2022-2023
STAR Updates

2022-2023 TOPICS

- Culinary Math Management
  - Cost Control in Purchasing, Receiving, and Storage
- Food Innovations
  - Cookies with less than 10 grams of sugar, various sugar requirements by level
- Interior Design
  - renovate an existing residential facility into an after school facility.

2022-2023 TOPICS

- Sustainability Challenge
  - Greener Living
  - Ozone Depletion, overexposure to UV radiation
  - Protect drinking water
  - Reduce emissions
  - Improve Indoor air quality
- Digital Stories for Change
  - Stand Up
- Early Childhood Education
  - STEAM in Early Childhood Education

Major Updates

Dress Code

Dress Code – Professional attire is no longer permitted. The FCCLA official code or costumes/chefs' attire (when applicable) are only acceptable.

Point Summary Form

o Registration Packet – 1 point (previously 3 points)

o Event Online Orientation – 1 point (previously 2 points)

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 1 point	Picked up or completed on the FCCLA Portal by adviser or designated adult during scheduled time		
	No 0	Yes 1	
Event Online Orientation Documentation 0 *or* 1 point	**0** Online Orientation Form not completed in the Student Portal by deadline.	**1** Online Orientation Form completed in the Student Portal by deadline.	

Name Changes

o Teach and Train is now Teach or Train

Regional, state and national competitions should not dock points if a competitor accidently puts "Teach and Train" on their project.

o Promote and Publicize FCCLA! Is now Promote and Publicize FCCLA

Planning Process

Rubrics have been updated to reflect the Planning Process being worth 10 points compared to the previous 5 points (when applicable).

FCCLA Planning Process Summary Page 0–10 points	0 Planning Process summary not provided	1 2 Inadequate steps in the Planning Process are presented	3 4 All Planning Process steps are presented but not summarized	5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides.

FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained

Scaffolded Events

Scaffolding

- Chapter in Review - Display

- Chapter in Review - Portfolio

- Chapter Service Project - Display

- Chapter Service Project – Portfolio

- Interpersonal Communications

- Digital Stories for Change

- FCCLA Chapter Website

- Instructional Video Design

- National Programs in Action

- Leadership

- Parliamentary Procedure

- Promote and Publicize FCCLA

- Teach or Train

Chapter in Review

- In addition to the scaffolding, the criteria for each area (line on rubric) provide further guidance on specific information that should be included.
- All levels have the same speaking rubric.

Chapter Service Project

- Some areas (rubric lines) have changed.
- The criteria for each area (line on rubric) provide further guidance on specific information that should be included.
- Differences in speaking rubric relate to including FCCLA programs and FCS career fields in higher levels.

Interpersonal Communications

- Progressing levels need to include budget and promotional activity.
- Higher levels need to include ethical and diversity considerations.
- No changes in the levels for the case study.

Digital Stories for Change

Differences in levels are in the rubric only, they are not listed on the specifications page.

Level 1

Subject Knowledge 0-10 points	0 Did not mention	1 2 Minimal evidence of knowledge	3 4 Some evidence of knowledge	5 6 Evidence of knowledge, but not used effectively in the presentation	7 8 Evidence of knowledge. Presentation is enhanced by participant's knowledge	9 10 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern

Level 2

Subject Knowledge 0-10 points	0 Did not mention	1 2 Minimal evidence of knowledge	3 4 Some evidence of knowledge	5 6 Evidence of knowledge, but not used effectively in the presentation	7 8 Evidence of knowledge. Presentation is enhanced by participant's knowledge	9 10 Evidence of thorough knowledge. Effective presentation of current data and information is appropriate, accurate, and relevant to storyline

Level 3, 4

Subject Knowledge 0-10 points	0 Did not mention	1 2 Minimal evidence of knowledge	3 4 Some evidence of knowledge	5 6 Evidence of knowledge, but not used effectively in the presentation	7 8 Evidence of knowledge. Presentation is enhanced by participant's knowledge	9 10 Evidence of thorough knowledge. Effective presentation of current data and information is appropriate, accurate, relevant to storyline in graphic/text and narrative forms

Level 1

Narration 0–5 points	0	1	2	3	4	5
	No voice narration is included	Is not relevant, does not match the storyline	Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	Follows an original script, includes one or more participant(s). Voice quality, diction, fluency, and flow is good	Follows an original script, includes one or more participant(s). Voice quality, diction, fluency, and flow is excellent

Level 2

Narration 0–5 points	0	1	2	3	4	5
	No voice narration included	Is not relevant, does not match the storyline	Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent

Level 3, 4

Narration 0–5 points	0	1	2	3	4	5
	No voice narration included	Is not relevant, does not match the storyline	Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	Follows an original script, includes participant(s) explaining the purpose and supporting research data. Voice quality, diction, fluency, and flow is excellent

Level 1

Ending 0–5 points	0	1 2	3 4	5
	Ending is abrupt, weak, or video simply stops	Ending is somewhat developed but does not provide closure	Ending brings closure, but does not engage the audience in reflective thinking or action toward change	Ending brings closure and engages the audience in reflective thinking or action toward change

Level 2

Ending 0–5 points	0	1 2	3 4	5
	Ending is abrupt, weak, or video simply stops	Ending is somewhat developed but does not provide closure	Ending brings closure, but does not engage the audience in reflective thinking or action toward change	Ending brings closure and engages the audience in reflective thinking or action toward change, and provides 1 step to take

Level 3

Ending 0–5 points	0	1 2	3 4	5
	Ending is abrupt, weak, or video simply stops	Ending is somewhat developed but does not provide closure	Ending brings closure, but does not engage the audience in reflective thinking or action toward change or does not provide steps to take	Ending brings closure and engages the audience in reflective thinking or action toward change and provides 2 or more steps to take

FCCLA Chapter Website

- As students progress through levels, more membership information is required for the 3 R's. Clearer guidelines on what should be included for membership tab.
- Levels 2 & 3 must include chapter officer goals.
- Level 1 does not need to include sponsor links.
- Level 2 & 3 need to include an interactive calendar.
- Level 2 & 3 must include post-graduation readiness in the POW.

Instructional Video Design

Each level is limited in the types of instructional videos they may create.

Format	The instructional video may be one of the following: a tutorial video or a screencast.	The instructional video may be one of the following: a tutorial video, a screencast, or a presentation/lecture video.	The instructional video may be one of the following: a series of micro-videos, a tutorial video, a training video, a screencast, or a presentation/lecture video.

Instructional Video Design

- Level 1 must have at least 1 main point or step, Level 2 must have at least 2, etc.
- Level 2 & 3 content must relate to FCS content and Career Readiness Practices
- Level 2 & 3 must call the viewer to act in multiple ways.

National Programs in Action

- Areas (rubric lines) have changed significantly.
- (In Sarah's opinion) More clarity on what should be included, less repetitiveness. Looks a bit more similar to Chapter Service Project

Parliamentary Procedure

- Using Robert's Rules of Order 12th edition.
- Test topics released in portal by February 1.
- Test length will vary for each level.

Leadership

- A book component has now been added. A rotating list of suggested leadership books is available on the FCCLA Portal. When completing the Leadership Competencies Inventory (self), the student will have to make connections to the book.
- Level 2 requires only 2 observers, there is no longer a student observer requirement for this level.
- Level 3 now has two do two admirable leader summaries.
- Level 2 is only requiring one outside perspective reflection.
- Differences in speaking rubric relate to including FCCLA programs and FCS career fields in higher levels.

Book Title	Author(s)	Year/Edition
The 7 Habits of Highly Effective Teens	Sean Covey	2014
The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader	James Kouzes & Barry Posner	3rd Edition
Leaders Eat Last: Why Some Teams Pull Together and Others Don't	Simon Sinek	2017
Authentic Leadership: How to Lead with Nothing to Hide, Nothing to Prove & Nothing to Lose	Dan Owolabi	2020
Be a Changemaker: How to Start Something That Matters	Laurie Ann Thompson	2014

Promote and Publicize FCCLA

- Level 1 must have 3 promotional efforts, Level 2 must have 4, and Level 3 must have 4.
- Levels 2 & 3 must include data evidence of campaigns.
- Differences in speaking rubric relate to including FCCLA programs and FCS career fields in higher levels.
- No differences in case study rubric.

Teach or Train

- Level 1 participants will create 1 lesson, level 2 will create 2 lessons that relate, and level 3 will create three lessons.
- Differences in speaking rubric relate to including FCCLA programs and FCS career fields in higher levels.