Dean's List Interviewer Manual

Revision History		
Revision	**Date**	**Description**
1.0	10/15/2024	Initial 2024-25 Release

Contents

Overview

Roles Covered: Dean's List Interviewer

Job Description

The Dean's List interviewer is responsible for interviewing students that have been nominated for the Dean's List award. They are responsible for reading the student nomination prior to the interview, interviewing the student, and adding notes into the Dean's List Award System following the interview.

Requirements	
Technical	Medium
Physical	Low
Administrative	High
Communication	High
Pre-event Training	High

Time Commitment

Dean's List interviewers should expect to spend 3-6 hours interviewing students. Most regions host Dean's List Award interviews remotely, therefore attending an event is not required. Interviews may be broken up over a couple of days, depending upon the number of nominations for the region. Approximately 3-6 hours of pre-event training and planning, including reviewing student nominations, is required.

Training and Certification

Volunteers must create an account on www.firstinspires.org and apply to the role. If you apply to an event role requiring training and certification, the 'Roles Missing Certification' section will appear on your Volunteer Dashboard. Click on 'Review Outstanding Tasks', then click the 'Resolve' button. This will take you directly to the training site. Alternately, you may also click on the 'Trainings/Certification' button on the top right of the screen. If you have applied for a role but have not received access to the training, please email FTCTrainingSupport@firstinspires.org. A separate confirmation of the role assignment will come later.

Dean's List Interviewers are required to complete the *FIRST* Data Protection and Privacy Training for volunteers, which is accessible through the Volunteer Dashboard. This training provides information about how to properly handle personally identifiable information that will be received as part of this volunteer role.

Dean's List Interviewers should speak to the program delivery partner to find out what additional requirements, such as meetings before interviews or assisting with interview scheduling, are required. The approximate training time is 3-6 hours.

All Volunteers are expected to read and comply with the [Volunteer Handbook](#).

Roles and Responsibilities

> ***FIRST* is fun for all.** The most important role of a volunteer is to provide a safe, fun and welcoming environment to all *FIRST* participants. When executing the duties of your role, always make decisions with the team experience in mind. Ask for help from event leadership if you feel your required duties conflict with the best team experience.

Dean's List Interviewer

The Dean's List Interviewers' responsibilities include:

- Reading this manual and complete the Dean's List Interviewer certification test.
- Complete *FIRST*'s Data Privacy & Protection training.
- Access and review nominations prior to the interview.
- Interview the semi-finalist.
- Write a narrative about the interview after the event.

The next few sections of this manual will go over each of these responsibilities in greater detail and will outline the importance of each.

Prerequisites for Dean's List Interviewer

To serve as a Dean's List Interviewer:

- prior *FIRST* experience is required.
- must be 21 years of age or older,

Conflict of Interest

"Conflict of Interest – a conflict between the private interests and the official responsibilities of a person in a position of trust. "Conflict of Interest." Merriam-Webster.com Merriam-Webster, n.d. Web. 2 Oct. 2014. http://www.merriam-webster.com/dictionary/conflict_of_interest"

Conflicts of interest should always be disclosed, either to the event director or program delivery partner. Volunteers serving in the role as a Dean's List interviewer must not interview teams with whom they have a conflict of interest with. Some scenarios of conflict of interests:

- A coach/mentor is volunteering as an interviewer.

- A parent/relative of a team member is volunteering as an interviewer.

- An alumni (student or adult) of a team is volunteering as an interviewer.

- A sponsor of a team is volunteering as an interviewer.

Having a conflict of Interest, or even the perception of a conflict of interest can impact a team's experience, even if decisions that were made were not biased in any way. The perception of potential favoritism is enough to discourage a student, coach or mentor, and take away from their overall experience. Knowing what conflict of interest is, and how to avoid being in a position that could be a conflict will ensure all students feel they have been evaluated fairly.

Understanding Differences

Each student is special and unique, with different strengths, challenges, social skills, and learning abilities.

Some differences may be misinterpreted. Please be mindful that your first perception may be off. For example, a student who is quiet or has limited social skills may have extensive knowledge to share. You may also notice cultural differences. Remember that some cultures expect eye contact, while others may find eye contact to be disrespectful. Always be positive, flexible, and patient.

A few differences that you may encounter include students with limited social skills, who have difficulty expressing thoughts verbally, who shout out blunt or inappropriate comments, or may distance themselves physically from the team. Some of these challenges may be neurological in nature. Differences between a student who is not able to do something as compared to a refusal to do something can show up in a way that is not familiar to you.

A student may have an intense interest in a specific topic or area. For example, they may not be able to see the big robot picture, but may have extensive knowledge about programming, or the mechanical build.

As an interviewer, you will need to adjust your expectations. Many students with high abilities may take longer to process and answer questions; many may get left behind compared with a student who reacts more quickly.

When evaluating students who seem "too rehearsed," think about how an adult might prepare for a big presentation at work. Some students may memorize facts and examples. Seeming rehearsed is not necessarily a sign of an over-involved adult. If you are not sure of the team's true understanding, ask follow-up questions for explanation of their thought processes, or go into more detail.

Understanding Bias

We strongly encourage our Dean's List volunteers to complete the Inspiring Success Training to develop a better understanding of invisible biases. The training can be found on the equity, diversity, and inclusion page of the *FIRST* website under "coach, mentor, and volunteer trainings".

Interpreters and Coaches in the Interview Room

Some students may need the help of an interpreter. The coach or student provides their own interpreter, and while generally, a coach is not allowed to participate in the interview process, special exceptions are made for a coach who also serves as an interpreter. Some of the circumstances that allow for an interpreter are students who speak a language different than that of the interviewers; a student who requires a sign language interpreter; a student who would benefit from questions being asked in specific ways. This is not an exhaustive list. Make

sure to check with the coach when setting up the interview if the student you will be interviewing needs an interpreter. Coaches may request an exception when they register for an event.

What is the *FIRST*® Tech Challenge Dean's List Award?

In an effort to recognize the leadership and dedication of the most outstanding secondary school students from *FIRST*®, the Kamen family sponsors awards for selected 10th or 11th grade students known as the *FIRST*® Robotics Competition and the *FIRST*® Tech Challenge *FIRST* Dean's List Award.

There are three (3) levels of *FIRST* Dean's List Award students.

1. *FIRST* **Dean's List Semi-finalists** – comprised of the two (2) students in their 10th or 11th school year nominated by each team.

2. *FIRST* **Dean's List Finalists** - The students selected for each Regional Championship.

3. *FIRST* **Dean's List Winners** - comprised of the ten (10) *FIRST* Robotics Competition and ten (10) *FIRST* Tech Challenge students selected from the applicable *FIRST* Dean's List Finalists.

The students who earn *FIRST* Dean's List status as a semi-finalist, finalist or winner, are great examples of current student leaders who have led their teams and communities to increased awareness for *FIRST* and its mission. It is the goal of *FIRST* that these individuals will continue, post-award, as great leaders, student alumni, and advocates of *FIRST*.

In 2019, the [Woodie Flowers Memorial Grant](#) was established for Dean's List Award winners pursuing STEAM fields of study.

Student Eligibility

Every registered *FIRST* Tech Challenge team can submit up to two (2) students as *FIRST* Dean's List Award semi-finalists.

- Students must be a sophomore (grade 10) or junior (grade 11) to be eligible for this award.

  o Note: For regions of the world that do not use grade levels such as this to identify years of schooling: This award is intended for students who are two (2) to three (3) years away from entering college or university. Students that would be attending college or university in the next academic year are not eligible. Mentors will be asked for the year of graduation during the nomination process.

- The coach or mentor nominating the student(s) must submit an essay explaining why the student should receive this award. The essay must be 4,000 characters or less.

Dean's List Award Criteria

Criteria for selection of the *FIRST* Dean's List Award shall include, but not be limited to a student's:

- Demonstrated leadership and commitment to the *FIRST* Core Values

- Effectiveness at increasing awareness of *FIRST* in their school and community

- Demonstrates passion for a long-term commitment to *FIRST*

- Individual contributions to their team contribute to the overall success of the team

- Proven experience in areas of science, technology, engineering, and mathematics (STEM)

- The student is a role model and can motivate and lead fellow team members

Dean's List Award Evaluation Structure

The chart below is a visual aid to show how each category feeds into specific levels of competition, starting with the coach making the nominations. Dean's List Interviewers are responsible for interviewing semi-finalists (nominees). Interviews are done either in person at a traditional event, or remotely (this will be region dependent, please check with your local Program Delivery Partner). The Dean's List Reviewer will then review the nominations and the interviewer notes within a state/region to determine which students will move to the next level as Dean's List finalists. Depending upon the size of the region, there will be 2-4 Dean's List finalists within each state or region (please see the Dean's List Nomination Guide for region specific numbers). These finalists will be announced at the Regional Championship Tournament. A separate panel will review the Dean's List finalists and choose the 10 *FIRST* Tech Challenge Dean's List winners.
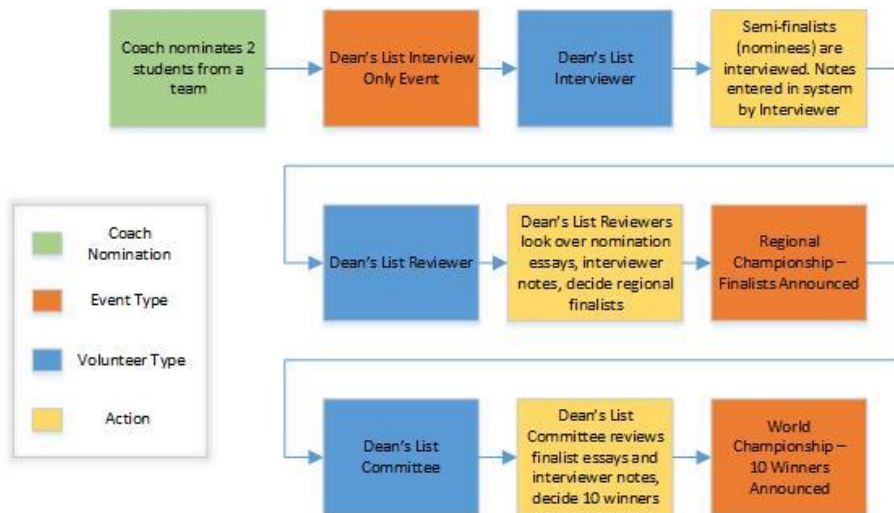
Before the Event

Access the Nominations

Dean's List Interviewers are required to apply for this volunteer role through the dashboard on firstinspires.org. All Interviewers are required to apply and complete YPP screening prior to accessing any student information.

Dean's List Award nominations are posted on a private, password-protected site where only the Interviewers and authorized *FIRST* staff can read the entries. The link to the system is below. Interviewers are then asked to review the Dean's List Award nomination before the event. Please see the [Dean's List Award System](#) section of this manual for further instructions and features of the system.

> Link to Dean's List Award System: https://my.firstinspires.org/Judging/

Essay Nomination

The essay nomination that is submitted by the coach of the student is broken down into five prompts. The prompts ask the coaches to provide specific examples of how the student meets the award criteria. Each of the prompts has an 800-character limit.

1. Explain how the student embodies the philosophies of *Gracious Professionalism*® and *Coopertition*® through the *FIRST* Core Values: Discovery, Innovation, Impact, Inclusion, Teamwork and Fun. Please provide examples.

2. How has the student increased the awareness of *FIRST*? Describe the student's interest and/or plans to continue to engage with *FIRST* beyond high school. Please provide examples.

3. How does the student's individual contribution to the team benefit the team as a whole? Please provide examples.

4. Describe the students' experience in areas of STEM. This could include but is not limited to skills in engineering, software, CAD, fabrication, etc. Please provide examples.

5. Explain the student's leadership to their fellow team members. How do they motivate others? What is their leadership style? Please provide examples.

Additionally, there is a 500-character limit prompt for sharing additional information about the student:

6. Please share anything else you'd like us to know about the student, including academic performance, specialized skills, technical expertise, or additional extracurricular activities.

Review the Nomination

Dean's List Interviewers must take the time to review each semi-finalist's nomination essay prior to arriving at the event. Every nomination is different and reading the nomination ahead of time helps prepare appropriate questions for each semi-finalist. Each nomination will include the following identifying information:

- Nominee name
- Nominee year of graduation
  - This award is intended for students who are two (2) to three (3) years away from entering college or university. Students that would be attending college or university in the next academic year are not eligible.
- Nomination essay of no more than 4,000 characters (spaces and punctuation are included in this limit)

- Additional information about the student including academic performance, specialized skills, or additional extracurricular activities.

- How many years the student has participated in *FIRST*

- **To be nominated and to receive an interview, students MUST have a signed *FIRST* Consent and Release form.** Students with a *FIRST* Dashboard account and a signed Consent and Release form in their profile can be selected in the drop-down list in the nomination portal. If the student does not have a signed form in their Dashboard account, or does not have a Dashboard account, Mentors may check off a new checkbox acknowledging that they have a signed paper copy of the *FIRST* Consent and Release form before submitting. Paper forms may be acquired by reaching out to your local leadership.

> When reviewing the essay nominations, it is important to understand that these should not be evaluated for spelling, punctuation, or grammar since the student does not write the essay. The interviewer should only be concerned with the content of the essay and getting to know the student prior to the interview.

*Important Note: The person nominating the student must be a non-relative mentor or coach. It can be common when reviewing the nomination that the main and/or alternate contact are related to the student, but the nomination was written by a non-relative coach or mentor. *FIRST* Tech Challenge has required that the nomination be submitted with the coach or mentor's name at the end of the nomination essay. Please be sure to check for the name, and if you have questions about whether or not the nomination is valid, please email FTCDeansList@firstinspires.org.

Interview Types

Every region will have a Dean's List Interview Only event. This is a single event that every team within that region will apply to. The coach nominating the student will select the Dean's List Interview event in the nomination page from the dashboard. The coach has an option to also select the event where the student will be competing. Some regions may opt to interview students in person, or remotely.

Remote Interviews

In most regions, the Dean's List Award interviews are done remotely and not as part of an event. If you are in a region that is doing remote interviews, you may need to contact the coach to set up a remote interview with the student. Make sure to check with the local Program Delivery Partner to determine who is responsible for contacting and setting up interviews.

The FTC Scoring System can be used to schedule interviews and to conduct remote interviews. There is a feature in the scoring system that allows interviewers to take notes during each interview. It is very important to note that notes entered in the scoring system are not official. The notes required after each interview must be entered into the Dean's List Award System.

Remote interviews may also be set up via Zoom, Teams, Google, or any other form of video chat software. There **MUST** always be 2 Interviewers that are interviewing the student. There also **MUST** be a parent or coach present for the interview. The coach or parent present does not participate in the interview.

All interviews must be done prior to the regional championship since the regional championship is where finalists are announced. There are multiple platforms that can be used to interview students remotely.

In Person Interviews

Some regions may choose to interview students at the event where they will be competing. Make sure to check with the PDP or Event Director to confirm if in person interviews will take place. Interviewers will need to be present the morning of the event when the interviews take place.

Preparing for the Interview

Aligning with Criteria

There are 6 criteria from the award description. Below, you can see those and some additional factors to look for when interviewing the students and questions to consider asking.

Award Criteria	Questions to Consider

Demonstrated Leadership and Commitment to the *FIRST* Core Values:
 	
 • *FIRST* Core Values:
 	
    o Discovery: We explore new skills & ideas
 	
    o Innovation: We use creativity and persistence to solve problems
 	
    o Impact: We apply what we learn to improve our world
 	
    o Inclusion: We respect each other and embrace our differences
 	
    o Teamwork: We are stronger when we work together
 	
    o Fun: We enjoy and celebrate what we do!
 	
 • Inspires others to become involved in *FIRST*
 	
 • Confident and respectful
 	
 • Exhibits behavior following *Coopertition®* and *Gracious Professionalism®*
	• Describe one example of how you are a leader.
	 • What leadership style do you find works best for you?
	 • What advice would you give to a student considering joining a *FIRST* team?
	 • Tell me about a problem your team experienced and how you helped solve it.

Award Criteria	Questions to Consider
Effectiveness at Increasing Awareness of *FIRST* in their School and Community • Participation in and leadership of demonstrations and presentations at local events • Participation in and leadership of community involvement • Participation in and leadership of fundraising activities	• Can you give me examples of your involvement with *FIRST* activities in your school/community? • How have you increased awareness of *FIRST* in your school? In your community?
Demonstrates Passion for Long Term Commitment to *FIRST* • Extent of involvement in *FIRST* programs • Exhibits interest to engage with *FIRST* beyond high school	• How long have you been involved with *FIRST*? • Describe your progression with *FIRST* and your team. • Describe how you plan to continue to be active in *FIRST* beyond high school. • What are your plans for post-high school?
Overall Individual Contribution to their Team • Extent of involvement on team • Can demonstrate impact with examples of accomplishments • Individual contribution on their team contributes to overall success of the team • Level of leadership in key team areas	• Describe your roles and responsibilities on the team. • What have you accomplished so far that you think will help set your team up for future success? • What would be different on your team if you had never joined? What contributions to your team make you the proudest?
Proven experience in areas of science, technology, engineering, and mathematics (STEM) • Proven experience in engineering concepts or computer and/or software concepts • Proven experience in areas of STEM, including but not limited to skills in engineering, software, CAD, fabrication, etc.	• Provide examples of your technical experience. • What is your specialty role on the team? (Mechanical, electrical, design, etc.). Describe your contribution.

Award Criteria	Questions to Consider
Ability to Motivate and Lead Fellow Team Members • Mentor/assist other students • Examples of leadership and how they are a role model • Ability to motivate & lead team members • Communication & presentation skills	• Describe a time you had to motivate fellow teammates. How did you do it? What were the results? • What do you do when you are working with a teammate who you feel is not as committed to FIRST / your team as you are? • How has your leadership style changes while you've been on your team?

Additional Considerations

Individual Contributions

Many essay nominations will outline team activities, but not necessarily discuss what the student's individual contributions are to the activity. Likewise, some nominations might not outline what the student's role is and how they contribute to their team, and if they are a leader. Since this award is about the student, and not the team, Interviewers should be prepared to ask the student questions that uncover how they contribute. For example:

Nomination Essay:	Example questions to ask:
"Dan is a leader on his team. He was instrumental in setting up fundraising events with his team, which secured the team a grant to pay for travel to their region's championship event."	• How do you lead your team? • What are the steps you took as an individual to set up fundraising events?

There are many other questions that can be asked but be sure to clarify the responsibilities and steps the student took as an individual contributor to the success of the event or activity.

***FIRST* Robotics Competition/*FIRST* Tech Challenge**

Both *FIRST* Robotics Competition and *FIRST* Tech Challenge students are eligible to be nominated for the Dean's List Award in their regions program. There is no rule that states a student cannot be nominated for both. Interviewers should focus on the students' accomplishments in the program they have been nominated for. As an Interviewer, preparing questions for these cases will help you to understand the differences in responsibilities from one program to the other. For example:

Nomination Essay:	Example questions to ask:
"Anna is the Co-Captain of her FRC team 1234 and started *FIRST* Tech Challenge team 9876 her sophomore year of high school. Anna leads her team by example as the main builder and is truly a role model to all her teammates. She led the team to win her regions championship with her creative robot designs, and her ability to problem solve quickly during the competition".	• What are your responsibilities on *FIRST* Tech Challenge team 9876? • How would your peers describe your leadership style on *FIRST* Tech Challenge team 9876?

Simply asking what the responsibilities are on the *FIRST* Tech Challenge team can make a difference in uncovering the scope of how the student's attributes benefit the *FIRST* Tech Challenge team or the *FIRST* Robotics Competition team. Since the nomination is for *FIRST* Tech Challenge, interviewers should be focused on the efforts the student has contributed to *FIRST* Tech Challenge.

General Interview Questions

- Describe your roles and responsibilities on your team.

- What is your specialty role on the team? Describe your contribution.

- Describe one example of how you were/are a leader.

- Describe how you plan to continue to be active in *FIRST* beyond high school.

- Describe a time you had to motivate fellow teammates. How did you do it? What were the results?

- Can you provide me examples of your *FIRST* activities in your school and/or community?

- What is your specialty role on the team? (Mechanical, electrical, design, etc.). Describe your contribution.

- What are your plans for post-high school?

- Is there anything not included in your essay, or that we haven't discussed, that you would like to share?

Event Day

Whether the semi-finalist will be interviewed at an event or remotely, every nominated student must be interviewed. There must always be two Interviewers present, no exceptions. Interviewers should have approximately 15 minutes allotted for each interview; 6-10 minutes for the interview itself and at least 5 minutes for the Interviewers to make notes.

As discussed in previous sections of this manual, preparation for the interview is very important. Interviews are only 6-10 minutes and being prepared will help the Interviewer ask specific questions to better understand the student, their individual contributions, and how they align with the criteria. Please note that in the interest of consistency across all regions and events, the maximum interview time for a Dean's List semi-finalist may not exceed 10 minutes. And remember that this is a conversational interview, there are no presentations, video links provided by the student for post-interview review, or informational handouts involved.

It is helpful to bring the criteria list to the interview as a reference.

End of the Day

Interviewer Summary Notes

Once interviews have concluded, the Dean's List Interviewer is responsible for writing a summary outlining what they have learned about the student. The notes from the Interviewer are a **vital** piece of information when students are reviewed to potentially move to the next level. The Dean's List Reviewers rely heavily on the notes from the Interviewer in making decisions, and having short, brief notes or no notes at all are a disservice to those students who are deserving of the award.

Interviewers should expect to take 10-15 minutes per student to write up the notes. Some examples of items to include in the summary are:

- The student's individual contributions to the team.
- Evidence of eligibility criteria not included in the nomination essay.
- Facts/interesting stories that were uncovered during the interview not documented in the nomination essay.

Notes from the Interviewers should be tailored to the Dean's List Award criteria, and how the student fits the award criteria.

Remember this should be a narrative and should paint a picture of who the student is and what their strengths or opportunities are. If an Interviewer feels very strongly about a student, they should clearly document it in the essay.

Although this is a vital part of the Interviewer's role, they should also remember that they are not making the ultimate decision. This is done by the Dean's List Reviewers, and therefore simply stating that a semi-finalist should not advance is not acceptable feedback. Interviewers can, however, articulate that they feel a student may not be ready to move to the next level.

Dean's List Evaluation Form & Interview Questions

Within the Dean's List Award System there are four categories with checkboxes to evaluate the student. There are an additional two boxes where interviewers will add their notes, with each box containing instructions on what information is needed. Below is a mockup of these checkboxes and questions asked within the system. Interviewers are encouraged to bring this to the interview to write down notes after the interview.

Student Evaluation Checkboxes				
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Disagree
Finalist truly represents *FIRST* Core Values:				
Finalist has proven experience in areas of science, technology, engineering, or mathematics (STEM):				
Finalist is a leader who you can envision leading future *FIRST* alumni:				
Essay accurately reflects the student interviewed:				
Essay Box #1				
Without verbatim repeating the information contained in the submission, please advise the Championship judges about any additional information you learned regarding the topics below: • How Finalist represents *FIRST* • Finalist's expertise you believe worth highlighting • Finalist's individual contribution to team and *FIRST* overall • Finalist's leadership capabilities	Interviewer Comments:			
Essay Box #2				

	Interviewer Comments:
Please provide any information you learned that is not included in the written submission that you believe is relevant for consideration.	

Dean's List Award System
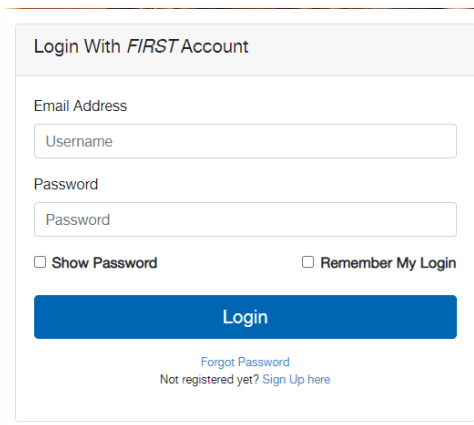
Link to judging portal: ***https://my.firstinspires.org/Judging/***

Review Nominations

1. Click "Login" at the upper righthand corner. This will redirect to the www.firstinspires.org login page.

2. Log in using your username and password for your www.firstinspires.org account.

3. Once logged in, click "FTC – Dean's List Award"

4. Click "Edit/View" to access the nominations for the event.

5. Click "Details" to access each individual nomination

FIRST Tech Challenge (FTC)
Dean's List Award System

2023 Dean's List Award - NH Test DLA Interview Only Event Remote   ◄ Back to Event Summary

Semi-Finalists to be Judged at this event

Semi-Finalist	Team Number	Team Name	🖶 Print All	ℹ Contact Info
John (Jack) Smith Concord, NH Modified:12-Oct-2023	8845	*Trinity High School*		ℹ Details

◄ Back to Event Summary

6. The student information, along with the essay from the coach will be shown on this screen. Make sure to read through the nomination essay prior to interviewing each student.

> **Preferred Name** – If the student has a preferred name, it will be listed in parenthesis next to their legal name. If a preferred name is present, please be sure to use the preferred name when addressing the student during their interview.

View Submission

2023 NH Test DLA Interview Only Event Remote - Team 8845 - John (Jack) Smith 12-Oct-2023

Team			🔒 Unlock
Team Number	8845	# Student on team	
City,State	Concord, NH		

Dean's List Award Nominee			
First Name	John (Jack)	Last Name	Smith
Year of graduation	2025	How long has the student been involved in *FIRST*?	5 years

Judging Venue	
Judge Nominee At	NH Test DLA Interview Only Event Remote

Submitter Contact Information			
Submitted By	**Coach Name**		
Phone	6036663906	Email	coach1@gmail.com

Explain how the student embodies the philosophies of *Gracious Professionalism*® and *Coopertition*® through the *FIRST* Core Values: Discovery, Innovation, Impact, Inclusion, Teamwork and Fun. Please provide examples.

Essay Test 1

How has the student increased the awareness of *FIRST*? Describe the student's interests and/or plans to continue to engage with *FIRST* beyond high school. Please provide examples.

Essay Test 2

How does the student's individual contribution to the team benefit the team as a whole? Please provide examples.

Essay Test 3

Describe the students' experience in areas of STEM. This could include but is not limited to skills in engineering, software, CAD, fabrication, etc. Please provide examples.

Essay Test 4

Explain the student's leadership to their fellow team members. How do they motivate others? What is their leadership style? Please provide examples.

Essay Test 5

Please share anything else you would like us to know about the student, including academic performance, specialized skills, or extracurricular activities.

Specialized skills, extracurricular activities, etc.

![FIRST Tech Challenge logo]

Entering Notes into the Dean's List Award System

The below screenshot shows the fields each interviewer will fill out after the interview. Once the notes have been entered, and the review buttons selected, click "add" to save.

Judge Review	
Who/When	**Review**
Add Review	
	Without verbatim repeating the information contained in the submission, please advise the Championship judges about any additional information you learned regarding the topics below: + How Finalist represents *FIRST* + Finalist's expertise you believe worth highlighting + Finalist's individual contribution to team and *FIRST* overall + Finalist's leadership capabilities characters left 0 / 10000
	Please provide any information you learned that is not included in the written submission that you believe is relevant for consideration. characters left 0 / 10000
○ Strongly Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Strongly Agree	Finalist truly represents the *FIRST* Core Values:
○ Strongly Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Strongly Agree	Finalist has proven experience in areas of science, technology, engineering or mathematics (STEM):
○ Strongly Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Strongly Agree	Finalist is a leader who you can envision leading future *FIRST* alumni:
○ Strongly Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Strongly Agree	Essay accurately reflects the student interviewed:
	+ Add

Dean's List Award: Helpful Terms

These terms are intended to assist mentors in writing the nomination essays and for students to use during the interview. The use of these terms is not a requirement for submitting a nomination.

- Dean's List Semi-finalists – Comprised of the two (2) students in their 10th or 11th school year* nominated by each team.
- Dean's List Finalists – The students selected at each *FIRST* Tech Challenge Regional Championship or *FIRST* Robotics Competition Regional and District Region.
- Dean's List Winners - Comprised of the ten (10) *FIRST* Robotics Competition and ten (10) *FIRST* Tech Challenge students selected from the applicable *FIRST* Dean's List Finalists.
- Leadership titles:
  - Captain - a top-level position of responsibility over the team.
    - Teams with a flat leadership structure may have captains that cover specific areas, while making larger decisions as a group with no defined leader
    - Teams with a structured leadership would have one or more captains with multiple Leads working under them to lead smaller team areas.
  - Lead - A leadership position over a specific area of responsibility and should include a "team area" below.
  - Either of the above can be preceded by "co-" to indicate they shared that responsibility with one or more individuals.
- Team Areas
  - Marketing - responsible for items like team branding, newsletters, website, etc.
  - Awards - responsible for working on award submissions or pit presenting preparation.
  - Finance - responsible for fundraising, grant writing, and sponsor relationships
  - Outreach - responsible for organizing and leading demonstrations and events not tied to competitions.
  - Drive Team/Scouting/Strategy - responsible for guiding the team's strategy, representing the team at competitions, and collecting data on the performance of other teams.
  - Mechanical - responsible for the mechanical design and build of the robot.
    - CAD can be included as a separate lead position or included alongside mechanical.
  - Electrical - responsible for the electrical design and build of the robot, including any sensors or custom circuits.
  - Programming - responsible for programming the robot.
  - Any team area that falls outside of the areas listed above should be detailed to provide the judges with appropriate context.
- Action-specific words:
  - Mentored – the student advises or trains, either in person or via phone/email/video conference, another team or team member, helping with technical or non-technical *FIRST* program specific issues.
  - Lead - the student leads an event if they are responsible for planning and execution. Can be preceded with "co-" to indicate a shared responsibility.
    - Planned - worked on the planning of the event but did not lead the execution.
    - Executed - responsible for the execution of the event - onsite leader throughout the event.

- o Conceived - Indicates the student introduced the initial concept.
- o Helped/Assisted - Indicates the student had significant impact or participation, without being a leader in that situation.

Useful Links and Information

On-Call Support Numbers

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On-Call Support

These numbers are for *volunteer support only*. Teams should not use these numbers to call about rulings or technical assistance.

Administrative, Judge, Referee and Non-Technical Issues: (603)206-2412

Scoring System (FTC Live) or other Technical Issues: (603)206-2450

Call or use the built-in chat feature on FTC Live

</div>

Pre-Event Support

Mon – Fri	8:30am – 5:00pm Eastern Time (UTC-4 or UTC-5)
Phone:	(603)666-3906
Email:	firsttechchallenge@firstinspires.org

Program Resources

FIRST Tech Challenge Website

Event Search

Game and Season Resources

FIRST Tech Challenge Blog

[Volunteer Resources](#)

[Team Email Blasts](#)

Feedback

We strive to create support materials that are the best they can be. If you have feedback about this manual, please email firsttechchallenge@firstinspires.org. Thank you!