Working with a Career and Technical Student Organization at the Collegiate Level
My Experience

An Honors Thesis

by

Laura S. Dragoo

Thesis Advisor
Joan McFadden

Ball State University
Muncie, IN

June 2005

Expected Date of Graduation
May 2006
Abstract

Often in the field of Family and Consumer Sciences Education, students do not know how they can participate in opportunities and experiences outside of their own class work and student teaching. Students are often aware of the organization Family, Career, and Community Leaders of America (FCCLA) but only think of it as a club for middle and high school students or think that their only role can be as an advisor. However, there are many ways to get involved with the organization at the collegiate level.

My particular involvement with the organization is much more in-depth than anyone has ever before completed. Every year, one collegiate student is chosen to be the STAR Events Coordinator. I completed this experience for two years. The second year, I took on the task of revising the manual for STAR Events. My thesis project focuses on the research, planning, and involvement that went into completing this task. An explanation of FCCLA and the STAR Events project is included in this project report.

Acknowledgements

ε I would like to thank Dr. Joan McFadden who served as my advisor for the project. She was extremely supporting, encouraging, and helpful in every aspect of my project.

ε I would like to thank Ms. Jen Staley, Indiana FCCLA State advisor, who I worked very closely with during my internship and throughout the revision process.

ε I would like to thank Dr. Peggy Wild, Indiana FACS State Specialist. Dr. Wild was very instrumental in beginning the revision process.
Overview of Family, Career, and Community Leaders of America and STAR Events

The official definition of the Family, Career, and Community Leaders of America is: FCCLA is a nonprofit national career and technical student organization for young men and women in family and consumer sciences education in public and private school through grade 12.

FCCLA exists on 4 levels: National, State, District, and Local. Local chapters exist at many schools and the Districts are groups of counties.

FCCLA has many educational programs and activities for youth. One such program is called STAR (Students Taking on Action with Recognition) Events. For these events, students are not competing against one another, but against a set criteria. Students in Indiana are then awarded Gold, Silver, or Bronze medals or a participation ribbon. Students are divided into three categories: Junior (students through grade 9), Senior (students in grades 10-12), and Occupational (those students enrolled in a career and technical program). These categories are in place because a student in the twelfth grade will have a higher skill level than a student in the seventh grade.

There are two categories of STAR Events in Indiana, National and State. National STAR Event guidelines and regulations are determined by the National FCCLA organization. For National events, students compete in STAR Events at the state level, with the highest-scoring students who are selected to travel to the National Competition. State STAR Event guidelines are determined by the Indiana FCCLA organization. State events are completed at the state level and then students are finished with their projects.
Description of STAR Events Coordinator
Serve as coordinator for the Spring 2005 STAR Events for Indiana FCCLA. Collaborate with FCCLA State Leaders (State advisor, advisory board, student officers, officers' advisors). Set professional goals, seek background information, carry out responsibilities, and complete reflections in ways that foster the coordinator's long-term professional development.

Description of State and National Events

Indiana STAR Events

1. Early Childhood Food Preparation- an individual event, requires each participant to plan a nutritious snack and prepare a video or portfolio illustrating the preparation of food in a child care setting. Participants will demonstrate their ability to guide children through a meaningful activity involving food. (Tuesday Morning) (Child Development, Foods and Nutrition)

2. Early Childhood Learning Pac- an individual or team event, requires participant(s) to prepare a learning pac of learning activities. The Learning Pac shall be based on one theme selected by the student(s) to teach a variety of concepts/ideas for children ages 2-6. In this way, the participant(s) will demonstrate use of a theme in planning a young child's learning activities. (Tuesday Morning) (Child Development, FACS Issues and Applications)

3. Early Childhood Lesson Planning- an individual event, requires the participant to write a lesson plan for young children and teach one activity from that plan to a group of children in a child care setting. (Tuesday Morning) (Child Development, FACS Issues and Applications)

4. Creed Presentation- an individual event, requires each participant to recite the FCCLA Creed and give an oral presentation identifying how their activities in FCCLA, this year, have helped them to achieve one or more of the FCCLA Purposes. (Tuesday Evening) (Interpersonal Relationships, FACS Issues and Applications)

5. FACS Learning Pac- an individual or team event, requires participant(s) to prepare a learning pac. The FACS Learning Pac shall be based on a topic or theme that addresses content standards and competencies for a specific Family and Consumer Sciences course. Participants shall select a topic or theme that meets the need(s) of a chosen group or individual. (Tuesday Evening) (Any course)

National STAR Events

1. Applied Technology- an individual or team event, recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations and integrates and applies content from academic subjects. (Monday Evening) (Any course)

2. Career Investigation- an individual event, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the career goals. (Tuesday Evening) (Orientation to Life and Careers, FACS Issues and Applications)

3. Chapter Service Project- a team event, recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences and/or related occupations skills to address and take action on a community need. (Monday Evening) (Interpersonal Relations, Adult Roles and Responsibilities, FACS Issues and Applications)

4. Chapter Showcase- a team event, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations skills to the community. (Monday Evening) (Any course)
5. **Culinary Arts** - a team event, recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment. (Tuesday Morning) (Nutrition and Foods, FACS Issues and Applications)

6. **Early Childhood** - an individual event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an occupational early childhood program. Participants must prepare a portfolio and a resource container. On site, participants must plan and present to evaluators an activity related to the theme in response to a case study provided during the event and an oral presentation describing the activity. (Tuesday Evening) (Child Development, FACS Issues and Applications)

7. **Entrepreneurship** - an individual or team event, recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. Participants are evaluated on the business plan and an oral presentation and are not required to have implemented the plan. The business must relate to an area of Family and Consumer Sciences Education or related occupations. (Monday Evening) (Orientation to Life and Careers, Adult Roles and Responsibilities, FACS Issues and Apps)

8. **Focus on Children** - an individual or team event, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. (Tuesday Evening) (Child Development, FACS Issues and Applications)

9. **Hospitality** - an individual or team event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a hospitality program. Participants must prepare a portfolio showing evidence of research and development in the area of guidelines for customer service/customer relations in the hospitality career pathway of choice. (Monday Evening) (Nutrition and Foods, FACS Issues and Applications)

10. **Illustrated Talk** - an individual or team event, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate the presentation. (Tuesday Evening) (Interpersonal Relations, FACS Issues and Applications)

11. **Interpersonal Communications** - an individual or team event, recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication in a chosen category: community, employment, relationships, family, peer groups, or school groups. (Monday Evening) (Interpersonal Relations, Orientation to Life and Careers, Adult Roles and Responsibilities, FACS Issues and Applications)

12. **Job Interview** - an individual event, recognizes participants who 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. (Tuesday Evening) (Orientation to Life and Careers, FACS Issues and Applications)

13. **National Programs in Action** - an individual or team event, recognizes participants who explain how the planning process was used to plan and implement a national program project. (Monday Evening) (Any course)

14. **Parliamentary Procedure** - a team event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. (Tuesday Morning) (Orientation to Life and Careers, FACS Issues and Applications)
My Experience

2004 Lead Coordinator

Problems and/or Challenges Faced:
- No centralized method of STAR Events organization at the State Level.
- Confusion during events for the state competition.
- Low number of volunteers to be evaluators.
- Evaluators being uninformed of procedures.
- No system of informing students of last-minute changes made to events.
- Lower student participation.
- Disorganization
- Student award determinations inconsistent from year to year.

Solutions:

The State Adviser and I had to brainstorm a way to increase the uniformity among the events and the event procedures. The solution we developed followed a national model. For the national organization, one person oversees the entire schedule of events. Reporting to that person is a group of people known as Lead Consultants. These consultants each have one specific event that they know very well and are able to answer questions over. We decided to implement this model in Indiana.

We asked several “seasoned” chapter advisers to be our Lead Consultants. These advisers each had experience in their particular event. We held a training session for these advisers on January 23, 2004. Most of these advisers are members of the State Advisory Council, the governing body for Indiana FCCLA.

For this training, we included a manual for each consultant, tailored to the specific guidelines and requirements for their specific event.

Included in this manual was a new concept for Indiana FCCLA. There always seemed to be mass confusion on where and when students would complete their events. We devised a student/evaluator orientation system. First, I would meet with evaluators from every event. They would then go with their Lead Consultant for an event-specific orientation. Meanwhile, the students competing in the events attended a general orientation led by the student State Officers. The students then left for their event-specific orientation with the Lead Consultant. This method really helped to ease confusion on where everyone was supposed to be at what time. The Lead Consultants were also very good at answering questions the evaluators had. This alleviated the problem of evaluators being unprepared for the assessment of student presentations. A copy of this manual is located in Appendix A of this document.

We felt as though the problem of disorganization was directly related to the low number of evaluators and low number of participants. We worked hard to advertise all of the
changes we were making. We also worked very hard to recruit evaluators. One of our most targeted areas was the three Indiana universities that have a Family and Consumer Sciences Education Program: Ball State University, Indiana State University, and Purdue University. We contacted the teacher-educators at each of these schools. To our delight, two out of the three schools made being a STAR Events evaluator a requirement of the class. We ended up having too many evaluators, which was a problem that had never before occurred.

The final problem that we faced was the easiest to fix. Many advisers felt that even though they tried to motivate students to practice their presentations, students were not working on them. Any project receiving less than 80 points received a bronze medal. The advisers stated to us that it was not fair that they had special needs students who worked very hard and received a 79 and a bronze medal when they had a student who just did not work on his or her project received a 20 and got a bronze medal. The State Advisory Council, which is the governing body of Indiana FCCLA, decided, with our recommendation, to introduce the "participation" ribbon for those earning below a 70.

**Major Problem: Indiana State STAR Events Manual**

For the entire time I have been involved with FCCLA, there had been major problems with the Indiana STAR Events Manual. Many of the guidelines were very unclear and hard to follow. Many of the Indiana Events deal with Early Childhood. The advisors in the state voiced many concerns over the manual. It led to inconsistent scoring, confusion, and sometimes hurt feelings when an error was made.

To combat this problem was a huge undertaking. We made a call out to all advisers in the state to be members of our revision committee. We had five responses. Since there are five Indiana events, this worked out perfectly. During the summer of 2004, we met in Indianapolis at the Department of Education for a two-day work session concerning the revisions.

The members of this committee were:

- Laura Dragoo, STAR Events Coordinator
- Jen Staley, FCCLA State Adviser
- Dr. Peggy Wild, State FACS Specialist
- Shannon Clark, Indiana State University Student, FCCLA Alumni
- Jennifer Brannon, FCCLA Advisor, Union County High School
- Renee Sigmon, FCCLA Advisor, Carroll Fort Wayne High School
- Bennie Silver, FCCLA Advisor, J. Everett Light Career Center

This was a great group and it had dynamic interactions since it ranged from veteran advisers to students. The veteran advisers were able to offer valuable advice on what had worked and what had not worked, while the students and younger teachers were able to bring a fresh perspective. We discussed problems we had with each event specifically.
General Problems:
- No consistent format for events
- Not consistent with National events
- Unclear directions
- Titles were “Child Care” not more appropriate “Early Childhood”
- Requirements not specific

Solutions:

Creed Presentation:
- File folder added to make organization easier.
- The FCCLA purposes and creed added into manual for easy access
- Sample Evaluation Questions added.
- State FACS and Language Arts content standards added for teacher justification. Justification was needed for teachers to be able to take students out of the regular school day to participate in STAR Events.
- Rating sheet redone to reflect new format.

Early Childhood Food Preparation:
- Before, students could complete a video presentation or a portfolio. We eliminated the video.
- File Folder added to make organization easier.
- Outlined specific guidelines that students should follow in completing the portfolio.
- Outlined exactly what needed to be covered in oral presentation.
- Created a Lesson Plan format that was easy to follow and complete.
- Sample Evaluation Questions added.
- State FACS and Language Arts content standards added for teacher justification. Justification was needed for teachers to be able to take students out of the regular school day to participate in STAR Events.
- Rating sheet redone to reflect new format

Early Childhood Learning Pac:
- File Folder added to make organization easier.
- Clearly outlined what should be contained within each section of the Learning Pac.
- Sample Evaluation Questions added.
- State FACS and Language Arts content standards added for teacher justification. Justification was needed for teachers to be able to take students out of the regular school day to participate in STAR Events.
- Rating sheet redone to reflect new format

Early Childhood Lesson Planning:
- File Folder added to make organization easier.
Easy-to-follow lesson plan format created.
Sample Evaluation Questions added.
State FACS and Language Arts content standards added for teacher justification. Justification was needed for teachers to be able to take students out of the regular school day to participate in STAR Events.
Rating sheet redone to reflect new format

FACS Learning Pac:
File Folder added to make organization easier.
Clearly outlined what should be contained within each section of the FACS Pac.
Sample Evaluation Questions added.
State FACS and Language Arts content standards added for teacher justification. Justification was needed for teachers to be able to take students out of the regular school day to participate in STAR Events.
Rating sheet redone to reflect new format

Conclusion:

Many challenges were presented to me during my two years serving as the STAR Events Coordinator for Indiana FCCLA. Being involved with a secondary student organization at the collegiate level has been an extremely enriching experience. It has really helped me in terms of professional development. It was also nice to give back to the organization that I had been a part of during my entire time in high school. I was a student state officer during high school, which is what led into this leadership opportunity.

Transitioning from the standpoint of a student to the role of being in charge of a major function of the organization really gave me a good perspective as far as fixing the problems. I knew what resources were available and how the process worked. I also knew many of the people I would be working with. This made my job much easier.

I believe that this it is an extremely valuable experience for any student in Family and Consumer Sciences. I would encourage any student in secondary education to get involved with student organizations that deal with their content area. The hands-on practice that a college student can gain from working with secondary students is beneficial during college and later in the teaching field.
Appendix A

Lead Consultant Manual
Indiana

STAR Events

"Lead Consultants: Making the IMPOSSIBLE Possible"
Table of Contents

Job Description of a Lead Consultant 3
Indiana STAR Events 4
National STAR Events 4
State Conference Schedule 5
List of Lead Consultants 6
Philosophy of Indiana STAR Events 7
General Regulations for STAR Events 8
Event Categories 10
Chain of Command for Problem Resolution 10
List for Supply Boxes 11
Indiana Point Deductions 12
General Orientations 13
Specific Event Information 16
Glossary of STAR Event Terms
Evaluations
Job Description of a Lead Consultant

Thank you for Serving Indiana FCCLA as a STAR Event Lead Consultant! You are greatly appreciated!!

Duties as a Lead Consultant

1. Act as a Liaison between Room Chairs and Evaluators

2. Ensure consistency in Scoring and Point deductions between rooms

3. Make sure rule interpretations comply with the State and National STAR Events manuals

4. Orient Evaluators, Chairs, and Students about the actual process in which the event will happen

5. Use appropriate measures in reporting rule controversies (refer to flow chart in manual)

6. Answer questions from students, evaluators, chairs, and advisers

7. Provide input to State Advisory Council about STAR Event improvements and suggestions

8. Double Check Score Sheets for all judges

9. Double Check and Complete the Point Summary Forms

10. Deliver Completed forms to State Conference Headquarters
Indiana STAR Events

Child Care Food Preparation
Child Care Lesson Planning
Child Care Lesson Planning

FACS Learning Pac
Creed Presentation

National STAR Events

Applied Technology
Chapter Service Display
Chapter Showcase Display
Hospitality

Chapter Service Manual
Chapter Showcase Manual
Entrepreneurship
Interpersonal
Communications
Culinary Arts
Parliamentary Procedure
Early Childhood
Job Interview

Laura Dragoo
Honors Thesis Appendix 5
State Conference
Schedule of STAR Events

Monday Evening
Applied Technology
Chapter Service Display
Chapter Showcase Display
Hospitality
Communications
Nationals Programs in Action

Tuesday Morning
Child Care Food Preparation
Child Care Lesson Planning
Focus on Children
Early Childhood

Tuesday Evening
Career Investigation
Job Interview
Illustrated Talk

Chapter Service Manual
Chapter Showcase Manual
Entrepreneurship
Interpersonal
Child Care Learning Pac
Culinary Arts
Parliamentary Procedure

Creed Presentation
FACS Learning Pac

Laura Dragoo
Honors Thesis Appendix 6
Monday Night
Applied Technology - Alissa Roberts
Chapter Service Manual - Alyson McIntyre
Chapter Service Display - Joyce Crane
Chapter Showcase Manual - Jane Hiltz
Chapter Showcase Display - Brenda Osman
Entrepreneurship - Diane Ciolli
Hospitality - Lorraine Ewing
Interpersonal Communications - Jill Foster (Janet Thorley)
National Programs in Action - Judy Morris

Tuesday Morning
CC Food Preparation - To Be Determined
CC Learning Pac - Linda Reddinger
CC Lesson Planning - Bennie Silver
Culinary Arts - Carol Weissert
Early Childhood - Nancy Staley
Focus on Children - Charla Byers & Jane Baker
Parliamentary Procedure - Connie Bailey (Brenda Osman)

Tuesday Night
Career Investigation - Nancy McClatchey
Creed Presentation - Gina Weaver
FACS Learning Pac - Kathi Burch
Illustrated Talk - Pat Neville
Job Interview - Ginger Hixson
Philosophy of Indiana STAR Events

Indiana Family, Career, and Community Leaders of America develops and sponsors STAR Events for members of FCCLA chapters throughout the state. In these events, members demonstrate proficiency and achievement in team and individual projects that utilize leadership skills, occupational preparation, and skills for personal, family, and community living gained through vocational family and consumer sciences education.

STAR Events encourage active participation and emphasize the positive accomplishments of youth. The belief that all people are winners is the foundation of these events. Cooperation and achievement are stressed in positive, constructive ways. Performance is compared to established criteria rather than to performance of other individuals.

Some basic beliefs which have governed the development of these activities are:

1. Individual students deserve recognition for demonstrating proficiency in a particular area.

2. STAR Events encourage excellence.

3. Structure of the events should directly relate to and be an integral part of the family and consumer sciences curriculum. Events must maintain a high level of integrity to the program.

4. Events promote individual growth, group process, and decision-making skills. In team events, participants can demonstrate group decisions, cooperation, and leadership abilities.

5. Participation in STAR Events is a learning experience as well as an opportunity for recognition. Although weaknesses are identified, the emphasis should be upon the participants' strengths.

6. The events increase meaningful participation in the organization.
16. Participants should be prepared to answer questions pertaining to the event in which they are participating.

17. Each participant's performance will be evaluated by experts from education, business, or industry from the skill area.

18. The evaluators will be present during the entire event and will be allowed to question participants.

19. Participants will need to be available during the entire time block for the event, as well as for the orientation meeting and recognition session. Participants should not schedule other activities during these time periods.

20. Supplies, audio and/or visual equipment will not be available from the State Office, unless otherwise stated in the individual event regulations. Be sure to bring needed equipment and supplies. The chapter assumes all costs for equipment rental.

21. Scores will be tallied by the evaluators and verified by the event lead consultant. All ties should be resolved by evaluators before results are turned in. Results of each event will be kept confidential until the awards presentation.

22. An entry fee of $10 must be paid for each participant.

23. Participants are to maintain a professional appearance and attitude during all STAR Events activities. Failure to do so will result in point deductions from the total average score.

24. All decisions of the evaluators are final.

25. Inquiries are to be submitted in writing to the State Adviser. Inquiries will be evaluated by a committee, set by the State Advisory Council and considered for revision.
Event Categories

**Junior**- Members through grade 9

**Senior**- Members who have been or are currently enrolled in family and consumer sciences related course work, grades 10-12.

**Occupational**- Members who have been enrolled in occupational family and consumer sciences related course work, grades 10-12.

**Star Event Rules**

Chain of Command to Resolve Problems

- State Advisor
- STAR Events Coordinator
  - VP of STAR Events
  - Advisor to VP of STAR Events
  - Event Lead Consultants & Assistant(s)
  - Room Chair & Assistant(s)
  - Room Evaluator
  - Room Evaluator
  - Room Evaluator

Laura Dragoo
Honors Thesis Appendix 11
Indiana Point Deductions

The following point deductions are used in all Indiana STAR Events, state & national, if applicable. These are subtracted from the total average score.

1. Failure to turn in a participant file folder, guides, and/or lesson plans containing required event materials at designated participation time will result in the loss of 10 points. This rule pertains to the following events: Illustrated Talk, Child Care Food Preparation, Interpersonal Communications, Child Care Learning Pac, National Programs in Action, Child Care Lesson Planning, FACS Learning Pac

2. Failure to follow dimension rules for displays will result in the loss of 2 points per inch, up to 10 points. This rule pertains to the following events: Chapter Service Project Display, Chapter Showcase Display, Focus on Children

3. Failure to follow page rules and display rules; number of copies, project summary pages, title pages, written summaries, portfolios, business plans, presentation outlines, proof of presentation or projects, overlapping/stacking and/or participant file folder information will result in the loss of two points per missing copy or additional pages, up to 10 points. This rule pertains to items in the following events: Applied Technology, Career Investigation, Chapter Service Project Manual and Display, Chapter Showcase Manual and Display, Entrepreneurship, Focus on Children, Illustrated Talk, Interpersonal Communications, Job Interview, National Programs in Action, Early Childhood, Child Care Food Preparation, Child Care Learning Pac, Child Care Lesson Planning, FACS Learning Pac

4. Failure to use file folders and to include the following information typed or written on an upper left corner, when viewed with the folder in a horizontal position will result in the loss of two points—name of STAR event category, participant name, state, and national region.

5. Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions not to exceed 10 points (i.e. setup, take down, use of props, pointers, visuals, wall space, etc.)

6. Failure to attend general and event orientations will result in a deduction of 5 points.
Student General Orientation Session

1. Welcome and Introductions
   • -VP of STAR Events
     o Any other members of State Executive Council Present

2. Energizers or Icebreaker

3. Remind participants they MUST attend their event orientation.

4. Remind participants to double check that they are at the correct room for their orientation and category (i.e., jr, sr, occup.)

5. Remind students that if they are confused on where to go, they can receive help from the STAR Events table.
General Evaluator/Chair Orientation

1. Welcome & Introductions
   - VP of STAR Events
   - Lead Coordinator
   - State Adviser
   - Lead Consultants

2. Role of Evaluator
   - Fairness
   - Role of perspectives (adviser/evaluator/chair)
   - Consistency
   - Follow current guidelines and purpose of event

3. Learning is to have taken place by completing the event--it is reflected in the student's presentation information & from questions.
   - remind judges to be positive
   - remind judges to make students feel as comfortable as possible

4. Explain categories and differences
   - Junior Category (Knowledge level & presentation skills)
   - Senior Category (knowledge level & presentation skills)
   - Occupational Category (knowledge level, presentation skills, information related to career/occupation)
5. Review appropriate questions to ask students
   1. What was learned?
   2. Why select topic, event, etc?
   3. How project/topic relates to Family and Consumer Sciences?
   4. How project/topic relates to FCCLA?
   5. How project/title relates to occupation/career and coursework taken?
   6. Where information was found?
   7. How the knowledge learned/gained can be used in other ways, in life, etc?

6. Planning process
   - Identify Concerns
   - Set a Goal
   - Form a Plan
   - ACT
   - Follow Up

7. Stress importance of consistency
   - **BUT** all judges do NOT have to have the same scores

8. Avoid rudeness, value statements regarding appearance, face, make-up, culture, disability, etc.
Glossary of STAR Event Terms

**Glossary of STAR Event Terms**

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

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

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

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

**Bibliography** - A list of sources of information in an organized, consistent format on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

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

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

**Comprehensive Student** - Students enrolled in general courses in Family and Consumer Sciences programs.

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

**Content pages** - Pages of a manual, business plan, or portfolio that contain information about the project; one side of page only with no stacking/overlapping.

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

**Creative Thinking** - The ability to generate new ideas.

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

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

**Display** - An arrangement of material that includes but is not limited to photos, project samples, etc., used to showcase a chapter's service project, program of work, or Focus on Children project and is contained within a specified area that includes all materials, visuals, and audiovisual equipment to be used for the presentation.

**Divider Pages** - Pages of a manual or portfolio that separate sections and do not contain content but may include graphic elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a section.

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

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

**File Folder** - A letter-size folder 8 1/2" by 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the file folder, each set of materials should be stapled separately.

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

Laura Dragoo
Honors Thesis Appendix 16
**Graphic**- A picture, border, map, or graph used for illustration or demonstration.

**Hard Copy**- Readable printed copy of the output of a machine, such as a computer.

**In-Depth Service Project**- A detailed project that addresses one specific interest, concern, or need.

**Individual Event**- An event completed by one person.

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

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

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

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

**Overlapping**- see stacking

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

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

**Plain Paper**- 8 1/2" x 11" paper with no graphics or design. Paper may be any color.

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

**Pointer**- See prop, laser pointers are not allowed.

**Portfolio**- A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event.

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

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

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

**Prop**- An object used to enhance a theme or presentation (e.g., book, puppet, pointer, etc.) that does not include visuals, audiovisuals, or costumes/uniforms. Live objects are not allowed.

**School-Based Learning**- Knowledge obtained through school curriculum and community service projects/activities that enhances a student’s ability to work in a specific occupation.

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

**Stacking/Overlapping**- Placing more than one piece of paper, program, or catalog on a page so when the page is fully extended it covers another document on that page. If
Lead Consultant Training Evaluation

Please circle your choices; 5 being strongly agree; 1 being strongly disagree.

1. This training gave me a good formula that will help me explain things to the judges and chairs for my event.  
   | 5 | 4 | 3 | 2 | 1 |

2. This training provided information on the reasoning behind needing Lead Consultants.  
   | 5 | 4 | 3 | 2 | 1 |

3. Event Orientations will run smoothly based on the information I received at this training.  
   | 5 | 4 | 3 | 2 | 1 |

4. Having everything I need in one binder is very helpful.  
   | 5 | 4 | 3 | 2 | 1 |

5. Problem resolution will be much easier with a more defined system.  
   | 5 | 4 | 3 | 2 | 1 |

Comments or Concerns: 

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Laura Dragoo  
Honors Thesis Appendix 18
Thank you for taking the time to fill out this survey. We want STAR Events to be the best possible experience for students. Your comments are much appreciated. Please mark the following answers by circling 1-5 (1 being very poor and 5 being excellent)

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of Event Process (how the event works)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtesy of Judges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpfulness of Lead Consultant &amp; Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Times (Orientations &amp; Event Times)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall STAR Events Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments or Suggestions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Laura Dragoo  
Honors Thesis Appendix 19
Indiana FCCLA
STAR Event
Judge/Chair Evaluation

Please circle your choices; 5 being strongly agree; 1 being strongly disagree

Name: ___________________________  Event: ___________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have judged in past years.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Event orientation was helpful in showing the process of how the event actually worked.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3. My event ran smoothly and on time.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4. My Lead Consultant was helpful in answering my questions</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Other judges/chairs in my room were courteous to participants</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6. I understood all of the rules and regulations prior to the start of the event.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>7. Orientation rooms were easy to find.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>8. Members of the STAR Events management team were easy to locate for questions (ex: Lead Consultant, Lead Coordinator, VP of STAR Events)</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments or Concerns: ___________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Laura Dragoo
Honors Thesis Appendix 20
Appendix B

New Points System
Award System
New for 2004!

Participants will be evaluated on the basis of defined standards (see rating sheets for each event.) Every participant displaying proficiency in an event can earn sufficient points to place in the Bronze, Silver, or Gold classes. Any participant who does not earn sufficient points to qualify for a medal will receive a Participation Certificate. Awards are presented during the Awards Program at the FCCLA State Leadership Conference.

Gold Medal
100-90 pts

Silver Medal
89-80 pts

Bronze Medal
79-70 pts

Participation Ribbon
69-0
Appendix

C

Handout on the Evaluation Process
The Evaluation Process

It is the goal of STAR Events to make participation a positive experience for all participants, regardless of the ratings they receive. A considerate, sensitive, and fair evaluation process can accomplish this. The evaluation procedures attempt to accomplish the following:

- **Focus on the achievements of youth.** The evaluation process must stress what students do well and give them credit and recognition.

- **Promote interaction between youth and adults.** Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views from their level of experience.

- **Measure achievements against standard criteria rather than against another student.** All efforts should be made to rate the individual or team against the criteria on the rating sheet rather than comparing them to previous presentations.

- **Recognize that all students are winners.** Each participant has winning qualities or they would not have made it to the State Leadership Conference. The evolution process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept these opinions and evaluations provided certain conditions are met. It is important, that as an evaluator, you strive for the following:
- **Consensus.** Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to event criteria. Please attempt to have the evaluation rating of participants within a 10-point range.

- **Consistency.** Attempt to rate students consistently, when their performance is similar.

- **Fairness.** Do not let influencing factors interfere with your evaluation of a participant(s) presentation. If you know the individual(s) or feel influenced in any way, ask the lead consultant or lead coordinator if you may be excused to a different team for evaluation.

- **Honesty and Sincerity.** Make simple, forthright statements of your beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual(s).

- **Attention to detail.** Be very specific in your evaluation comments. Rather than "you did a fine job," highlight the areas where they did a fine job.

- **Feedback.** Focus primarily on what the participant did well. Don't overload on the negatives--that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participant the most in the long run.
Appendix D

Correspondence with Collegians
Laura's Top 10 Reason's to be a STAR Event Judge
(Besides the fact that it's required for class)

10. Networking with teachers and professionals in the field.
   - You might be judging with them, or just meeting them while at the conference.

9. It's a good way to learn how to give constructive criticism.
   - Students have worked hard on their event, they want to know your honest opinion, but in a nice way.

8. Judging events show what other FCS teachers are doing in their classrooms.
   - Especially chapter showcase and chapter service project.

7. It's a good chance to see how you interact with high school students.

6. STAR Events show the diversity that exists within high school students.
   - Culturally, Geographically, Socio-economically, Ability Levels

5. Judging is so much fun!!

4. STAR Events projects show creative ways to learn and implement concepts.

3. STAR Events are great examples of student-directed projects that can be used in the classroom.

2. STAR Events apply the knowledge base of Family and Consumer Sciences to real-life situations.

1. Judging is a great introduction to FCCLA.
   - The conference can really show you what FCCLA is all about so that someday you can start a chapter at your school!
Indiana STAR Events

1. **Child Care Food Preparation** - an individual event, requires each participant to plan a nutritious snack and prepare a video or portfolio illustrating the preparation of food in a child care setting. Participants will demonstrate their ability to guide children through a meaningful activity involving food. (Tuesday Morning) (Child Development, Foods and Nutrition)

2. **Child Care Learning Pac** - an individual or team event, requires participant(s) to prepare a learning pack of learning activities. The Learning Pac shall be based on one theme selected by the student(s) to teach a variety of concepts/ideas for children ages 2-6. In this way, the participant(s) will demonstrate use of a theme in planning a young child’s learning activities. (Tuesday Morning) (Child Development, FACS Issues and Applications)

3. **Child Care Lesson Planning** - an individual event, requires the participant to write a lesson plan for young children and teach one activity from that plan to a group of children in a child care setting. (Tuesday Morning) (Child Development, FACS Issues and Applications)

4. **Creed Presentation** - an individual event, requires each participant to recite the FCCLA Creed and give an oral presentation identifying how their activities in FCCLA, this year, have helped them to achieve one or more of the FCCLA Purposes. (Tuesday Evening) (Interpersonal Relationships, FACS Issues and Applications)

5. **FACS Learning Pac** - an individual or team event, requires participant(s) to prepare a learning pack. The FACS Learning Pac shall be based on a topic or theme that addresses content standards and competencies for a specific Family and Consumer Sciences course. Participants shall select a topic or theme that meets the need(s) of a chosen group or individual. (Tuesday Evening) (Any course)

National STAR Events

1. **Applied Technology** - an individual or team event, recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations and integrates and applies content from academic subjects. (Monday Evening) (Any course)

2. **Career Investigation** - an individual event, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. (Tuesday Evening) (Orientation to Life and Careers, FACS Issues and Applications)

3. **Chapter Service Project** - a team event, recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences and/or related occupations skills to address and take action on a community need. (Monday Evening) (Interpersonal Relations, Adult Roles and Responsibilities, FACS Issues and Applications)

4. **Chapter Showcase** - a team event, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations skills to the community. (Monday Evening) (Any course)

5. **Culinary Arts** - a team event, recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment. (Tuesday Morning) (Nutrition and Foods, FACS Issues and Applications)

6. **Early Childhood** - an individual event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an occupational early childhood program. Participants must prepare a portfolio and a resource container. On site, participants must plan and present to evaluators an activity related to the theme in response to a case study provided during the event and an oral presentation describing the activity. (Tuesday Evening) (Child Development, FACS Issues and Applications)
7. **Entrepreneurship**- an individual or team event, recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. Participants are evaluated on the business plan and an oral presentation and are not required to have implemented the plan. The business must relate to an area of Family and Consumer Sciences Education or related occupations. (Monday Evening) (Orientation to Life and Careers, Adult Roles and Responsibilities, FACS Issues and Apps)

8. **Focus on Children**- an individual or team event, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. (Tuesday Evening) (Child Development, FACS Issues and Applications)

9. **Hospitality**- an individual or team event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a hospitality program. Participants must prepare a portfolio showing evidence of research and development in the area of guidelines for customer service/customer relations in the hospitality career pathway of choice. (Monday Evening) (Nutrition and Foods, FACS Issues and Applications)

10. **Illustrated Talk**- an individual or team event, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate the presentation. (Tuesday Evening) (Interpersonal Relations, FACS Issues and Applications)

11. **Interpersonal Communications**- an individual or team event, recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication in a chosen category: community, employment, relationships, family, peer groups, or school groups. (Monday Evening) (Interpersonal Relations, Orientation to Life and Careers, Adult Roles and Responsibilities, FACS Issues and Applications)

12. **Job Interview**- an individual event, recognizes participants who 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. (Tuesday Evening) (Orientation to Life and Careers, FACS Issues and Applications)

13. **National Programs in Action**- an individual or team event, recognizes participants who explain how the planning process was used to plan and implement a national program project. (Monday Evening) (Any course)

14. **Parliamentary Procedure**- a team event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. (Tuesday Morning) (Orientation to Life and Careers, FACS Issues and Applications)
Purdue University
THURSDAY EVENING
Chapter Showcase: Shannon Scheidel

IPR Comm.: Krystal Bolander (Hosp 2nd)

Hospitality: Amber Cunningham (NPInA 2nd), Molly Vaught (Chpt Show Dis 2nd)

NPInA: Ali Lentz, Lindsay Toler, Sara Barnhart

No Preference: Ashley Young, Amy Corrover, Megan Phare, Emily Minich, Amber Surber, Tracy Schlundt, Sarah Krzus, Amy Cessna

THURSDAY MORNING
No preference: Megan Ramset but must leave at 11am
Appendix E

Report of STAR Events Coordinator Position 2004
Report of Independent Study Experience

Laura Dragoo
Indiana Family, Career, and Community Leaders of America

2004 STAR Events Lead Coordinator
Table of Contents

Explanation of Experience 3
Advisors and Mentors for Project 4
Timeline of Experience 5
Graph of STAR Events Participation 7
2004 STAR Events 8
National Qualifier Practice Day 46
Explanation of Experience

Description:

Serve as coordinator for the spring 2004 STAR Events for Indiana FCCLA. Collaborate with FCCLA State Leaders (State advisor, advisory board, student officers, and officers' advisors). Set professional goals, seek background information, carry out responsibilities, and complete reflections in ways that foster the coordinator's long-term professional development.

What are STAR Events?

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

Event Titles

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Technology</td>
<td>Career Investigation</td>
</tr>
<tr>
<td>Chapter Service Project</td>
<td>Chapter Showcase</td>
</tr>
<tr>
<td>Child Care Food Preparation*</td>
<td>Child Care Learning Pac*</td>
</tr>
<tr>
<td>Child Care Lesson Planning*</td>
<td>Creed Presentation*</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>FACS Learning Pac*</td>
</tr>
<tr>
<td>Focus on Children</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Illustrated Talk</td>
<td>Interpersonal Communications</td>
</tr>
<tr>
<td>Job Interview</td>
<td>National Programs in Action</td>
</tr>
<tr>
<td>Parliamentary Procedure</td>
<td></td>
</tr>
</tbody>
</table>

*denotes Indiana only STAR Events

Laura Dragoo
Honors Thesis Appendix 34
Advisors and Mentors for Experience

Dr. Joan McFadden
Ball State University
1200 W University Ave.
Muncie, IN 47306
jmcfadden@bsu.edu

Ms. Jen Staley
State Advisor, Indiana FCCLA
Room 229, State House
Indianapolis, IN 46204
jstaley@doe.state.in.us

Dr. Peggy Wild
Indiana State FACS Specialist
Room 229, State House
Indianapolis, IN 46204
pwild@doe.state.in.us

Mrs. Brenda Osman
State Advisory Council Chair
Advisor to VP of STAR Events
East Central HS
osmanfccla@hotmail.com
Timeline of Experience

April 2003

16th-State Advisory Council Review Meeting

August 2003

21st-Meeting with State Advisor

October 2003

7th-Meeting with State Advisor

27th-State Advisory Council Meeting
January 2004

9th - Work Day at Department of Education

16th - Work Day at Department of Education

23rd - Lead Consultant Training

February 2004

6th - Work Day at Department of Education

13th - Work Day at Department of Education

27th - Work Day at Department of Education

March 2004

1,2,3 - State Leadership Conference

15th - State Advisory Council Conference Review Meeting

Laura Dragoo
Honors Thesis Appendix 37
STAR Events Student Participation

2004- 293 Student Participants
2003- 284 Student Participants
2002- 289 Student Participants
2004 STAR Events Information

The following pages are a compilation of everything that I have created or modified for this year's competition. The first section is a binder of reference information created for the Lead Consultants. The binder was tailored to fit each specific event, with information for each orientation included in the orientation agendas. Lead Consultants are seasoned advisors and friends that coordinated all of the rooms in an event. These people provided an orientation for the evaluators and judges at the conference and also an orientation for the student participants. The Lead Consultant program is a new addition to Indiana FCCLA STAR Events in 2004.

The pages after are pages that were useful in running the events at the State Leadership Conference. They include time schedules, lists of helpers, and other various information. Many of the included pages were tools used to recruit evaluators and room chairs at the college level.

Laura Dragoo
Honors Thesis Appendix 39