q: We have interpreted the word "samples" in the general information section to mean actual samples of the food they developed. Do we have to bring food samples and will there be a way to cook/heat the sample prior to competition?

A: The word "samples" in General Information on page 215 is part of the standard display event language and was not intended to specifically mean product samples. They do not have to bring actual edible food samples to the competition. If participants do choose to bring product samples, there will not be any means to cook/heat the product provided by FCCLA, and participants may not offer samples to evaluators (see #17 on page 27). In addition, they will not be allowed to bring the samples in after the display setup time period (see #5 on page 215).

Q: The last three sections of the rubric on page 219 seem to have some errors. What exactly will participants be evaluated on for "Product Summary," "Actual and Suggested Pricing," and "Appearance?"

A: This rubric has been updated and is now available in the STAR Events section of the FCCLA national website. Please use this rubric to ensure that you are following the appropriate criteria for this event.

ILLUSTRATED TALK

Q: Do Planning Process symbols need to be used on poster?

A: No, the symbols do not have to be used. Page 55 of the manual states that; *“The Planning Process Page must be one 8.5”x11” summary page of how each step of the Planning Process was used to plan and present the Illustrated Talk.”* There is no mention on the use of symbols, nor are symbols mentioned on the rating sheet.

Q: Does the Planning Process need to be mentioned throughout the speech for Illustrated Talk?

A: No, the Planning Process does not have to be mentioned throughout. The organizational requirement for the oral presentation is stated on page 55 of the manual. It states; *“Deliver oral presentation in an organized, sequential manner as outlined.”*

Q: Is PowerPoint considered video? What if there is a video clip in the middle of a PowerPoint presentation that will not be shown, can we still use the other portions of that presentation?

A: Power Point is not considered video. In the glossary, *visual* is defined as, *“posters, charts, slides, transparencies, presentation software, etc.”* Power Point is considered presentation software, and as a visual is allowed. However, the manual states that, *“the use of video recordings is not allowed,”* so the video portion of the Power Point would have to be removed or not played.

Q: Are YouTube videos and other video and video recordings allowable?

A: No, the manual states, *“Video recordings are not permitted”* for Illustrated Talk.

Q: Can more than one easel be used?

A: Yes. The *“Allowable Presentation Elements”* on page 59 says easel(s) are allowed for this event.

Q: The guidelines say “Relationship to Family and Consumer Sciences and/or Related Occupations” However, the rubric says the following: 10- points “Relationship of Family and Consumer Sciences Coursework to Selected Career”. Are these two things the same thing? They seem to be asking for two different issues.

A: ***The rubric was updated and has now been posted on the STAR Events page of the FCCLA national website. Please use this rubric to ensure that you are following the appropriate criteria for this event.***

Q: On page 55 of the manual it says that the oral presentation should address how FCCLA--specifically can take issue with the topic. Are we to assume that judges will award points on this in the area on the rubric assigned to “methods or techniques taken to address the issues”?

A: Participants should address how FCCLA members specifically can address this problem after examining multiple strategies and use critical thinking to determine the best belief or action. They may want to consider how non-FCCLA members could address this topic as well, in order to be thorough.

INTERIOR DESIGN

Q: Where can I find a copy of the current design scenario?

A: The current design scenario is posted on the FCCLA website on the STAR Events page. It is located under the heading, "2009-2010 Competition Materials."

Q: Should participants choose one room from the design scenario to design?

A: No, participants should design for the entire specifications of the design scenario. This year's scenario requires two separate rooms, a great room and a nursery.

Q: Do the students get to choose the sex of the baby or are they supposed to design a gender neutral room? (The client description only states "the clients are excited to find out the sex of the baby".)

A: Participants should design a gender neutral room.

Q: The Scenario says maximum seating for the entire Great Room should be eight, but then it says the eating/serving/game area should seat four. Does this mean the great room is eight and the eating/serving/game area is four or a total of seating for eight altogether?

A: The maximum seating for the entire great room should be eight. The seating at the eating/serving/game area (within the same room) should be four.

Q: Are we expected to find or have an original house plan that meets the space requirements of the Interior Design Scenario?

A: No. The floor plan can be developed originally by the participants.

Q: Can the furniture on the floor plan be cut out furniture that is to scale or does it have to be drawn directly on the floor plan?

A: The rules do not state one way or the other and therefore either method of showing the furniture on the floor plan is acceptable.

Q: Looking at the new STAR Event guidelines, the specifications page says to use a 1/2" = 1' scale for the floor plan and the rubric says 1/4" = 1' scale. Which is correct?

A: The correct scale for the floor plan drawing is 1/4" = 1'. New copy was sent in to the manual designer for the specifications page this year so it could be aligned to the rubric (there was too much to change than just editing) and we ended up with an unintentional copy error that didn't get caught before publication.

Q: How detailed should "architectural features" on the Design Board be (example: outlets, light switches, etc)?

A: The rubric scores the inclusion of windows and doors with regards to architectural features.

Q: Do participants put only the designed space on the board or the floor plan of the entire house?

A: They should just include the floor plan for the space of the design.

Q: For each room are there set dimensions or do we make up our dimensions?

A: The design scenario indicates that square footage will be left up to the designer.

2009/2010 STAR Events Question and Answer Guide

Q: Can there be a hallway that separates the rooms?

A: A hallway is permissible if necessary.

Q: Should students use a single line for their floor plans or a double line?

A: The rules do not make specifications for the number of lines used on the floor plan. That is up to the discretion of the participant.

Q: Does labeling on the floor plan include more than the name of the room?

A: The participants should follow the rubric for what should be labeled in addition to any standard labeling (room names). For example, the rubric specifically says that dimensions should be labeled.

Q: The instructions specify that the back ground has to be black or white. Can we matt the boards with a color? Can we also double mount pictures of furniture onto colored matt board?

A: The background color of a presentation board used for Interior Design must be all black or all white according to the manual. However, you may use colored matt as a smaller background for individual pictures.

Q: Does the wall elevation have to include the great room and the nursery or can it be just a view of one of them? Can there be 2 wall elevations be on the board?

A: The manual specifies a single wall elevation. The elevation shown should be in accordance with the specifications of the design scenario.

Q: Where do I find the *NKBA Planning Guidelines*? Do I have to buy a copy of the *NKBA Guidelines* for my chapter?

A: No, you do not have to buy anything. The *NKBA Planning Guidelines* are defined in the glossary of the STAR Events Manual and specified in the design scenario. There you will find information on how to go online to access the planning guidelines for free.

Q: Should participants follow the *NKBA Planning Guidelines* 8 & 9 even though the scenario does not contain a kitchen or bath?

A: Yes. These guidelines required are not limited to kitchens and baths as they are for seating and traffic standards. They should be applied to dining spaces, which may be included in the scenario.

Q: The *NKBA Planning Guidelines* are only for a very small portion of the design, are there other industry guidelines that should be followed as well?

A: Not at this time. Other guidelines may be incorporated into the event over time as FCCLA strengthens relationships in interior design industry.

Q: What is meant in the Interior Design Scenario by "8 lineal feet of filing space"?

A: This instruction is given ensure a specific amount of filing space rather than the size of the filing cabinet. To find this measurement in regular filing cabinets, measure from the front of drawer to the back of drawer. If the cabinet has four drawers, multiply the measurement from the one drawer by four. If you use lateral filing cabinets, measure from side to side. Again, if there is more than one drawer, multiply the measurement by the number of drawers.

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Q: If the students would like wooden beams on the ceilings should they include the beam price in the budget or would you consider that a structural part of the home that was there when the family purchased the home.

A: This can go either way. It's probably easier for them to assume the beams are already part of the home, but if they want the experience of developing plans to add beams, that is completely acceptable.

Q: Are the students allowed to have a second floor in the great room. Some would like to incorporate a loft in their room. Can they do that?

A: Lofts are often used as an additional room with a slightly different purpose. In addition, it would be difficult to stay under the maximum seating of 8 (4 of which are at a table) with a loft that is an extension of the great room space. However, if the loft was simply a walking area on the upper floor that overlooked the great room, it wouldn't be an additional room and would be acceptable.

Q: For the business card requirement, does each member of a team need a separate business card or is the team all on one card?

A: The manual states, "Each board must have attached a standard size business card for the individual or team—to include participant's name(s), chapter name, school, city, state, and FCCLA national region." Only one business card per individual or team is required.

Q: Can a digital picture frame be used during the event?

A: No, a digital picture frame is considered visual equipment and as such, is not allowed for Interior Design.

Q: Will pillows qualify as props?

A: Yes.

Q: Are miscellaneous objects lying in front of the two boards allowed? Ex: a stack of business cards in front, another board to put the title on (in addition to the two original boards) an extension cord.

A: The "Allowable Presentation Elements" on pg. 179 indicates that props and visuals are allowed. However, the specifications include this statement, "No other visuals or audiovisual equipment will be permitted." This prevents any visuals besides the required display boards to be used. The two items mentioned above would be other visuals. If props are used, they should fit within the definition of "prop" found in the glossary on page 224.

Q: Is a 3-D model allowed and would it go towards visual points?

A: There is some 3-D inherent in the event, because of fabric swatches, etc. However page 181 of the STAR Events Manual states that "no other *visuals* or *audiovisual equipment* will be permitted. Therefore, students are not allowed to present with anything other than their two display boards.

Q: How is the dialogue/conversation supposed to work? Are participants supposed to address the evaluators as if they are the three characters created for the project or should it be presented to the judges as if it were designed for them?

A: "The presentation is a time for participant(s), in the role of designer, to present to the evaluators, in the role of clients." (181) The participant should treat the evaluators as if they were the clients the design was created for.

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Q: What should be included in the budget?

A: Participants should follow the guidelines given in the Interior Design Scenario for budget information. This year's scenario lists items the clients are contributing and specifies what needs to be purchased.

INTERPERSONAL COMMUNICATION

Q: Can my chapter use a video presentation to demonstrate communication?

A: The manual states on page 67 the; "Audio and/or video recordings are **not** allowed in this event."

Q: Can participants interact with the judges during his/her presentation?

A: A participant may involve the judges in an Interpersonal Communications presentation. However, please note from page 27 in the manual, "Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it..."

Q: The event states that only materials used in the actual program (survey, graphs, flyer sent home...) can be used in the display. Is there any where for pictures of the event to be used?

A: The manual states both on page 66 and 67 that only visuals used during the "ACT" step of the Planning Process may be used as visuals for the oral presentation of the project. Pictures may only be used if they comply with this rule.

Q: In the STAR events summary chart it says that the presentation length for Interpersonal communications is 10 minutes but the actual contest information indicates that the presentation time is 5 minutes. Which one is correct?

A: The Interpersonal Communications Oral Presentation time is up to 5 minutes. The summary chart on page 13 includes time to prepare the case study response in set up/prep time and time to present the case study in the oral presentation time.

JOB INTERVIEW

Q: Should I choose a career I can obtain as a high school student or a job/career I would like in the future?

A: The student should apply for a job that (s)he can obtain as a high school student. Page 72 of the manual states the following; "Participant must apply for a job that matches their current skills and relates to their career interests/goals."

Q: In the Job Interview Rubric, the section titled "Enhanced Educational Opportunities" - what are the four items they are supposed to have?

A: There are actually only three items participants should present in their portfolio. *The rubric was updated and has now been posted on the STAR Events page of the FCCLA national website. Please use this rubric to ensure that you are following the appropriate criteria for this event.* There are three things in the specifications under "Enhanced Educational Opportunities"

- Career development planning
- Summaries of job shadowing, internships, apprenticeships, informational interviews, or community service projects
- Products developed during these experiences

Q: What are the four items participants are supposed to include under "Career Related Education"?

A: The four items are described in the "Career Related Education" section of the specifications. These are:

- School activities
- Career research projects
- Application of Family and Consumer Sciences and/or related occupations skills and their relationship to job
- And example of ability to communicate in written form

Q: On page 72 the manual says resume paper is required for the cover letter and resume but we did not find a definition of Resume Paper.

A: Page 65 says that resume paper *may* be used for the cover letter and resume; it does not require resume paper. Letterhead is appropriate for recommendations; however all other pages should be printed on standard paper. Resume paper is a standard type of paper available at office supply and stationary stores and is clearly marked. Any type (color, texture, weight, etc.) of resume paper is allowed.

Q: Under Career Related Education, it says "career research projects" so do participants have to list these or include an actual research project in the portfolio?

A: They should include actual research in the portfolio, not just a list of what they have done. However given the limitations to the length of the portfolio, they *may* have to summarize projects.

LIFE EVENT PLANNING

Q: Does the event being planned have to already have taken place for competition?

A: No, the event does not have to take place prior to competition. The focus of the event is on planning. However, the event should be a real event the student is actually planning. For example, a wedding is allowed, but only if the student is actually planning to be married within a reasonable amount of time. (Participants planning a wedding should be engaged.)

Q: Does the project have to be a personal purchase/plan/event of that member's life or can it be the financial plan for a FCCLA event or project that student is leading for the school or chapter?

A: The manual defines an event as, "any upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges." A chapter project that requires financial planning qualifies as an acceptable event for Life Event Planning.

Q: If a student is planning a personal event but their parents are contributing money can they use that money in the budget or is it limited to the amount the student has personally?

A: The budget should be realistic to the situation. All money that is actually available to use for the life event should be part of the budget.

Q: I am concerned that a student's project may border the specifications for the Entrepreneurship Event. What is the main difference between these two events? They both require a budget; however one requires a business plan while the other requires a financial plan? Will she be able to compete in this event with this project?

A: Keeping in mind that the student should make the final decision about a STAR Event project, here are the facts to consider:

Entrepreneurship is an **extensive business plan** including many aspects of developing a business. It is **not limited to only the financial part** of the business. Life Event Planning requires the participant to plan an event; specifically an event which "will bring changes and/or new experiences and accompanying financial challenges." (Although "event" is not defined in the STAR Events glossary, examples are provided in the manual). Therefore if the student can adequately address /answer this goal; the specifications are filled; and the "event" is explained in the oral presentation, then it fits into Life Event Planning.

Q: In the event plan section, it states we must include sources & income budgeted, a list of all products/services to be acquired, sources, key features considered, quantities, unit costs, and total costs. Does this include planning and shopping for every single item? Or just for the objects from the comparison shopping section?

A: Yes, you would have to plan/shop for every item that you plan on buying. In the Event Plan section on the specifications page for Life Event Planning in the manual it states that the event plan must include, "...a list of all products/services to be acquired..." She would only have to comparison shop for at least five items; but all other items to be purchased must be listed using the specified format.

Q: Must the student manage their own money or can they manage their Junior class money for planning prom?

A: One of the examples listed in the manual is "hosting a party/other celebration." Prom is considered a party/other celebration. So yes, participants may manage their own or group money.

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Q: In Life Event Planning should the student(s) expect to hold their portfolio or will they be placed on the evaluators table?

A: The STAR Events Manual does not specify the location of the binder, rather it says that “the portfolio will be used by the participant during the oral presentation” in the oral presentation section of the Life Event Planning specifications. This does not rule on where the portfolio should be located during the presentation and therefore it is up to the participant(s) to determine how to best utilize their portfolio during the oral presentation.

Q: Is there a time limit for audiovisual in this event?

A: The rules inadvertently do not include a time limit like the other events. This will be corrected so it is consistent with other events next year.

Q: Can participants recreate a form similar to the one in the manual or do they have to use the exact form from the manual?

A: Students should use the form from the manual, not create their own.

NATIONAL PROGRAMS IN ACTION

Q: Can the participants use a Power Point for the entire visual presentation?

A: Yes. According to the manual, visuals are an allowed presentation element. Since visuals are defined in the glossary as “posters, charts, slides, transparencies, presentation software, etc”, it is allowable. However, if sound is included, it must be limited to one minute playing time as this would become audio/visual.

Q: On page 132 there is a point heading that says, "Use of visuals and technology to accentuate the oral presentation." Should that mean "visuals OR technology." My student is not planning on using technology in her presentation, must she?

A: No. The point descriptors indicate the use of technology is not mandatory even though the point heading and specification heading suggest it is. This will be updated for 2010-2011.

Q: I have read the National Programs in Action Event guidelines and see that Power of One is an option. Can the participant compete with just one part of Power of One, or must all parts of the program be completed in order to compete in National Programs in Action?

A: The student should complete the Power of One project, not just one of the units in order to have a quality National Programs in Action project.

Q: Can Japanese Exchange be used for a National Programs in Action project?

A: Unfortunately, no, Japanese Exchange cannot be used for the National Programs in Action STAR Event. The main reason for this is that students who go to Japan would compete in the STAR Event the following school year, since you can't go to Japan and NLC in the same summer. But, that means that students would only be able to talk about their experience from July 1 through the end of the trip due to the STAR Event time restrictions. They wouldn't be able to go into some of the most important parts of the experience (application, orientation, potentially travelling alone for the first time, culture shock, etc.).

PARLIAMENTARY PROCEDURE

Q: What should participants expect from the Parliamentary Procedure Knowledge Test? How should they prepare for it?

A: The Parliamentary Procedure Knowledge Test will be comprised of 25 multiple choice and true/false questions. Participants will be given thirty minutes to complete the test. Accommodations will be made for students with special needs on a case by case basis. All special needs should be indicated on the registration form. Participants will not be tested on anything that is outside of basic parliamentary procedure and what is required for the event by the specifications and rubric. Many resources are available to help participants prepare, but one of the best is the National Association of Parliamentarians' (NAP) free online practice questions for their membership exam, <http://parliamentarians.org/application.php>. The NAP membership exam will be offered at NLC, but is not the same as the event test. For more information on the NAP membership exam, please contact FCCLA national headquarters.

Q: Can a school enter a team in the senior high category with team members ranging from 9-12 grades or 8-12 grades?

A: As it states on page 26, any team with a senior member must be compete in the senior category regardless of the age of the youngest member.

Q: Is the Robert's Rules of Order in Brief an adequate resource for evaluating Parliamentary Procedure?

A: No. The STAR Events manual states that participants will be given one copy of *Robert's Rules of Order Newly Revised*, 10th Edition to use during competition.

Q: When the teams recess during the meeting, does the time stop?

A: No. If students choose to demonstrate recess, the clock will not stop. Student will also not be allowed to leave the competition room during the recess. Recess must take place during the time and space allotted for the competition.

PROMOTE AND PUBLICIZE FCCLA!

Q: What is the “writing sample” and when will it take place?

A: The writing sample portion of the event is intended to test participants’ basic knowledge of skills needed in the related career fields of the event. Participants will have 15 minutes on site between handing in their portfolio and presenting their project to complete the writing sample. All the information and materials needed will be provided to them in the designated writing sample room. They will not orally present their writing sample, the evaluators will award points only from the written product handed in to them. Each individual/team will complete only one writing sample. Team members should work on it together and all be satisfied with the single finished product. Writing samples may include, but are not limited to press releases, ad copy, letters to the editor, public service announcements (PSA), scripting for a radio advertisement, an in-school or community flyer, and preparing a photograph for publication. Participants should prepare for this portion of the event by learning how to effectively use these and other forms of mass communication during the year.

Q: What type of research should students do for this event?

A: The type of research students do will be directly related to the subject of their project. Students may want to survey students or community members. They may research businesses in their community or interview their adviser. In addition, they may need to do more traditional research to learn about mass communication skills or appropriate FCCLA practices by reading books or FCCLA publications like *The Guide to Promoting*.

Q: The specifications and the point summary form have different allowances for divider pages. The specifications say up to 35 pages with 0-7 divider pages and the point summary form says 34 pages with 0-6 divider pages. Which one is correct?

A: ***The rubric was updated and has now been posted on the STAR Events page of the FCCLA national website. Please use this rubric to ensure that you are following the appropriate criteria for this event.***

Q: When doing the Writing Sample portion of the event, will students have access to a dictionary?

A: Yes, a dictionary will be available in the Writing Sample room.

Q: Are participants the only ones who can prepare and be involved in the year-long project or can the team be made up of students who had been coordinating the chapter’s membership campaign, but were not the only ones who worked on materials and projects.

A: This event is an individual or team event in which participants should plan and coordinate the work, but realistically the whole chapter should be involved in carrying out the plans. Participants should give credit to chapter members who were involved in the project.

RECYCLE AND REDESIGN

Q: What's the difference between an embellishment and an accessory?

A: An embellishment is permanently attached to the garment or object. An accessory is able to be removed without compromising the garment/object.

Q: Is the final recycled product that participants have selected a wearable garment or can it be something for the home?

A: The product can be something other than a garment and it does not have to be wearable. The manual states, "Participants select a used fashion or home apparel item to recycle into a new product." Whatever the recycled item is, it must meet eight of the skills on the skill selection chart.

Q: Can the Cost Itemization and Time Log which are on 8 1/2 X 11 be displayed side-by-side on one 11 x 17 page with a clear division?

A: No, they should be on separate pieces of paper; however they may be displayed on the board side by side.

Q: Can participants create more than one item? Such as a garment and an accessory or two related household items?

A: No. They can use multiple materials to create a new object or garment, however as "object" and "garment" are singular, students should only be presenting one item they have created.

Q: On pg. 97 in reference to the story board, do the photos have to be on one 11" X 17" piece of paper or can you use more than one 11" X 17" piece of paper since the requirement states that the paper cannot be larger than 11"X 17"?

A: You may use more than one piece of paper, but the paper used may not be larger than a total of 11"x17".

Q: Please clarify the use of the mannequin if it is a table top display. On the top part of page 97, it sounds as if it could be outside the table top dimensions. In the bottom part of the page, it says any type of mannequin that will fit within the display size limitations is acceptable.

A: The bottom part of the page says "Any type of mannequin that will fit within the display size limitations stated above is acceptable." This means that if the mannequin fits within the guidelines at the top of the page it is allowed. The top of the page says "participants using a table top display are allowed a standing mannequin in addition to their table space." Therefore, standing mannequins are allowed for tabletop displays by both the top and bottom sections of the rules. Freestanding displays, of course, must include the mannequin within their floor dimensions.

Q: What is FCCLA's definition of the term "mannequin" used in the STAR Events Manual?

A: 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.

Q: Can we use a frame that scrolls digital pictures if it sits on the table within the dimensions of the display board?

A: The digital photo frame is not allowed. On page 53 in the STAR Events manual it says that scrap books, flip charts, manuals, and photo albums are not allowed. SEAT considers this technology an electronic photo album.

Teach and Train

Q: Does the project have to be about a Family and Consumer Sciences Teacher?

A: No, students may use this project to explore and gain experience in any teaching/training career. FCCLA would love to see students interested in pursuing Family and Consumer Sciences, but recognizes that not all of its members who have teaching/training skills and talents wish to pursue this field.

Q: How many slides are allowed for this event when using an Electronic Portfolio?

A: An electronic portfolio may be measured in pages or slides, depending on the medium used to create the project. The entire portfolio may be 35 pages of 45 slides. The Project ID page, Table of Contents, and divider pages should all be only 1 page or 1 slide as all the necessary information for these three will fit on one of either media. The manual does have a mistake when referring to content slides. There may be 25 content pages or 35 content slides.

Q: For Teach and Train, is there a specific topic the students need to use for lessons.

A: No. Participants may teach/train any subject to any age they prefer without a theme.

Q: Do I have to include a Planning Process Summary page for this event?

A: Yes. The specifications for the Planning Process Summary are the same as for all other events. "One 8 ½" x 11" summary page of how each step of the Planning Process was used to plan and implement the project; use of the Planning Process may also be described in the oral presentation."

Q: What if it is not appropriate to give lesson/workshop while shadowing?

A: The lesson/workshop does not have to be given during the shadowing experience, although it is the ideal place/time to do the lesson/workshop if the situation is appropriate.

Q: Are participants allowed to bring a print out of their electronic portfolio to use in case their electronic version does not work once they get on-site?

A: No. Participants should back their presentation up multiple times as one would with any important electronic file and make every effort to ensure that it will work on-site for competition. Participants should arrive early and check their equipment on-site well in advance of their competition time. Preparing appropriately and adapting to on-site difficulties are important lessons for public speaking in today's technologically driven world and participants should be able to demonstrate these as well.

Q: Do participants have to use the form provided for the lesson plan?

A: They do not have to use that specific form; however they should address all of the subject areas on the lesson plan summary page and in the same order. This is referring to both the 6 items at the top of the page and those items which are in the chart.

Q: On the Teach and Train Specifications Hardcopy Portfolio page, there is no mention of having a "Shadowing Experience", but it is listed in the Senior Rubric?

A: The shadowing experience has its own specifications section because it is only required for senior and occupational students. It is incorporated into the portfolio (hardcopy and electronic) but it is given its own section in the specifications.

2009/2010 STAR Events Question and Answer Guide

Q: On page 14 it says, “an outlet is not provided for Teach and Train.” Yet on pages 186-188 it says, several times, that the students can have an electronic portfolio (using a computer, projector, etc.). I don't see how my student can follow the rules of the Teach and Train without an outlet being provided.

A: Outlets will be available for this event at the national level.