



IOWA

FFA ASSOCIATION

NATIONAL CHAPTER AWARD

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National Chapter Award

I. Overview

The National Chapter Award Program is designed to recognize FFA chapters that actively implement the mission and strategies of the organization. These chapters improve their operations using the National Quality Chapter Standards (NQCS) and a Program of Activities (POA) that emphasize growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership.

II. Rules

- A. Eligibility of and participation in this event are governed by the National FFA National Chapter Award Program. The National Chapter Award Program Handbook is available through the National FFA Organization Webpage.
- B. FFA Chapters that are in good standing in accordance with Iowa FFA Association Board Policy by the designated application deadline are eligible to apply.
- C. The National Chapter Award application shall cover a 12-month period ending December 31st.
- D. Every chapter that meets the minimum quality chapter standards and completes Form I will qualify as a state superior chapter. To do this, chapters need to conduct one activity related to each quality standard in addition to meeting the minimum criteria outlined in the NQCS.
- E. To compete for a state Gold, Silver, or Bronze award, chapters must qualify for the superior chapter award and complete Form II. Chapters use Form II to report goals, plans of action and results/evaluation on three activities for each division.
- F. Participating chapters must submit their application to Iowa FFA by February 12th. The applications will be judged and winners will be recognized at the Iowa FFA Leadership Conference.
- G. Chapters rated Gold at the state level may compete for national awards. States may send Gold applications to the equivalent of ten percent of the number of chapters from the previous membership year in the state for national awards.
- H. Chapters rated gold at the state level that qualify for national awards may revise the applications following state judging and shall submit for national competition to the state office by June 1st.
- I. Point deductions for violations are identified as follows:
 1. Replication of activity within application (-25 points)
 2. Activity date out of range (-25 points)
 3. Multiple activities in one (-25 points)
 4. Collaborative activity replication (-25 points)
 5. Activity not related to quality standard (-25 points)
- J. The following winners will be identified/recognized:
 1. State Premier Chapter in Growing Leaders
 2. State Premier Chapter in Building Communities
 3. State Premier Chapter in Strengthening Agriculture
 4. Middle School Model of Excellence
 5. Overall Model of Excellence Winner

III. Event Format

- A. FFA Chapters that complete and submit Form I of the application that also meet the qualifications of the National Quality Chapter Standards (NQCS) will be recognized with the Superior National Chapter Award at District FFA Convention.
- B. FFA Chapters that complete and submit Form I and Form II of the application will have applications evaluated by judges. The results will be recognized at the Iowa FFA Leadership Conference.
 1. Judging committees and applications will be grouped by division.
 2. During this process, the applications are scored and feedback is provided to participating chapters.
 3. Each division committee will determine State Premier Chapter in their respective division.
- C. Following the judging of divisions, an initial overall ranking is produced based on the average of the rankings in the three divisions.
 1. Gold, silver and bronze ratings will be assigned to applications based on the initial overall ranking. The ratings will be determined by State Staff.
 2. A minimum of the top 10% or the top five applications based on the overall ranking will be reviewed by a second, separate committee to re-rank overall based on the entire application (all three

divisions combined). This committee will determine the Middle School Model of Excellence Winner and the Overall Model of Excellence Winner.

3. A minimum of five, up to a maximum of ten of the lowest ranked gold applications will be reviewed by a second, separate committee to re-rank overall based on the entire application (all three divisions combined). This committee will determine which gold rated applications are National Qualifiers.

IV. Event Resources

- A. National Chapter Award Handbook found at <https://www.ffa.org/participate/awards/national-chapter/>
- B. National Chapter Award Resources found at <https://www.ffa.org/participate/awards/national-chapter/>
- C. Applications tips and guidance in the application center, hosted by <https://theaet.com/>

V. Awards

| Awards Sponsored through the Iowa FFA Foundation | |
|--|---|
| Superior Award Recipients (Form I Only) | Certificate at District Convention |
| State Gold, Silver or Bronze Award Recipients (Forms I & II) | Certificate at Iowa FFA Leadership Conference |
| Gold Chapter | Multi-year Plaque/Insert |
| Silver Chapter | Multi-year Plaque/Insert |
| Bronze Chapter | Multi-year Plaque/Insert |
| State Premier Chapter Winner in each Division | Plaque and \$100 Cash Award |
| Middle School Model of Excellence Winner | Plaque and \$100 Cash Award |
| Overall Model of Excellence Winner | Plaque and \$100 Cash Award |
| National Qualifier | \$100 Cash Award |

All awards are subject to available sponsorship

VI. Event Materials

- A. Quality Standards
- B. Application Scoresheet
- C. Application Rubric

GROWING LEADERS:

| Quality Standards | Example Activities |
|--|--|
| <p>Leadership: Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.</p> | <p>Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, new member mentor program, state leadership camps, chapter officer leadership trainings (COLT), hosting international students, 212° and 360° conferences, Washington Leadership Conference, state and national conferences</p> |
| <p>Healthy Lifestyle: Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.</p> | <p>Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities</p> |
| <p>Scholarship: Activities that develop a positive attitude toward lifelong learning experiences.</p> | <p>Scholarship awards, tutoring, elementary reading programs, school and college tours, FFA scholarships, leadership conference scholarships, study skills seminars for members, chapter/school honor roll and recognition for students across school departments, academic mentoring</p> |
| <p>Personal Growth: Activities conducted that improve the identity and self-awareness of members. These activities should reflect members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members' life goals and development.</p> | <p>Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees</p> |
| <p>Career Success: Activities that promote student involvement and growth through agriculture-related experiences and/or entrepreneurship and promote career readiness.</p> | <p>News stories, career day, guest speakers, displays of exemplary programs, facility tours, mentor programs, international seminars, shadow experiences, agricultural skills and judging events, test plots for the school agriculture department, agriscience fairs, science fairs for elementary students, computer literacy activities, SAE tours, SAE fairs</p> |

BUILDING COMMUNITIES:

| Quality Standards | Example Activities |
|--|---|
| <p>Environmental: Activities conducted to preserve natural resources and develop more environmentally responsible individuals.</p> | <p>Urban and rural conservation programs, collaborative efforts to raise game for release/biological control, water and air quality programs, green practices, provide water testing, recycling programs, National FFA Living to Serve Grants</p> |
| <p>Human Resources: Activities conducted to improve the welfare and well-being of members and citizens of the community.</p> | <p>PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after-school program for younger children, set up a community garden, food/toy drives, National FFA Living to Serve Grants, Farm to School Initiative</p> |
| <p>Citizenship: Activities conducted to encourage members to become active, involved citizens of their school, community and country.</p> | <p>Volunteerism, community service, civic duties, internships with government agencies, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity concert, networking with governmental agencies</p> |
| <p>Stakeholder Engagement: Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.</p> | <p>Working with another entity to strengthen agriculture — for example, Corn Growers, Young Farmers, Farm Bureau, Farmers Union, Grange, chambers of commerce, service clubs, extension, fair boards, local advisory committee, parent-teacher organization participation, etc. (Cannot include alumni or boosters)</p> |
| <p>Economic Development: Activities conducted to improve the economic welfare of the community.</p> | <p>Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact</p> |

STRENGTHENING AGRICULTURE:

| Quality Standards | Example Activities |
|--|---|
| <p>Support Group: Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.</p> | <p>Any activities with FFA Alumni, agriculture boosters or other organized groups dedicated to supporting active FFA chapters</p> |
| <p>Chapter Recruitment: Activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.</p> | <p>Career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbeques, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor program for new members, a complimentary subscription to <i>FFA New Horizons</i> magazine</p> |
| <p>Safety: Activities that enhance safety in the community.</p> | <p>Firearm safety programs, ATV safety, equipment operation safety, mock crashes, general farm safety, texting and driving campaigns, safe animal handling demonstrations, pesticide application safety awareness activities, producer and consumer safety programs, personal safety programs</p> |
| <p>Agricultural Advocacy: Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action.</p> | <p>Agriculture issue presentations, National Agriculture Day activities, parent/student orientations, advocating for agricultural legislation, Teach Ag! campaigns, engaging policy makers to promote action on hunger, engage in policy supporting agricultural education as an ideal delivery method for STEM, student representation on influential agriculture boards, interacting with local media to promote agriculture and FFA, use of social media to support agricultural causes, encouraging animal welfare practices, advancements in biotechnology and technology in agriculture</p> |
| <p>Agricultural Literacy: Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.</p> | <p>Food for America, Agriculture in the Classroom, Food Checkout Day, activities centered around national food promotions (i.e., dairy month), agriculturally related educational events and/or displays, educating consumers about hunger, food cost and food safety, Our Food Link activities, Food, Land & People, partnering with local fair or festival boards to include food-related educational components in events, alternative fuel education, product awareness as it relates to agriculture (i.e., clothing, medicines, paper, etc.)</p> |

National Chapter Award Application Scoresheet

Chapter Name _____

State _____

Chapter ID _____

| | DIVISIONS | | | | | | | | |
|---|-----------------|---|---|----------------------|---|---|---------------------------|---|---|
| | Growing Leaders | | | Building Communities | | | Strengthening Agriculture | | |
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Activity Information, Goals and Plans of Action: | | | | | | | | | |
| Activity description (5 points) | | | | | | | | | |
| Goal one (3 points) | | | | | | | | | |
| Plan of action for goal one (3 points) | | | | | | | | | |
| Outcome evaluated and reported (1 point) | | | | | | | | | |
| Goal two (3 points) | | | | | | | | | |
| Plan of action for goal two (3 points) | | | | | | | | | |
| Outcome evaluated and reported (1 point) | | | | | | | | | |
| Goal three (3 points) | | | | | | | | | |
| Plan of action for goal three (3 points) | | | | | | | | | |
| Outcome evaluated and reported (1 point) | | | | | | | | | |
| <i>Subtotal (possible 26 points)</i> | | | | | | | | | |
| Results and Evaluation: | | | | | | | | | |
| Advancing leaders, communities or ag (6 points) | | | | | | | | | |
| Impact (6 points) | | | | | | | | | |
| Related to quality standard (4 points) | | | | | | | | | |
| Photo (3 points) | | | | | | | | | |
| Caption (3 points) | | | | | | | | | |
| Spelling and grammar (2 points) | | | | | | | | | |
| <i>Subtotal (possible 24 points)</i> | | | | | | | | | |
| Activity Total (possible 50 points) | | | | | | | | | |
| Replication of activity within application (-25 points) | | | | | | | | | |
| Activity date out of range (-25 points) | | | | | | | | | |
| Multiple activities in one (-25 points) | | | | | | | | | |
| Collaborative activity replication (-25 points) | | | | | | | | | |
| Duplication of quality standard (-25 points) | | | | | | | | | |
| No quality standard marked (-25 points) | | | | | | | | | |
| <i>Division Total (possible 150 points)</i> | | | | | | | | | |
| OVERALL TOTAL (possible 450 points) | | | | | | | | | |

National Chapter Award Application Rubric

National judges use the following scale for determining a chapter's star rating over all activities in Form II. Chapters will complete nine activities, three activities in each division.

| Star Level | Point Range |
|------------|-------------------|
| Three Star | 450 to 360 points |
| Two Star | 359 to 269 points |
| One Star | 268 to 0 points |

| | High Points 2 points | Middle Points 1 point | No Points 0 points | Points Possible | Points Earned |
|----------------------|---|--|---|-----------------|--|
| Activity Description | Description clearly explains the purpose and reason the chapter is implementing the activity. Description clearly answers the following questions: <ul style="list-style-type: none"> What is the purpose of this activity? Why is the activity taking place? | Description is vague in purpose and reason the chapter is implementing the activity. | No clear purpose and reason the chapter is implementing the activity is stated. | 5 | $\begin{array}{r} \text{_____} \\ \times 2.5 \\ \hline = \text{_____} \end{array}$ |

| | High Points 3 points | Middle Points 2 points | Low Points 1-0 points | Points Possible | Points Earned |
|------|--|--|---|-----------------|---------------|
| Goal | Goal is well written and utilizes all five components of a SMART (Specific, Measurable, Attainable, Realistic and Time) goal. The goal answers the following questions: <ul style="list-style-type: none"> Who will perform the duties to meet the goal? When will the goal will be completed? | Goal is vague and does not utilize the components of a SMART goal. | Goal is poorly written and does not utilize the components of a SMART goal. | 3 | |

| | High Points 3 points | Middle Points 2 points | Low Points 1–0 points | Points Possible | Points Earned |
|----------------|---|---|--|----------------------------|--------------------------|
| Plan of Action | <p>Plan of action clearly identifies the following:</p> <ul style="list-style-type: none"> • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal? | <p>Plan of action is vaguely written and only addresses parts of the following:</p> <ul style="list-style-type: none"> • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal? | <p>Plan of action does not identify the following:</p> <ul style="list-style-type: none"> • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal? | 3 | |

| | High Points 1 point | Middle Points 0.5 points | No Points 0 points | Points Possible | Points Earned |
|--|--|--|--|----------------------------|--------------------------|
| Outcome evaluated and reported (goal met or unmet) | <p>Response clearly states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, clearly states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained in detail and what would be done differently next time to meet the goal.</p> | <p>Response vaguely states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, it states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified.</p> | <p>Response does not or poorly states whether all aspects of the SMART goal were unmet, met or exceeded. It does not identify how much the goal was met by or does not include the circumstances as to why the goal was unmet.</p> | 1 | |

| | High Points 3 points | Middle Points 2 points | Low Points 1–0 points | Points Possible | Points Earned |
|---|--|--|---|----------------------------|--------------------------|
| Advancing leaders, communities or agriculture | Response clearly states the purpose of the activity and the benefit the activity had on the leaders, community or agriculture. | Response vaguely states the purpose of the activity and the benefit the activity had on the leaders, community or agriculture. | Response does not or poorly states the purpose of the activity and the benefit the activity had on the leaders, community or agriculture. | 6 | _____ x 2 = _____ |

| | High Points 3 points | Middle Points 2 points | Low Points 1–0 points | Points Possible | Points Earned |
|--------|--|--|---|----------------------------|--------------------------|
| Impact | Response clearly identifies and describes how the impact of the activity affected the intended audience. | Response vaguely identifies and describes how the impact of the activity affected the intended audience. | Response does not identify and/or poorly describes how the impact of the activity affected the intended audience. | 6 | _____ x 2 = _____ |

| | High Points 2 points | Middle Points 1 point | No Points 0 points | Points Possible | Points Earned |
|-----------------------------|---|--|--|----------------------------|--------------------------|
| Related to quality standard | Activity and benefits relate directly to the chosen quality standard. | Activity and benefits relate partially to the chosen quality standard. | Activity and benefits do not relate in any way to the chosen quality standard. | 4 | _____ x 2 = _____ |

| | High Points 3 points | Middle Points 2 points | Low Points 1–0 points | Points Possible | Points Earned |
|-------|---|--|--|----------------------------|--------------------------|
| Photo | A clear, high-quality photo illustrating the chapter’s activity in action is displayed. | A photo that partly illustrates the chapter’s activity is displayed. | A photo collage or a poor-quality photo that does not illustrate the activity well is displayed. | 3 | |

| | High Points 3 points | Middle Points 2 points | Low Points 1–0 points | Points Possible | Points Earned |
|---------------|--|--|--|----------------------------|--------------------------|
| Photo Caption | A caption that clearly describes the activity is used. | A caption that vaguely describes the activity is used. | A caption that does not describe the activity is used. | 3 | |

| | High Points 2 points | Middle Points 1 point | No Points 0 points | Points Possible | Points Earned |
|--------------------|---|--|---|----------------------------|--------------------------|
| Spelling & Grammar | No errors or slight errors in grammar or spelling are made that distract the reader from the content. | Major errors in spelling and grammar are made that distract the reader from the content. | Excessive errors in spelling and/or grammar are made that distract the reader from the content. | 2 | |