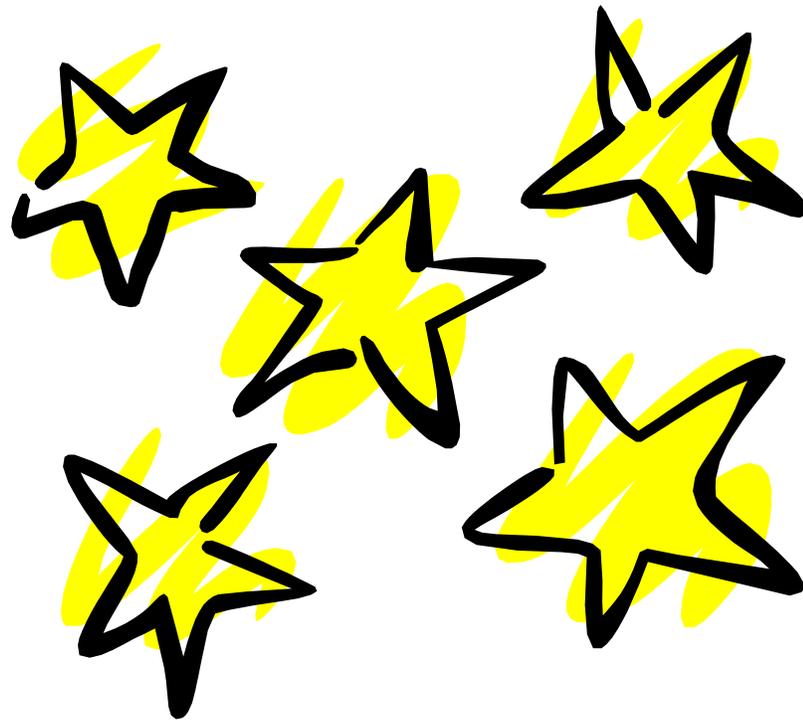# STAR Events Management Manual

Oklahoma FCCLA

OKLAHOMA STAR/COMPETITIVE EVENTS
MANAGEMENT MANUAL

General Information

STAR Events are competitive events for FCCLA members designed to recognize individuals and chapters for their proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation. STAR stands for **S**tudents **T**aking **A**ction with **R**ecognition.

One of the goals of STAR Events is to provide meaningful opportunities for participation in the areas of personal growth, family life, occupational preparation, and community involvement. Each event is designed to help members develop specific lifetime skills in planning, goal setting, decision-making, communication techniques, and leadership.

Adults play an important role in the management of STAR Events. They are placed in key positions when the management of the events requires the knowledge and expertise that comes from their on-the-job experience.

Throughout the events cooperation is stressed in positive and constructive ways. Teamwork is encouraged. Providing each person the opportunity to work in youth/adult teams fosters cooperation and respect between youth and adults.

STAR Events evaluation and recognition procedures were developed around the belief that all participants are winners. For this reason, participants are evaluated against a set of standard criteria rather than against other participants. This evaluation process employs a point system that allows participants to earn a gold, silver, or bronze achievement level. All participants are honored at the STAR Events Recognition Sessions.

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Oklahoma Events

Work Ready Events

Introduction to Events

WORK READY EVENTS:

The purposes of "Work Ready" contests, are to provide a competitive event for students with varying abilities, to provide an opportunity for social interaction, to challenge the job skill level of students, to keep training relevant to employer's needs, to reward students for excellence, and to enhance the self-esteem of students. Work Ready contests are Oklahoma based contests and do not proceed to National Competition.

Child Care Teacher Aide - An *individual event*, allows the participant to demonstrate proper hand washing, safety and diaper changing techniques.

Job Interview - An *individual event*, recognizes participants for their ability to utilize their interpersonal and communication skills to effectively participate in an interview and convey understanding of job requirements.

Table Setting - An *individual event*, allows the participant to demonstrate the ability to set tables quietly and with maximum efficiency in a specified amount of time.

STATE EVENTS:

A number of additional state events are **not** sponsored by the national organization. These events end with the state competition. First-place winners in these events **do not** advance to national competition.

Cake Decorating - An *individual event*, allows the participant to demonstrate the ability to decorate a cake product in a specified amount of time.

Children's Literature Presentation - an *individual event*, recognizes members for creating and presenting an original piece of children's literature to an imaginary group of three to five year-old-children.

Creed Speaking and Interpretation - an *individual event*, participants demonstrate the ability to recite and interpret the meaning of the FCCLA Creed.

Culinary Arts Grill - an *individual event*, student replicates an authentic work environment.

New Member Facts - an *individual event*, allows participants to show their knowledge of the FCCLA organization by completing a written test.

NATIONAL EVENTS

Advocacy - an *individual* or *team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify a local, state, national or global concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law.

Applied Math – an *individual* or *team event*, recognizes participants who use Family and Consumer Sciences skills to demonstrate the application of mathematical concepts in the culinary arts industry.

Career Investigation - an *individual event*, recognizes participants who perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals and present information in a Family and Consumer Sciences or related area.

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 content and skills to address and take action on a *community* need.

Culinary Arts - an *individual* and *team event*, recognizes participants who are enrolled in *occupational* culinary arts/food service training programs for their ability to work individually and as members of a *team* to produce a quality meal using industrial culinary art/food service techniques and equipment.

Early Childhood Education - an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an occupational early childhood program.

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.

Environmental Ambassador – an *individual* or *team event*, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five current topics, investigate areas where they can make a difference, develop and carry out a stewardship project for their home, school, or community, and educate others in their school or community about the problems, effects, and solutions regarding the environmental concern.

Fashion Construction – is an *individual* event that recognizes participants who apply Fashion Construction skills learned in Family and Consumer Sciences courses and create a display using samples of their skills. Participants construct in advance a garment or ensemble that dresses both the upper and lower body of a child or adult.

Garment/ensemble must include at least eight fashion construction techniques. Display finished product along with appropriate accessories.

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*.

Food Innovations - an *individual* or *team event*, recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy.

Hospitality, Tourism, and Recreation - an *individual* or *team event*, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination.

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 *content* of the presentation.

Interior Design - an *individual or team event*, recognizes participants who apply interior design courses to design interiors to meet the living space needs of clients. In advance, participants will create a floor plan, an elevation and a furniture/interior plan addressing the specifics of the design scenario.

Interpersonal Communications – an *individual or team event*, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area: *community, employment* relationships, *family, peer* groups, or school groups.

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.

Leadership – an *individual event*, recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development.

Life Event Planning –an *individual or team event* that recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event. An event is defined here as any upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges. Participants select an

event, determine the amount they can budget for the event, and prepare in advance an event portfolio.

Nutrition and Wellness - is an *individual event*, recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health.

Parliamentary Procedure - a *team event*, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting.

Promote and Publicize FCCLA! – is an *individual or team event* that recognizes participants who develop an FCCLA promotion and publicity campaign to raise awareness and educate the school, parents, and members of the community about the importance of FCCLA and Family and Consumer Sciences education. The goal of this event is to provide FCCLA members with communications experience to make a difference by increasing membership, developing partnerships, gaining Alumni & Associate involvement, promoting FACS education, gathering school and community support for their chapter, and contributing to the longevity of the organization and the relevance of its opportunities for members. Additionally, this event will increase member awareness of careers in communications and public relations.

Recycle and Redesign – is an *individual* event that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a display using samples of their skills. Participants select a used fashion or home apparel item to recycle into a new product. Participants will create a brand new object or garment, not simply embellish an old one. However, participants may use additional fabrics, trims, and notions if needed to redesign and creatively embellish the new product. Finished designs are displayed with appropriate props and coordinates.

Sports Nutrition – an *individual* or *team* event, recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete.

Teach and Train – an *individual event* recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a portfolio of the teaching/training career, prepare and execute a complete lesson/workshop plan and an oral presentation. Senior and occupational participants will also complete a shadowing experience of a "best practices" educator.

EVENTS MANAGEMENT STAFF

Many individuals are needed to assist in the management of STAR Events. Both student members and adults play an important role in the success of the events by serving in the following areas:

District or Regional Lead Coordinator: An adult who handles the planning and overall coordination of STAR events.

Event Lead Consultant: Adult experienced in working with STAR Events who is responsible for handling details and managing a specific event on site.

Room Consultant: Adult experienced in working with STAR Events; who act as an assistant to the Event Lead Consultant in handling and managing a specific event on site.

District or State Officers: Student members who hold the position of district or state officer. Officers should be used to distribute awards and assist as needed with the specific events.

Evaluators: Evaluation teams composed of adults who are responsible for evaluating entries, assigning ratings to participants, and making written comments on strengths and areas for improvement.

Timekeeper: Accurately keep time for each portion of a contest. Timekeepers do not contribute to the evaluation process.

GENERAL INFORMATION

District or Regional Lead Coordinator

Prior to the Event

- ❑ Make arrangements for competitive events site.

- ❑ Contact District/State Officers to assist with the events. (District officers will be used at district events and state officers at regional events.)

- ❑ Assign events to rooms. (Headquarters room should be separate from hospitality or event rooms.)

- ❑ Make sure all equipment needed for each event is in the assigned room. (tables, chairs, podiums, etc.)

- ❑ Work with FCCLA Secretary/Program Specialist to receive by e-mail participant list.

- ❑ Arrange for meal/snack provisions for evaluators.

At the Events

- ❑ Set up event rooms.

- ❑ Assist the program specialist in headquarters room.

- ❑ Provide orientation to participants/judges.

- ❑ Coordinate hospitality room.

- ❑ Coordinate distribution of rubric score sheets.

- ❑ Oversee clean up of event rooms.

Following the Events

- ❑ Take care of expenses incurred for events. (Facility costs, food, etc.)

- ❑ Send thank-you letters.

Event Lead Consultant

Prior to the Event

- ❑ Read the event guidelines thoroughly to conduct an event consistent with the overall purpose of STAR Events.

- ❑ Work with event room consultant to secure **three** evaluators for the event. Send evaluators a copy of event guidelines and rubric.

At the Event

- ❑ Meet with the program specialist & assistant to review overall plans.

- ❑ Arrange the event room(s).

- ❑ Review the participant list and compare to certificates.

- ❑ Attend general orientation for all judges. Assemble evaluators and take to event site.

- ❑ Take roll of participants and assign participation numbers.

- ❑ Orient evaluators for your event.
    - •review event procedures
    - •review *thoroughly* the rules for the event and ask for questions
    - •explain rubrics, procedure for point deductions and the point summary form
    - •**explain the importance of consistency**
    - •remind evaluators to use the rubric to score and write comments
    - •review time limits and procedure if over time
    - •remind evaluators that results are not to be shared prior to recognition session

- ❑ Check dress code of participants

- ❑ Complete point summary form for each participant/team

- ❑ Supervise completion of rubrics. **Monitor consistency!**

- ❑ Monitor progress of event. Discuss concerns with program specialist.

- ❑ Collect all rubrics, point summary forms and event supplies and return them to the headquarters room. **Calculate and recalculate** rubrics and point summary forms.

- ❑ Complete tally sheet and script.

Following the Event

- ❑ Return event room to original condition.

- ❑ Check out with the program specialist.

- ❑ Attend the Recognition Session.

Room Consultants

Prior to the Event

❑ Read the event guidelines thoroughly to conduct an event consistent with the overall purpose of STAR Events.

❑ Assist the Event Lead Consultant in securing **three** evaluators for the event.

At the event

❑ Meet with the program specialist and event lead consultant to review overall plans.

❑ Review the participant list and certificates with the event lead consultant.

❑ Attend general orientation for all participants. Assemble participants and take to event site.

❑ Assist event lead consultant with roll call of participants.

❑ Conduct specific event orientation with participants.
　　•briefly describe purpose of the event.
　　•review step-by-step how the event will be handled including how
　　 evaluators will interact with the participants.
　　•review evaluation process
　　•review time schedule
　　•clarify participant questions concerning event logistics

❑ Monitor holding room.

❑ Assist in monitoring event progress.

❑ Assist in collecting and calculating rubrics and point summary forms.

Following the Event

❑ Return event room to original condition

❑ Check out with program specialist.

❑ Attend the recognition session

District or State Officers

Prior to the Event

- The District or Regional Star Event Lead Consultant should contact officers about attending the events. (District officers will be used at district events and state officers at regional events.)

- Practice handing out awards. (Shake hands with the right hand and hand award to recipient with the left. Award is handed above the handshake.)

At the Events

- District officers may compete in STAR Events. As soon as they are finished with their event, they should help with presenting awards. **State Officers may not compete in STAR Events.**

- Assist STAR Event Lead Consultant in headquarters room by being a runner.

- Set up table for award presentations.

- Practice participant names before presenting awards.

- Alternate between officers reading names, handing out awards and passing back materials. (i.e. Portfolios and folders)

- As events finish, assist event chairmen with room clean up.

Following the Events

- Assist program specialist in loading materials in car.

EVALUATORS – General Information and Instructions

- ❑ Three evaluators are assigned to each evaluation team.

- ❑ Become familiar with the rules and the rubric criteria for your assigned event. Question any criteria not understood.

- ❑ Before each participant begins, you will receive a rubric and other pertinent information about the participant. Take a few minutes to preview the information, as it is a part of their presentation and evaluation.

- ❑ Time is allowed at the completion of each presentation for you to work (quickly) on your rubric sheet.

- ❑ Write the appropriate rating in the point's column. Record total points. Verify point total and initial.

- ❑ If unsure about anything concerning the presentation, ask the participants to explain or clarify.

- ❑ Do not request that participants hand you items – instead, please stand up for a closer look.

- ❑ Score the participant entry and discuss the presentation in private with the other evaluators on your team. Spend a few minutes reviewing the strengths and areas for improvement of the presentation. Write comments in the section at the bottom of the rubric, not on the participant materials. Do *NOT* inform participants of their score and/or rating.

- ❑ **Scores should NOT be rounded.**

- ❑ The event lead consultant will complete a point summary form for each individual or team. Verify point total and initial.

- ❑ Rubric sheets are to be turned in to the Event Lead Consultant.

- ❑ The decisions of the evaluators are final.

- ❑ Do not discuss the final ratings with anyone prior to the Recognition Session.

- ❑ Discuss any suggestions for improvement of your event with the event lead consultant. Your comments are welcomed and appreciated.

THE EVALUATION PROCESS

Evaluators play a key role in STAR Events. In fact, evaluators play a key role in determining whether the experience is a positive or negative one for the student participants. **It is the goal of STAR 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 officers work with adult evaluation teams 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 be participating in STAR Events. The evaluation process must reaffirm to students what those winning qualities are.

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

- ❏ *Consensus.* Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to the event criteria.
- ❏ *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 to be sent to another evaluation team.
- ❏ *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).
- ❏ *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.

Thank you – evaluators make these events possible!

TIMEKEEPERS – General Information and Instructions

❑ Assist the Lead Consultant and Room Consultant with room setup.

❑ Learn the rules and time requirements for your assigned event. Ask the Lead Consultant for any unclear time requirements.

❑ Time will be kept for setup, evaluator review time, presentation time and evaluation interview time. Time will also be kept if event allows audio and/or visual recordings during the presentation.

❑ Time for oral presentation begins as the participant begins speaking. Hold up 1-minute warning card at time specified in the event guidelines.

❑ Time for Parliamentary Procedure contest is from gavel to gavel.

❑ Timekeeper will say "Stop" at the end of the presentation time if participants have not finished the oral presentation. Participants must stop presenting at this time.

❑ After participants have left the room, state time to the evaluators.

❑ Timekeeper may not give opinions to the evaluators.

ADVOCACY

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hard copy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will fill out Point Summary Form

- ❑ Evaluators with have 10 minutes to preview participant's portfolio before the presentation begins, during this time participant will set up.

- ❑ Allow participants 10 minutes to set up.

- ❑ Begin timing when participants begin their up to 10 minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audio visual recordings are limited to one minute playing time, if used.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

APPLIED MATH FOR CULINARY MANAGEMENT

Room Set up

- Table and three chairs for evaluators

- Table for participants

- Participant orientation room may be used for case study room.

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Collect file folders during participant specific event orientation.

- Lead Consultant will fill out the Point Summary Form.

- Hand participants case study form (one per team). Allow 10 minutes for participants to prepare a response to the case study.   Ask all participants to work quietly. Collect case study form from participants. Return case study form to participants as they go in to present.

- Evaluators will have 5 minutes to preview participants' file folder before the presentation.

- Participants will have 5 minutes to set up while evaluators are previewing their file folder.

- Begin timing when participants begin their up to 5-minute oral presentation.

- Hold up warning card at 4 minutes (one-minute warning).

- Stop participant at 5 minutes.

- Allow 5 minutes for questioning of presentation and case study by evaluators.

- Participants leave event room.

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

CAREER INVESTIGATION

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Allow participants 5 minutes to set up.

- ❑ Evaluators will have 10 minutes to preview participant's portfolio before the presentation.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room with their portfolio.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

Room Set up

- One table for tabletop displays – Tape off dimensions 30" deep by 48" wide by 48" high

- One floor space for freestanding displays – Tape off dimensions 48" deep by 60" wide by 72" high

- Table, chairs and clipboards for evaluators

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Lead Consultant will complete the Point Summary Form.

- Participants will have 5 minutes to set up display.

- Event lead consultant or assistant measures display.

- Begin timing when participants begin their up to 10-minute oral presentation of the project.

- Hold up warning card at 9 minutes (one-minute warning).

- Stop participant at 10 minutes.

- Allow 5 minutes for questioning by evaluators.

- Following the event, evaluators will have 5 minutes to review the display,

- Ensure that audio and/or visual recordings are limited to one minute playing time, if used.

- Participants take down display and leave room.

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

CHAPTER SERVICE PROJECT PORTFOLIO
(Odd years only)

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Collect portfolio during participant specific event orientation.

- ❑ Evaluators with have 5 minutes to preview participants' portfolio before the presentation.

- ❑ Hand portfolio to participants as they enter the presentation room.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room with their portfolio.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

CULINARY ARTS

Room Set up

- ❑ Stations for teams to prepare menus

- ❑ Clipboards for evaluators

Event time schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ 20 minutes will be scheduled for equipment inventory check.

- ❑ Teams will be taken to a planning room and given a menu and all required recipes.

- ❑ Teams will have 30 minutes to organize work area, obtain supplies and construct a time management plan.

- ❑ Teams will have 60 minutes to prepare required food products according to recipe specifications.

- ❑ A signal will be given for teams to begin food preparation. Do not allow participants to begin food preparation before the signal.

- ❑ Give a warning signal at 55 minutes. Stop participants at 60 minutes and instruct participants to bring their plates to the evaluation area.

- ❑ Allow 15 minutes for cleanup while evaluators taste and rate the foods.

- ❑ Set up food for next group

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

EARLY CHILDHOOD EDUCATION

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participant specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Evaluators with have 20 minutes to preview participants' portfolio while the participant plans their activity.

- ❑ Allow participants 20 minutes to plan their activity using materials from the resource container.

- ❑ Begin timing when participants begin there up to 10-minute oral presentation.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

ENTREPRENEURSHIP

Room Set up

- ❏ Table and three chairs for evaluators

- ❏ Table for participants

Event Time Schedule

- ❏ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❏ Collect portfolios *(hardcopy or electronic)* during participant specific event orientation.

- ❏ Lead Consultant will complete the Point Summary Form.

- ❏ Allow participants 15 minutes to set up.

- ❏ Evaluators with have 15 minutes to preview participants' portfolio while the participants set up.

- ❏ Begin timing when participants begin there up to 20-minute oral presentation of the project.

- ❏ Hold up warning card at 19 minutes (one-minute warning).

- ❏ Stop participant at 20 minutes.

- ❏ Note that audio or audiovisual recordings are limited to a three minute playing time, if used.

- ❏ Allow 5 minutes for questioning by evaluators.

- ❏ Participants leave event room.

- ❏ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❏ Repeat procedure for the rest of the participants.

ENVIRONMENTAL AMBASSADOR

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Allow participants 5 minutes to set up.

- ❑ Evaluators with have 10 minutes to preview participant's portfolio before the presentation.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to a three minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

FASHION CONSTRUCTION

Room Set up

- One table for tabletop displays – Tape off dimensions 30" deep by 48" wide by 48" high

- One floor space for freestanding displays – Tape off dimensions 48" deep by 60" wide by 72" high

- Table, chairs and clipboards for evaluators

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Lead Consultant will complete the Point Summary Form.

- Collect participants completed Fashion Construction Skill Area form prior to competition.

- Participants will have 5 minutes to set up display.

- Event lead consultant or assistant measures display.

- Evaluators will have 10 minutes to inspect the garment or ensemble for the skill areas the participant indicated should be evaluated.

- Begin timing when participants begin their up to 5-minute oral presentation.

- Hold up warning card at 4 minutes (one-minute warning).

- Stop participant at 5 minutes.

- Allow 5 minutes for questioning by evaluators.

- Ensure that audio or audiovisual recordings are limited to a one minute playing time, if used.

- Participants take down display and leave room.

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

FASHION DESIGN

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Allow participants 5 minutes to set up.

- ❑ Evaluators will have 15 minutes to preview participant's portfolio and sample garment before the presentation.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to one minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants take down display and leave room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

FOCUS ON CHILDREN

Room Set up

- ❑ One table for tabletop display – Tape off dimensions 30" deep by 48" wide by 48" high

- ❑ One floor space for freestanding displays – Tape off dimensions 48" deep by 60" wide by 72" high

- ❑ Table, chairs and clipboards for evaluators

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Participants will have 5 minutes to set up display.

- ❑ Event lead consultant or assistant measures display.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to a one minute playing time, if used.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Following the questioning, evaluators will have 5 minutes to review the display.

- ❑ Participants take down display and leave room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

FOOD INNOVATIONS

Room Set up

- One table for tabletop displays – Tape off dimensions 30" deep by 48" wide by 48" high

- One floor space for freestanding displays – Tape off dimensions 48" deep by 60" wide by 72" high

- Table, chairs and clipboards for evaluators

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Lead Consultant will complete the Point Summary Form.

- Participants will have 5 minutes to set up display.

- Event lead consultant or assistant measures display.

- Begin timing when participants begin their up to 10-minute oral presentation.

- Hold up warning card at 9 minutes (one-minute warning).

- Stop participant at 10 minutes.

- Ensure that audio or audiovisual recordings are limited to a three minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- Allow 5 minutes for questioning by evaluators.

- Following the presentation, evaluators will have 5 minutes to review the display.

- Participants take down display and leave room.

- Following the questioning, evaluators will have 5 minutes to review the display

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

HOSPITALITY, TOURISM, AND RECREATION

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Hand participants "Hospitality, Tourism and Recreation" case study form. Allow 10 minutes for participants to complete the case study. Collect case study form from participants. Return form to participants as they go in to present. Ask all participants to work quietly.

- ❑ Allow participants 10 minutes to set up.

- ❑ Evaluators will have 10 minutes to preview participant's portfolio before the presentation, during participant set up time.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to a three minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

ILLUSTRATED TALK

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect file folders during participant specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Evaluators will have 5 minutes to preview participants' file folder before the presentation.

- ❑ Participants will have 5 minutes to set up while evaluators are previewing their file folder.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Ensure all audio or audiovisual recordings are limited to one minute playing time during the presentation.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

INTERIOR DESIGN

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect file folders during participant specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Participants will have 5 minutes to set up

- ❑ Evaluators will have 10 minutes to preview participants' file folder and display boards before the presentation.

- ❑ Begin timing when participants begin their up to 15-minute oral presentation.

- ❑ Hold up warning card at 14 minutes (one-minute warning).

- ❑ Stop participant at 15 minutes.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

INTERPERSONAL COMMUNICATIONS

Room Set up

- Table and three chairs for evaluators
- Table for participants
- Participant orientation room may be used for case study room.

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Collect file folders during participant specific event orientation.

- Lead Consultant will complete the Point Summary Form.

- Hand participants note cards and case study. Allow 10 minutes for participants to prepare a response to the case study. Collect case studies and note cards from participants. Return note cards to participants' as they go in to present. Ask all participants to work quietly.

- Evaluators will have 5 minutes to preview participants' file folders before the presentation

- Participants will have 5 minutes to set up while evaluators are previewing their file folder.

- Begin timing when participants begin their up to 5-minute oral presentation.

- Hold up warning card at 4 minutes (one-minute warning).

- Stop participant at 5 minutes.

- Allow 5 minutes for questioning by evaluators.

- Participants will then have up to 5 minutes to present the case study.

- Evaluators may question participants about their response to the case study.

- Participants leave event room.

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

JOB INTERVIEW

Room Set up

- ❑ Table and three chairs for evaluators

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hard copy or electronic)* during participant specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Evaluators will have 15 minutes to preview participants' portfolio.

- ❑ The evaluators will return the portfolio to the participant to use during their presentation.

- ❑ The interview may be up to 20 minutes in length.

- ❑ A one-minute warning will be given at 19 minutes. Try to find a natural break in the conversation before calling time.

- ❑ Stop participant at 20 minutes.

- ❑ Participants leave event room with portfolio.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

LEADERSHIP

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Allow participants 10 minutes to set up.

- ❑ Evaluators will have 10 minutes to preview participant's portfolio before the presentation.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to 1 minute playing time, during the presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

LIFE EVENT PLANNING

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hardcopy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Allow participants 5 minutes to set up.

- ❑ Evaluators will have 10 minutes to preview participant's portfolio before the presentation.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to 1 minute playing time, during the presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

Room Set up

- Table and three chairs for evaluators

- Table for participants

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Collect portfolios *(hard copy or electronic)* during participants' specific event orientation.

- Lead Consultant will complete the Point Summary Form.

- Allow participants 10 minutes to set up.

- Evaluators will have 10 minutes to preview participant's portfolio before the presentation.

- Begin timing when participants begin their up to 10-minute oral presentation of the project.

- Hold up warning card at 9 minutes (one-minute warning).

- Stop participant at 10 minutes.

- Ensure that audio or audiovisual recordings are limited to 1 minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- Allow 5 minutes for questioning by evaluators.

- Participants leave event room with all event materials.

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

PARLIAMENTARY PROCEDURE

Room Set up

Testing room

❑ Tables and chairs or desks for participants

Planning room

❑ Table and 8 chairs

Demonstration room

❑ Table and 3 chairs for evaluators

❑ Table, lectern/podium and up to 8 chairs for participants

Event Time Schedule

❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

❑ Lead Consultant will complete the Point Summary Form.

❑ Participants will have 30 minutes to complete the Parliamentary Procedure Knowledge

test (Test session prior to competition)

❑ Teams report to planning room where they will be given one copy of each of the following: a skeleton agenda, minutes from a previous meeting, treasurer's report, two topics of new business, and a copy of Robert's Rules of Order Newly Revised 11th Edition. Participants may bring in blank paper and pencils to take notes. **No other items can be taken into the planning room.**

❑ Participants will have 15 minutes to prepare for the meeting.

❑ Participants enter demonstration room and are seated. Secretary's record is given to the secretary.

❑ Begin timing as participants begin an up to 20-minute demonstration of their working knowledge of parliamentary law by running a business meeting. (Rap of gavel to begin FCCLA Opening ceremony to rap of gavel ending FCCLA Closing Ceremony.)

❑ Hold up a warning card at 15 minutes (5-minute warning) and at 19 minutes (1-minute warning).

❑ Stop participants at 20 minutes.

❑ Following the demonstration, the secretary will immediately turn the secretary's record in to evaluators.

❑ Participants leave event room.

❑ Evaluators will have up to 15 minutes to provide feedback, discuss, complete the rubric and write comments for participants.

❑ Repeat procedure for the rest of the participants.

PROMOTE AND PUBLICIZE

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hard copy or electronic)* during participants' specific event orientation.

- ❑ Hand participants the writing sample. Allow 10 minutes for participants to complete the writing sample. Collect writing samples from participants. Return writing samples to participants' as they go in to present. Ask all participants to work quietly.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Evaluators will have 10 minutes to preview participant's portfolio before the presentation.

- ❑ Allow participants 10 minutes to set up.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to 5 minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

RECYCLE AND REDESIGN

Room Set up

- ❑ One table for tabletop displays – Tape off dimensions 30" deep by 48" wide by 48" high

- ❑ One floor space for freestanding displays – Tape off dimensions 48" deep by 60" wide by 72" high

- ❑ Chairs and clipboards for evaluators

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Participants will have 5 minutes to set up display and submit 3 copies of the completed Skills Selection Chart.

- ❑ Event lead consultant or assistant measures display.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room with display.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

Sport Nutrition
(Odd years only)

Room Set up

- Table and three chairs for evaluators

- Table for participants

Event Time Schedule

- Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- Collect file folders during participant specific event orientation.

- Lead Consultant will complete the Point Summary Form.

- Evaluators will have 5 minutes to preview participants' file folder before the presentation.

- Participants will have 5 minutes to set up while evaluators are previewing their file folder.

- Begin timing when participants begin their up to 15-minute oral presentation.

- Hold up warning card at 14 minutes (one-minute warning).

- Stop participant at 15 minutes.

- Allow 5 minutes for questioning by evaluators.

- Ensure all audio or audiovisual recordings are limited to a 3 minute playing time during the presentation.

- Participants leave event room.

- Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- Repeat procedure for the rest of the participants.

TEACH AND TRAIN

Room Set up

- ❑ Table and three chairs for evaluators

- ❑ Table for participants

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect portfolios *(hard copy or electronic)* during participants' specific event orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Allow participants 5 minutes to set up.

- ❑ Evaluators will have 10 minutes to preview participant's portfolio before the presentation.

- ❑ The evaluators will return the portfolio to the participant to use during their presentation.

- ❑ Begin timing when participants begin their up to 10-minute oral presentation of the project.

- ❑ Hold up warning card at 9 minutes (one-minute warning).

- ❑ Stop participant at 10 minutes.

- ❑ Ensure that audio or audiovisual recordings are limited to 3 minute playing time, if used. Visual equipment, without audio, may be used during the entire presentation.

- ❑ Allow 5 minutes for questioning by evaluators.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

Room Set-up

- ❑ Table to serve as participant's work space

- ❑ Sink for hand washing and clean-up

- ❑ Clipboards for evaluators

- ❑ Participants will bring all supplies needed for the contest

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Collect file folders from participants during orientation.

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Participants have 5 minutes to set up equipment. If space allows, let all participants compete at the same time.

- ❑ Room Consultants and Evaluators will have 5 minutes to preview the file folder.

- ❑ Participant will have 45 minutes to complete the decorating tasks. Timing will begin with a signal from the timekeeper.

- ❑ Participant will have 15 minutes to clean their area.

- ❑ Evaluators will have 5 minutes to interview the participants.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants, if necessary.

OKLAHOMA EVENT
CHILDREN'S LITERATURE PRESENTATION

Room Set-up

- ❑ Table and 3 chairs for evaluators

- ❑ Chair for participant

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ At the designated time, the individual participant will present an original piece of children's literature to the evaluators.

- ❑ Participants will have up to 15 minutes for the oral presentation.

- ❑ Hold up a warning card at 10 minutes (5-minute warning) and at 14 minutes (1-minute warning).

- ❑ Stop participants at 15 minutes.

- ❑ Following the presentation, allow evaluators 5 minutes to ask questions.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

OKLAHOMA EVENT
CREED SPEAKING AND INTERPRETATION

Room Set up

- ❑ Table and three chairs for evaluators

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ At the designated time, the individual participant will recite the FCCLA creed from memory to the evaluators.

- ❑ Participants are not timed while saying the creed.

- ❑ Following the creed presentation, allow evaluators 3 minutes to ask 3 questions.

- ❑ Participants leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

Room Set-up

❑ Station with grill for participant to prepare food item

❑ Clipboards for evaluators

Event Time Schedule

❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

❑ Tour of kitchen to acquaint participants with equipment and preparation area.

❑ Participants will have 15 minutes to complete the entrée and 5 minutes for clean-up.

❑ Following clean-up, participants will be asked a question by the evaluators.

❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

❑ Repeat procedure for the rest of the participants.

OKLAHOMA EVENT
NEW MEMBER FACTS

Room Set up

- ❑ Tables and chairs or desks for participants.

- ❑ If using the CPS system to administer the test, you will need an extra table or cart to set the equipment on and a screen or white wall.

Event Time Schedule

- ❑ Specific event orientation for participants. (Orientation takes place in event room.)

- ❑ No one will be admitted to the room after testing has begun.

- ❑ Participants shall bring two sharpened lead pencils.

- ❑ Participants shall be allowed 45 minutes maximum to complete the test.

- ❑ Participants may leave the event room as they complete the test.

- ❑ At the end of 45 minutes, collect the tests and answer sheets.

- ❑ Lead Consultant will score the tests.

Room Set-up

- ❑ Table to serve as participant's work space

- ❑ Sink for hand washing

- ❑ Table and three chairs for evaluators

- ❑ Host site will furnish all equipment for event.

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Participant will enter event room and proceed with the activities listed in the event guidelines.

- ❑ After the demonstration, evaluators will ask questions of the participant.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.

Room Set up

- ❏ Table and 3 chairs for evaluators

- ❏ Chair for participant

Event Time Schedule

- ❏ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❏ Event lead consultant will collect resumes and completed job applications from the participants.

- ❏ Lead Consultant will complete the Point Summary Form.

- ❏ Evaluators will have 5 minutes to review resume and job application.

- ❏ The interview will have a 7-minute time limit.

- ❏ Stop participant at 7 minutes.

- ❏ Participants leave event room.

- ❏ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❏ Repeat procedure for the rest of the participants.

Room Set up

- ❑ Table to serve as participant's work space

- ❑ Table and three chairs for evaluators

- ❑ Sink for hand washing

- ❑ Host site will furnish all supplies/equipment for event.

Event Time Schedule

- ❑ Specific event orientation for evaluators and participants. (Orientations take place in different rooms.)

- ❑ Lead Consultant will complete the Point Summary Form.

- ❑ Participant will have 10 minutes to complete the Table Setting procedures.

- ❑ Participant will be stopped after 10 minutes.

- ❑ Following the demonstration, evaluators will ask the participant questions.

- ❑ Participant will clear table for next participant.

- ❑ Participant will leave event room.

- ❑ Evaluators will have up to 5 minutes to complete rubric, write comments and discuss the entry among themselves.

- ❑ Repeat procedure for the rest of the participants.