

# CHAPTER PLANNING AND RECOGNITION A STUDENT HANDBOOK



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*National FFA Organization*



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**CHAPTER PLANNING AND RECOGNITION  
A STUDENT HANDBOOK**

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## **FOREWORD**

### **To the student:**

- ▶ This handbook was written for you to help you plan and write a program of activities. It also will tell you how to apply for recognition in the National FFA Chapter Award program. The chapter vice president is responsible for guiding the chapter's program of activities, but all chapter members should participate.
- ▶ Past experience shows that the most successful chapters are those that thoughtfully develop and conduct a quality program of activities. With this handbook and your effort, your chapter can be successful as well.
- ▶ Everything you need is included in this handbook. It is divided into two sections. Chapters one through six cover developing and writing your program of activities. Chapters seven and eight take you step-by-step through filling out the National Chapter Award program application.



## **GOAL STATEMENT FOR CHAPTER ACTIVITIES**

### **As approved by the National FFA Board of Directors**

The goal of chapter activities should be to provide:

- ▶ A balance of experiences inside and outside the classroom, with sensitivity for students who have part-time jobs or work after school;
- ▶ Opportunities for developing self-confidence, responsibility, citizenship, cooperation and feelings of winning and self-esteem;
- ▶ Hands-on activities;
- ▶ General leadership skills;
- ▶ Accessibility for all student populations;
- ▶ Flexibility that will allow students of all abilities to achieve;



- ▶ Flexibility that will allow chapters from various environments and with various levels of resources to achieve;
- ▶ Multiple levels of participation and experiences;
- ▶ Appropriate recognition for all participants;
- ▶ Relevant, educational experiences;
- ▶ Exposure to opportunities in food, agriculture and natural resources; and
- ▶ Relevant educational experiences that expose students to opportunities in food, agriculture and natural resources.

## **PHILOSOPHY FOR FFA AWARDS AND CAREER DEVELOPMENT EVENTS**

### **As approved by the National FFA Board of Directors**

Students are important customers of agricultural education and the FFA who recognize quality and value in products and activities. When provided an opportunity to fashion their educational experiences, they generally make wise decisions based on needs. Students are influenced by perceptions, images and the opinions of others. They value change based on their perceived personal needs as well as the needs of others. They sometimes value change for the sake of variety. Adults are concerned about the experiences of students and want to help organize experiences that will meet the future needs of students while accomplishing the purposes of agricultural education and the FFA organization.

The National FFA Organization should assume the leadership role in developing and continuously improving relevant FFA career development events and awards. Although the national organization should be aware of the needs of state associations and should react to those needs, it should help initiate opportunities that reflect relevant and emerging technology. National FFA career development events and awards should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education.

National FFA career development events and awards should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. However, it is appropriate for the national organization to develop career development events and awards which stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. The authority for ensuring the relevance of an FFA activity is ultimately vested in the National FFA Board of Directors.

The national organization should promote individual, chapter and team career development events and awards. Chapter and team career development events and awards should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. The role of career development events and awards is to motivate students and encourage leadership, personal growth, citizenship and career development.

Students should be recognized for achievement in career development events and awards. Quality standards should be used as a basis for achievement. The national organization should ensure that the recognition is appropriate and meaningful. Recognition for achievement should be reflective of the total effort required by the chapter/team/individual and should take place at all levels of participation.

The National FFA Organization shall encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds. High expectations should be consistently communicated to those who participate or are involved in career development events and awards.



# Introduction

## WHAT MAKES A CHAPTER SUCCESSFUL?

Successful FFA chapters have one trait in common. They understand that success is the result of planning and then carrying out those plans. You can help your chapter be successful by taking an active part in setting goals and planning the steps needed to accomplish those goals.

**Planning + Carrying out the plan = Success**

## WHY HAVE A PROGRAM OF ACTIVITIES?

FFA chapters use their Program of Activities (POA) to plan and develop their goals for the year. A well-planned and well-executed program of activities can help students develop their leadership and planning skills. These skills are essential in all careers; developing and conducting the POA provides students opportunities to prepare for their futures.

A well-developed program of activities serves many purposes. First, it defines chapter goals and outlines steps needed to meet those goals. Second, it is a written guide that provides administrators, advisory committees, alumni and others with a calendar of events the chapter will follow in the year ahead. A well-planned POA will:

- ▶ ensure that chapter activities meet the needs of its members;
- ▶ provide direction from year to year;
- ▶ lead to a workable budget;
- ▶ provide experience in planning; and
- ▶ serve as a reference point throughout the year.

The **key** to a good POA is getting every member involved in planning and carrying out the activities. **Member involvement is essential!**

## HOW IS A PROGRAM OF ACTIVITIES ORGANIZED?

Each chapter builds its program of activities around three major areas, called “divisions.” Divisions focus on the types of activities a chapter conducts. They place importance on: the student as an individual, the chapter as a group of members and the community as a whole.



The divisions and their purposes are:

<u>DIVISION</u>	<u>PURPOSE</u>
<b>Student Development</b>	Promote personal and group activities that improve life skills.
<b>Chapter Development</b>	Encourage students to work together.
<b>Community Development</b>	Cooperate with other groups to make the community a better place to live and work.

Each division in the POA has five quality standards. Superior chapters conduct activities that relate to each of the quality standards. Tables 1–3 list the standards for each division and give examples of activities.

**TABLE 1: DIVISION I—STUDENT DEVELOPMENT**

QUALITY STANDARDS	EXAMPLE ACTIVITIES
I-1. <u>Leadership</u> activities that help the individual develop technical, human relations and decision-making skills to enhance personal success.	Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, volunteerism, hosting international students, Made For Excellence and Washington Leadership Conferences, and state and national conventions.
I-2. <u>Healthy lifestyle</u> activities that promote the well-being and self-esteem of the student, either mentally or physically.	Substance abuse prevention and education, personal safety, personal image projection and recreation/leisure activities.
I-3. <u>Supervised agricultural experience</u> activities that promote student involvement and growth through agriculture-related experience and/or entrepreneurship.	Agricultural proficiency awards, member degrees, tours, World Experience in Agriculture (WEA), guest speakers, record keeping and fair exhibits.
I-4. <u>Scholarship</u> activities that develop a positive attitude toward lifelong learning experiences.	Scholarship awards, tutoring, school and college tours, FFA scholarships, leadership conference scholarships, study-skill seminars for members and chapter/school honor roll.
I-5. <u>Agricultural career skills</u> activities that develop agricultural occupation and career skills through a progressive learning environment.	Career day, guest speakers, shadow experiences, agricultural skills and judging competition, agri-science fairs, computer literacy activities, mentor programs, international seminars and tours.

TABLE 2: DIVISION II—CHAPTER DEVELOPMENT

QUALITY STANDARDS	EXAMPLE ACTIVITIES
<p>II-1.</p> <p><u>Chapter recruitment</u> activities conducted to increase the 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 barbecues, National FFA Week exhibits, new member picnics, camping and fishing trips and complimentary subscriptions to <i>FFA New Horizons</i> magazine.</p>
<p>II-2.</p> <p><u>Financial</u> activities conducted to encourage thrift and good financial management among members through earnings, savings and investments.</p>	<p>Developing chapter budgets, applying for loans, livestock chains, top sales prizes, group purchasing programs, chapter fund raising and equipment investments.</p>
<p>II-3.</p> <p><u>Public relations</u> activities conducted to promote a positive image and inform students, parents, school officials and the community about chapter and member accomplishments.</p>	<p>Newspaper articles, chapter scrapbooks, local agricultural television programs, school marquees, member representatives at school board meetings, National FFA Week, National Agriculture Week celebrations, chapter newsletters, complimentary magazine subscriptions, chapter banquets, parliamentary procedure demonstrations for other classes and recognition dinners.</p>
<p>II-4.</p> <p><u>Leadership</u> activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members.</p>	<p>Officer training workshops, state and national leadership workshops, committee chairperson training, executive committee planning, presenting officer and committee chairperson service pins, chapter officer leadership retreats and workshops for new members on conducting meetings.</p>
<p>II-5.</p> <p><u>Support group</u> activities conducted to develop and maintain positive relations among the FFA, parents, community leaders and industry.</p>	<p>FFA Alumni, agriculture boosters, Young Farmers, Farm Bureau, Grange, chambers of commerce, service clubs, Extension, fair boards, parent/teacher organization participation, open houses, FFA/agricultural industry community tours and guest speakers.</p>

**TABLE 3: DIVISION III—COMMUNITY DEVELOPMENT**

QUALITY STANDARDS	EXAMPLE ACTIVITIES
<p>III-1. <u>Economic</u> activities conducted to improve the economic welfare of the community.</p>	<p>Creation of jobs, member entrepreneurship, enhanced tourism, international development, historical preservation and community relations.</p>
<p>III-2. <u>Environmental</u> activities conducted to preserve natural resources and develop more environmentally responsible individuals.</p>	<p>Urban and rural conservation programs, water and air quality programs, producer and consumer safety programs, hunter and firearm safety programs and recycling programs.</p>
<p>III-3. <u>Human resources</u> 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, food drives and personal safety programs.</p>
<p>III-4. <u>Citizenship</u> activities conducted to promote and encourage members to become active, involved citizens of their school, community and country.</p>	<p>Volunteerism, community service, civic duties, internships with government agencies, legislative breakfasts, work with local chamber of commerce and networking with governmental agencies.</p>
<p>III-5. <u>Agricultural awareness</u> activities conducted to help the public become better informed about the food system and related agricultural issues.</p>	<p>Food For America, Agriculture in the Classroom, agricultural literacy, agricultural safety, ATV safety, National Agriculture Day activities and student/parent orientations.</p>

# Organizing for Success



## **HOW CAN A CHAPTER ORGANIZE FOR SUCCESS?**

Successful FFA chapters organize their POA by using committees. The number of committees will vary by chapter. The chapter vice president coordinates the work of committees, and every member should serve on at least one committee.

## **WHAT ARE THE TYPES OF COMMITTEES?**

FFA chapters have three types of committees: standing, executive and special. Standing committees usually function all year long and conduct activities that take place every year. A public relations committee is an example of a standing committee; members of the public relations committee plan publicity for all activities during the year, news releases, radio spots, etc.

The executive committee usually consists of the chapter officers. In some chapters, chairpersons of standing committees also serve on the executive committee. The executive committee term lasts for one year and changes when new officers are elected.

Chapters use special committees for events that do not occur every year; in other words, they are to carry out something special. An Earth Day committee is an example of a special committee. A special committee lasts only until the specific event assigned is completed.

## **WHAT SHOULD BE THE SIZE OF OUR COMMITTEES?**

Each standing committee should have at least three and not more than eight members. Three members may be enough for some committees to operate smoothly. Other committees may require more than three members because of the assigned responsibilities. For example, the public relations committee might need more than three members to handle just the chapter banquet. Organization and size of committees will depend on:

- ▶ chapter size (the larger the chapter, the more members per committee);
- ▶ number of activities (more activities require more members for planning and carrying them out);
- ▶ number of advisors;
- ▶ attitude and involvement of members; and
- ▶ community support.

**HOW MANY STANDING COMMITTEES DO WE NEED?**

The number of committees your chapter has will depend on the size of your chapter. Since there are three divisions to the program of activities, small chapters may choose to have only three committees (see example 1). These three committees would be: the student development committee, the chapter development committee and the community development committee.

Larger chapters may choose to have more than three committees. Each division has five quality standards identified to help focus chapter activities. If your chapter has one committee for each quality standard, you will have 15 committees, five for each of the three divisions (see example 2).

Chapters may have as many committees as they wish, and they may name them anything they choose. Regardless of the number and names of the committees, it is important for chapters to address the standards for each division (see example 3). Chapters may organize committees around the three divisions, the standards or local needs.

**COMMITTEE EXAMPLES**  
 Here are three ways your chapter might organize committees.

**1. By Divisions**

<u>Division</u>	<u>Possible Committees</u>
Student	Student Development
Chapter	Chapter Development
Community	Community Development

**2. By the Standards for Each Division (one committee per standard)**

<u>Division</u>	<u>Standards</u>	<u>Possible Committees</u>
Student	I-1	Leadership
Student	I-2	Health and Recreation
Student	I-3	SAE
Student	I-4	Scholarship
Student	I-5	Agricultural Careers
Chapter	II-1	Recruitment
Chapter	II-2	Finance
Chapter	II-3	Public Relations
Chapter	II-4	Cooperation
Chapter	II-5	Alumni
Community	III-1	Economic Development
Community	III-2	Natural Resources
Community	III-3	Human Resources
Community	III-4	Citizenship
Community	III-5	Agricultural Awareness

**3. By Using Traditional Committees to Address the Standards**

<u>Standards Addressed</u>	<u>Possible Committees</u>
I-3, I-5	SAE
II-4, III-3, III-4	Cooperation
III-1, III-2, III-4	Community Service
I-1	Leadership
II-2	Earnings, Savings and Investments
II-1	Membership
I-4	Scholarship
I-2	Recreation
II-3, III-5	Public Relations
II-5	Alumni Relations
II-1, II-2, II-4, II-5	Conduct of Meetings
I-1, I-3, I-4, I-5, II-3, III-5	State, National and International

### HOW ARE STANDING COMMITTEE CHAIRPERSONS SELECTED?

Chapter officers coordinate the overall activities of a chapter. Normally officers do not, and probably should not, serve as committee chairpersons. Committee chairperson positions provide other students with opportunities to serve in leadership roles.

It is an honor to serve as a committee chairperson, and the chapter should recognize those members serving as chairpersons. Plaques and pins are available from the National FFA Organization for recognizing chairpersons for their service to the chapter. The officers appoint committee chairpersons based on members' skills and interest in the committee.

### HOW ARE MEMBERS ASSIGNED TO STANDING COMMITTEES?

After deciding on the chairpersons, it is time to place every member on a committee. Consider the following:

- ▶ members' interests;
- ▶ members' special abilities;
- ▶ suitable meeting times; and
- ▶ desired representation by class, age level, males and females, new members, etc.

Some chapters assign members to committees by classes. This helps everyone participate by reducing problems in scheduling meetings. Another way to assign members is to have them pick their top three committee choices. The chapter vice president and committee chairpersons make the final assignments considering members' choices.

### HOW CAN SUPPORT GROUPS HELP?

Other groups may add to the success of your chapter's program of activities. These groups include FFA Alumni, Young Farmers, other school clubs, local businesses and parent support groups.

### WHY LOOK AT LAST YEAR'S POA?

Committees should review last year's POA to note the types of activities conducted. This is a good way to gather ideas, improve the POA and prevent repeating activities that were not successful.



**WHEN SHOULD THE POA BE WORKED ON?**

Each chapter must determine when its activity year begins and ends. Some states set the months included in the FFA year. Common chapter years are July 1 to June 30 or September 1 to August 31. The chapter year tells committee chairpersons when their responsibilities begin and end. Chapters should consider state FFA deadlines when setting time lines for their activities. The months covered by the POA should be the same as the chapter's year.

**POA SCHEDULE EXAMPLE**

For many chapters, the following schedule might be appropriate:

<u>Date</u>	<u>Assignment</u>
April 1	Appoint committee chairpersons
April 10	Assign members to committees
May 1	Complete POA initial drafts
May 10	Obtain chapter approval
May 13	Secure administrative approval
May 20	Complete activity planning worksheets
June 1	Decide what will be included in the chapter handbook (see Chapter 3)
June 15	Complete final copy of chapter handbook
July 1	Print chapter plans
November 30	Submit POA and chapter budget to state office
All year	Carry out the plans
All year	Evaluate



## Initiating Action

# 3

### How Do We Write a Program of Activities?

Now that you have selected committee members and a chairperson, you are ready to go to work. To help you in writing your POA, use form POA-1. This form will make it easy to:

- ▶ write the rough draft by hand;
- ▶ present the plan to the chapter for approval or amendment; and
- ▶ prepare the POA for printing.

### How Do We Fill Out Form POA-1?

Your committee should get together and discuss activities that relate to the purpose of your committee. Once you have chosen an activity, use form POA-1 to plan the activity. Table 4 shows you what information to place in each area on form POA-1. Be sure to pay attention to the special notes when filling out the form. If you need further help, refer to the filled-in draft of form POA-1 on page 11.

TABLE 4: HOW TO FILL OUT FORM POA-1

CATEGORY NAME ON FORM POA-1	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Division	Place an "X" in the proper division.	Compare the purposes of each division with the purposes of your committee.
Name of committee	Write the name of your committee.	
Purpose of committee	Write a brief statement describing what the committee should accomplish. What are the boundaries for the committee?	This will prevent overlap of activities among committees.
Committee members	Write the names of those assigned to the committee.	



**3** *Initiating Action*

CATEGORY NAME ON FORM POA-1	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Activities	List the activities the committee selects to accomplish during the year. These should be broad headings (a way to subdivide the work of the committee).	Idea sources for activities: ▶ last year's POA ▶ other chapters' POAs ▶ National Chapter Award application
Goals	Write clear and concise goals that state exactly what the committee wants to accomplish.	Make your goals "SMART" S = specific M = measurable A = attainable R = realistic T = trackable
Completion date	Write the date the committee expects to complete the activity.	Some activities may have more than one date. Make sure completion dates do not conflict with other FFA or school activities.
Estimated income	Write the amount of income you expect from this activity.	
Estimated costs	Write the estimated cost to complete this activity.	When approved by the chapter, this tells the committee how much it can spend on the activity.
Chapter action taken	Place an "X" by the appropriate word.	This section cannot be completed until the chapter votes on the activity.

**POA-1 EXAMPLE**

This sample completed POA-1 may help you decide how to fill out your form.

**FFA CHAPTER PROGRAM OF ACTIVITIES: FORM POA-1**

DIVISION: (check one)     Student     Chapter     Community

Name of committee: Public Realties

Purpose of committee: To promote a positive image and inform students, parents, school officials and the community of chapter and member accomplishments

Committee members: Chuck Barstow, Betty Zetlow and Mary Carlson

ACTIVITIES	GOAL(S)
<u>FFA Week</u>	<u>1. Present 5 minute radio program</u>
Completion date: <u>Feb 25</u>	<u>2. Prepare feature article for news</u>
Estimated income: <u>- 0 -</u>	<u>3. Members wear official dress on</u>
Estimated costs: <u>\$30</u>	<u>designated day</u>
Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	

<u>Chapter Newsletter</u>	<u>1. Publish and distribute a monthly</u>
Completion date: <u>10th of each month</u>	<u>Newsletter</u>
Estimated income: <u>- 0 -</u>	
Estimated costs: <u>\$60</u>	
Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	

<u>FFA Calendar</u>	<u>1. Provide home calendars for members</u>
Completion date: <u>Dec. 22</u>	<u>2. Provide calendars to all local</u>
Estimated income: <u>\$350</u>	<u>businesses</u>
Estimated costs: <u>\$425</u>	
Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	

<u>Banquet</u>	<u>1. 90% of members attend with parents</u>
Completion date: <u>April 15</u>	<u>2. Present chapter awards to members</u>
Estimated income: <u>\$200</u>	<u>3. Invite key supporters of FFA</u>
Estimated costs: <u>\$500</u>	
Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	



### HOW DO WE GET THE CHAPTER'S APPROVAL FOR OUR COMMITTEE?

The committee chairperson presents a summary of the completed POA-1 to the membership. The chairperson informs the members of the planned activities and discusses the goals, completion dates and budget information.

Following the presentation, the chairperson should move for acceptance of the report. After a second to the motion, the chairperson and/or committee members may respond to questions or suggestions related to the report.

The chapter membership has three ways to act on the motion:

- ▶ they can approve the motion as presented;
- ▶ they can approve the motion with amendments; or
- ▶ they can reject the motion and return it to the committee for revision.

If your plan is rejected, “go back to the drawing board” to consider why it was not accepted. Discuss how to make changes that will be acceptable to the members. Rewrite form POA-1 and present it to the chapter again.

After the membership approves all the committee reports, the chapter vice president should present the activities to the school administration.

### WHAT SHOULD WE DO AFTER APPROVAL?

Now is the time to edit and prepare the final copy of your program of activities for printing. The chapter has three options to choose from to get this job done.

#### OPTION 1—USE THE STANDING COMMITTEES

This option has members of each standing committee complete the POA-1 forms for their division. Advantages of this method are (1) that the committees are most familiar with their plans, and (2) it spreads out the workload among more members.

#### OPTION 2—USE THE EXECUTIVE COMMITTEE

The vice president is in charge of committee work. Therefore it might be desirable for the vice president to finish the POA with the help of other executive committee members. This provides a good opportunity for the executive committee to become familiar with the plans. The executive committee could meet at a camp or retreat to complete the POA.

#### OPTION 3—APPOINT A SPECIAL COMMITTEE

The chapter president may name a special committee to finish the POA. This is a good way to get more members involved in the POA. It also offers an opportunity to take advantage of members' special skills. For example, members with computer skills could transfer the information directly from the POA-1 drafts to the POA-1 forms so they would be ready for printing. Members with editing skills could help improve POA document quality.

Before printing the POA, make sure the final copy:

- ▶ has correct grammar, spelling, punctuation and sentence structure;
- ▶ involves all chapter members; and
- ▶ is attractive and neat.

The difference between an “average” and an “excellent” POA is little more than putting it all together in an orderly manner.

## WHAT SHOULD WE INCLUDE IN OUR POA?

A program of activities includes the typed POA-1 forms for each committee and a calendar of events. Complete the calendar of events before printing to avoid conflicts with other school events. It includes the dates of all major events planned for the year. Have the school administration approve the calendar and display it for others in the school to see.

The calendar does not need to include committee meetings or routine items. Activities included are:

- ▶ those involving a large number of members;
- ▶ events interesting to the public; and
- ▶ activities requiring outside approval.

### CALENDAR EXAMPLE

The following example may help your chapter develop its calendar.

#### Things to Include

February

- 7 Chapter meeting
- 11 District meats contest
- 12 Mini-chapter meetings
- 22–28 National FFA Week
- 23 Pizza party

#### Things Not to Include

February

- 6 Executive meeting
- 10 Meats team practice
- 18 Executive meeting
- 20 Public relations committee meeting

## WHAT'S THE DIFFERENCE BETWEEN A POA AND

### A CHAPTER HANDBOOK?

Many members think that a POA and a chapter handbook are the same. A POA includes the typed POA-1 forms and a calendar of events. A chapter handbook includes the POA as well as a number of other items. The contents of the chapter handbook will vary among chapters.

Some of the more common chapter handbook items include:

- ▶ table of contents
- ▶ message from chapter president
- ▶ list of officers and members
- ▶ chapter budget
- ▶ chapter program of activities (final copy of form POA-1)
- ▶ award program point system
- ▶ chapter constitution and bylaws
- ▶ chapter history including—
  - State and American FFA Degree recipients
  - state and national officers
  - honorary members
  - outstanding award winners



The executive committee decides what to include in the chapter handbook. Usually chapters include those items they feel every member should have. They, or a special committee, collect and arrange the materials for printing. **The chapter should give a copy of either the POA or chapter handbook to every member.**



## *Accomplishing Our Goals*

# 4

### **How Do We Put Our POA Into Action?**

Once the plan of action is developed and approved by members, the next step is for committee members to plan each activity using form POA-2. What steps are necessary to achieve the goals approved by the members? The committee should complete a POA-2 form for each activity approved.

Large committees may assign activities to smaller groups of members or subcommittees. If the committee is small, all members can develop the POA-2 for each activity.

### **How Do We Fill Out Form POA-2?**

This form is similar to the POA-1 you used for writing your rough drafts. Use POA-1 to fill out some parts of POA-2. Table 5 shows you what information to place in each area of POA-2. Be sure to pay attention to the special notes when filling out this form. Look at the filled-in example of Form POA-2 on page 17.

**TABLE 5. HOW TO FILL OUT FORM POA-2**

<b>CATEGORY NAME ON FORM POA-2</b>	<b>HOW TO FILL OUT THIS SECTION</b>	<b>SPECIAL NOTES</b>
Committee	Write the name of the committee.	
Activity	Copy each activity from POA-1 onto a separate POA-2 form.	Limit name of activity to one or two words.
Members responsible	Identify members responsible for each activity.	Put someone in charge of each activity.
Goals	Copy from POA-1.	

CATEGORY NAME ON FORM POA-2	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Steps	Ask yourself, “what is necessary to meet this goal?” Identify and write the needed steps.	Steps should be: <ul style="list-style-type: none"> <li>▶ related directly to the goal;</li> <li>▶ listed in order;</li> <li>▶ clear; and</li> <li>▶ detailed enough to achieve the goal.</li> </ul>
Target date	Write the date for completing each step.	Target dates will help the committee stay on track.
Estimated costs	Write the dollar amount the committee may spend.	The total cost of all steps cannot be above the amount approved by the chapter on form POA-1.
Results/notes	Write down what actually happened in accomplishing this goal.	A detailed report will help future committees know what happened. This section may help in completing the National Chapter Award program application.

This sample completed POA-2 may help you decide how to fill out your form.

**FFA CHAPTER ACTIVITY PLANNING SHEET: FORM POA-2**

Committee: Public Relations Activity: FFA Week

Members Responsible: Betty Zetlow and Mary Carlson

Goals	Steps	Target Date	Est. Costs	Results &/or Notes
1. Present five-minute radio program	<ol style="list-style-type: none"> <li>Discuss steps with manager of KRN</li> <li>Select three members for program</li> <li>Develop script using national FFA materials</li> <li>Review plans with KRN manager and set taping date Date set: _____</li> <li>Revise script</li> <li>Rehearse program</li> <li>Tape program</li> </ol>	<p>Oct. 15</p> <p>Jan. 15</p> <p>Jan. 25</p> <p>Feb. 2</p> <p>Feb. 8</p> <p>Feb. 15</p> <p>Feb. 20</p>	<p>—</p> <p>—</p> <p>\$5</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>	
2. Prepare feature article for news	<ol style="list-style-type: none"> <li>Discuss plans with editor</li> <li>Sell ads to local businesses</li> <li>Write articles using National FFA Week materials</li> <li>Take pictures and prepare captions</li> <li>Submit materials to editor</li> </ol>	<p>Nov. 1</p> <p>Jan. 10</p> <p>Jan. 25</p> <p>Feb. 1</p> <p>Feb. 15</p>	<p>—</p> <p>—</p> <p>—</p> <p>\$25</p> <p>—</p>	
3. Members wear official dress on designated day	<ol style="list-style-type: none"> <li>Select day Day selected: _____</li> <li>Place announcement on bulletin board</li> <li>Have a member in each class give a reminder the day before</li> </ol>	<p>Feb. 1</p> <p>Feb. 15</p> <p>Feb. 20</p>	<p>—</p> <p>—</p> <p>—</p>	



### HOW CAN A TIME LINE KEEP OUR COMMITTEES UP TO DATE?

A time line is a complete list of target dates for all committees. It will ensure each step is accomplished on time. It also may help prevent conflicts between committees.

Arrange the time line either by committees or months. In either case, start by listing the events with target dates in the first month of the chapter's year. For example, start the list with events occurring in September if the chapter's program begins in September. See the examples of both methods on this page.

#### EXAMPLE 1: TIME LINE ORGANIZED BY COMMITTEES

*Committee: Public Relations*

Month	Day	Event
Sept.	15	Set date for faculty breakfast
	15	Schedule room for faculty breakfast
Oct.	15	Discuss plans for FFA Week with radio station manager
Nov.	1	Discuss newspaper supplement for FFA Week with editor
Jan.	10	Sell ads for news supplement
	15	Post job sign-up for faculty breakfast

#### EXAMPLE 2: TIME LINE ORGANIZED BY MONTHS

*Month: September*

Date	Committee	Event
1	Leadership	Give proficiency application to all members
15	PR	Set date for faculty breakfast
15	PR	Schedule foods lab for faculty breakfast
18	Leadership	Hold chapter meeting
18	Recreation	Conduct interest survey of members
20	Finance	Collect dues by classes

### HOW DO WE PUT OUR POA TO WORK?

The planning is over, and it's time to work the plan! Successful chapters:

- ▶ give every member a copy of the POA;
- ▶ give a copy of the POA to support groups and the alumni chapter;
- ▶ give each committee a copy of the National Chapter Award application (area, state and national recognition may be earned);
- ▶ hold regularly scheduled committee meetings;
- ▶ report committees' actions to the executive committee and chapter members; and
- ▶ evaluate their activities.



## *Evaluating Our Game Plan*

### **WHY SHOULD WE EVALUATE OUR POA?**

A plan is useless if not used. Many chapters do not know what evaluation is or how it can help them. A plan is simply a tool used to help chapters meet members' needs and interests. Evaluation involves looking at what happened and deciding if the chapter was successful in completing its goals.

Evaluation is an ongoing process. A well-planned and well-conducted POA can satisfy the needs of the members, chapter and community. You can save both time and effort if evaluation of the POA occurs on a regular basis.

**Evaluation = Improvement**

### **HOW DO WE EVALUATE OUR POA?**

Evaluation is simple and does not take much time. First, committee members should fill out the results (notes) section of form POA-2 as each step of an activity takes place.

To make the process easier, you can use forms POA-3 and POA-4 to help evaluate the results. You might keep the following questions in mind when evaluating activities:

- ▶ Should the activity continue in the future?
- ▶ Did all members take part in the activity?
- ▶ Were all the goals achieved?
- ▶ Were the estimated costs correct?
- ▶ Was the activity based on a quality standard?
- ▶ What changes would improve this activity?

### **HOW DO WE FILL OUT FORM POA-3?**

The committee may use the POA-3 form to summarize its actions. This will help the committee prepare its report to the officers and chapter. It will also serve as a good reference for next year's committee. Table 6 tells you what information to place in each area of form POA-3. Look at the example of a completed POA-3 on page 21.

**TABLE 6. HOW TO FILL OUT FORM POA-3**

<b>CATEGORY NAME ON FORM POA-3</b>	<b>HOW TO FILL OUT THIS SECTION</b>	<b>SPECIAL NOTES</b>
Date of meeting	Write date of meeting.	
Name of committee	Write committee name.	
Members present	List members attending the meeting.	Committees might want to list all members on the form and place a check by their names if they attend the meeting.
Members absent	List members of committee not attending meeting.	
Action taken	Record all decisions made by committee during the meeting.	Write down all motions and voting results.
Members responsible	Record the names of committee members with specific assignments given to each.	
Comments	Record key points discussed by members.	
Submitted by	Have committee chairperson sign and date the report.	Committee chairpersons can use the form to present oral reports and to give copies to the chapter secretary.



### How Do We Fill Out Form POA-4?

After completing the activity, members of the committee should evaluate their accomplishments and make recommendations for the future. The committee may use form POA-4 for this purpose. The committee chairperson may use the form as a report to the chapter. Table 7 tells you what information to place in each area of POA-4. Look at the example of a completed form POA-4 on page 23.

TABLE 7. HOW TO FILL OUT FORM POA-4

CATEGORY NAME ON FORM POA-4	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Name of committee	Write committee's name.	
Activity	Write the name of the activity you are evaluating.	Start a Final Report for all activities and update as group completes each activity.
Budgeted money	List the amount budgeted for the activity.	Round amounts to the nearest dollar.
Actual costs	List dollars spent.	
Actual receipts	List dollars received.	
Date activity completed	Record the month, day and year.	
Accomplishments	Summarize the results of the activity.  List what actually happened.	Include dates, number of members and others participating, etc.  Summarize the results for each step identified in the POA.
Recommendations	List what should be done next time if conducting the activity.	List 1, 2, 3, etc. using one or two sentences per point.



**POA-4 EXAMPLE**

This sample completed POA-4 may help you decide how to fill out your form.

<b>FFA CHAPTER FINAL REPORT: FORM POA-4</b>			
Name of Committee:	<u>Public Relations</u>		
Activity:	<u>FFA Week</u>		
Budgeted \$:	<u>30</u>	Actual costs \$	<u>35</u> Actual receipts \$ <u>0</u>
Date activity completed:	<u>February 25</u>		

**Accomplishments: (include dates)**

1. Chapter had a five-minute program on KRNK radio on Monday of National FFA Week (Feb. 21).
2. A six-page supplement to The Daily Tribune was published featuring chapter activities and members (Feb. 15).
3. Sixty percent of FFA members wore their jackets on February 21.
4. Three FFA members presented information about agriculture to Mr. Brown's fourth grade class (Feb. 22).

**Recommendations:**

1. Start working on the script as soon as the materials furnished by the national FFA are received.
2. Supplement to paper will cost the chapter at least \$30 for pictures—\$50 is probably more realistic.
3. Pictures need to be taken for the supplement throughout the year.
4. Set class goals for wearing FFA jackets.

Submitted by: Chuck Barstow March 1, 1996  
 (committee chair) (date)



## *Understanding the Award Program*



### **WHAT IS THE NATIONAL CHAPTER AWARD PROGRAM?**

The purpose of the National Chapter Award program is to encourage chapters to develop and use a POA. The key to a chapter's success is to plan its activities and then carry out that plan. The FFA rewards chapters for their accomplishments through the chapter award program. Chapters can apply for awards using the same committees and standards they use in their program of activities.

This part of the handbook describes the awards available and provides help in filling out the application forms. Each committee should have a copy of the application at the beginning of the year. Committee members should fill out the forms as they complete each activity. At the end of the year, the chapter can select which activities to use in the application.

### **WHY SHOULD OUR CHAPTER APPLY?**

- ▶ To let the public know the chapter's accomplishments.
- ▶ To receive recognition for chapter members' efforts.
- ▶ To develop pride in your chapter.

### **WHAT AWARDS ARE AVAILABLE THROUGH THIS PROGRAM?**

The award application consists of two parts, Form I and Form II. Every chapter that meets the minimum quality 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.

Chapters receive a Superior Chapter certificate each year they achieve this level.

To compete for state Gold, Silver or Bronze awards, chapters must qualify for a Superior Chapter Award and complete Form II. Chapters use Form II to report goals/objectives, plans of action and results/evaluation on three activities for each division. State judges rank the chapters as Gold, Silver or Bronze. Chapters receive a multi-year plaque and yearly plaque inserts specifying the level achieved each year.



**AWARDS AVAILABLE ON THE STATE LEVEL**

<u>Award</u>	<u>Recognition</u>
Superior Chapter	Certificate
Gold	Multi-year plaque/insert
Silver	Multi-year plaque/insert
Bronze	Multi-year plaque/insert

Chapters rated Gold on the state level can compete for national awards. The number of applications each state may submit depends on the total number of chapters in the state. States may send Gold applications equal to ten percent of the total number of chapters in the state. For example, a state with 150 chapters could submit 15 Gold applications.

On the national level, judges rate the chapters as Three-Star Gold, Two-Star Gold or One-Star Gold. Each chapter receives a multi-year plaque with an engraved plate. The national level also recognizes the top chapters in each of the three divisions: student, chapter and community development. The top ten chapters in each division receive a “Model of Innovation” award plaque. A national winner is picked in each of the three divisions.

**AWARDS AVAILABLE ON THE NATIONAL LEVEL**

<u>Award</u>	<u>Recognition</u>
One-Star Gold Chapter	Multi-year plaque/spur
Two-Star Gold Chapter	Multi-year plaque/spur
Three-Star Gold Chapter	Multi-year plaque/spur
Top Middle School Chapter	Middle School Plaque
Top 10 Student Development Chapters	Model of Innovation plaque
Top 10 Chapter Development Chapters	Model of Innovation plaque
Top 10 Community Development Chapters	Model of Innovation plaque
Top chapter in each division	National winner plaque

**IS OUR CHAPTER ELIGIBLE?**

All chartered chapters may apply for the chapter program awards if they are in “good standing.” To apply for these awards, the chapter needs to fill out the proper forms and turn them in to the state FFA association by the due date. A computer version of the form is available from the FFA Ventures Marketing Group to increase the ease of applying.

A chapter must also conduct at least one activity related to each of the quality standards. The standards help members select those areas needed to have a successful chapter. States may have other requirements, so check with your advisor or state FFA officials.

- THREE C’S OF DETERMINING ELIGIBILITY**
- ▶ chapter in “good standing”
  - ▶ completed application
  - ▶ carried out activity related to each standard

**WHEN DO WE APPLY?**

Application deadlines vary from state to state. Chapters send their applications to the state FFA association for judging. To determine the deadline in your state, ask your advisor.

**HOW ARE THE APPLICATIONS SCORED?**

Judges do not score Form I of the application. The purpose of Form I is to verify that the chapters have conducted an activity related to each of the quality standards.

Scoring of Form II occurs at the state and national levels. The purpose of Form II is to describe three major activities the chapter conducted in each of the three divisions.

The following rubric has been developed for use in scoring the national chapter applications. Activities are worth 50 points each. A perfect score on Form II would be 450 points.

**GOALS AND OBJECTIVES**

**Excellent** – (9-10 points) At least 3 measurable, realistic goals that are specific in nature, related to a quality standard (not repeated), tied to high quality instruction, above and beyond the expected chapter performance, and challenging.

**Good** – (6-8 points) At least 3 measurable, realistic goals that are specific in nature and related to a quality standard (not repeated).

**Average** – (4-5 points) At least 3 measurable, realistic goals. Grammar and spelling checked.

**Fair** – (2-3 points) At least 3 goals

**Poor** – (0-1 point) 1 goal

**PLAN OF ACTION**

**Excellent** – (13-15 points) There is a plan for meeting each goal; each goal has a plan of action. Key Groups and individuals are identified who plan to participate. The specific time line is clear. Clear procedures or steps are identified. Learning opportunities are clear and unique, innovative ideas and approaches to the activity.

**Good** – (10-12 points) There is a plan for meeting each goal – each goal has a plan of action. Key group and individuals are identified who plan to participate. The specific time line is clear. Clear procedures or steps are identified.

**Average** – (7-9 points) There is a plan for meeting each goal – each goal has a plan of action. Key group and individuals are identified who plan to participate. Grammar and spelling checked.

**Fair** – (4-6 points) Plans are missing for one or more goals

**Poor** – (0-3 points) Plans are missing for all goals.

## **RESULTS/EVALUATION**

**Excellent** – (22-25 points) The goals were achieved and measurable. There were definite benefits to the students, chapter and community. Results are to the point, a definite impact of the activity was realized. All FFA members involved learned something. There was significant involvement of community groups, organizations and/or individuals in a symbiotic and team environment. A quality photo substantiating the activity by showing an event of the activity with a caption describing the event in the photo with 50 words or less was included.

**Good** – (14-21 points) The goals were achieved and measurable. There were definite benefits to the students, chapter or community. The number of FFA members that participated was appropriate and adequate for the activity and other non-FFA members, groups and organizations participated. A photo showing an event of the activity with a caption describing the event of 50 words or less was included.

**Average** – (11-13 points) The goals were achieved and there were definite benefits to the students, chapter or community. Photo with a caption of 50 words or less was included. Grammar and spelling checked.

**Fair** – (6-10 points) The goals were partially achieved and little benefit was provided for the students, chapter and community. Photo does not show an event and caption hard to follow.

**Poor** – (0-5 points) Goals were not achieved and no measurable benefit to the students, chapter or community was realized. No photo provided that relates to the activity. Caption did not explain the picture.

**NATIONAL CHAPTER AWARD PROGRAM SCORESHEET**

Chapter Name \_\_\_\_\_ State \_\_\_\_\_

Activities	Divisions								
	Student			Chapter			Community		
	1	2	3	1	2	3	1	2	3
<b>Goals/Objectives (points)</b>									
At least 3 objectives (3)									
Measurable (1)									
Realistic (1)									
Specific (1)									
Related to quality standard (1)									
Tied to high quality Agriculture Ed (1)									
Above and beyond expectation (1)									
Challenging (1)									
Subtotal (possible 10 points)									
<b>Plan of Action</b>									
Plan of action for each objective (5)									
Identify key group/individual (2)									
Clear time line (2)									
Clear procedures/steps (2)									
Educational (2)									
Unique, beneficial, innovative (2)									
Subtotal (possible 15 points)									
<b>Results/Evaluation</b>									
Goals were achieved (5)									
Benefits to member, chapter, comm. (5)									
Impact (4)									
Specific involvement (4)									
Educational (4)									
Photo/caption (3)									
Subtotal (possible 25)									
<b>Activity total</b>									
<b>Division total</b>									
<b>Overall total</b>									

Refer to back of form for details and additional instructions.

### WHAT ARE JUDGES LOOKING FOR WHEN SCORING?

When the judges evaluate each section, they are looking for certain things. Ask yourself the following questions as you complete each section.

<u>Section</u>	<u>Questions</u>
Goals/objectives	<ul style="list-style-type: none"> <li>▶ Are the goals specific?</li> <li>▶ Are the goals measurable?</li> <li>▶ Are the goals realistic?</li> <li>▶ Was the scope of the activity correct?</li> </ul>
Plan of action	<ul style="list-style-type: none"> <li>▶ Did the plan meet the goals?</li> <li>▶ Did we use any new ideas in planning?</li> <li>▶ Did we complete all the steps?</li> <li>▶ Was the plan educational?</li> </ul>
Results/evaluation	<ul style="list-style-type: none"> <li>▶ Were the goals achieved?</li> <li>▶ What are the benefits to students, chapter and community?</li> <li>▶ Did everybody involved learn something?</li> <li>▶ How many FFA members participated?</li> <li>▶ Did anyone else participate?</li> <li>▶ What was the activity's impact on the members, chapter, school and/or community?</li> <li>▶ Photos related to activity with appropriate captions.</li> </ul>



## *Applying for Awards*

# 7

### **WHAT GENERAL GUIDELINES SHOULD BE FOLLOWED**

#### **WHEN COMPLETING FORMS I AND II?**

- ▶ READ all the instructions before beginning.
- ▶ Use the latest revised forms. Computerized or typed forms are acceptable. Applications that are typed are neater and easier to read. It is recommended that you choose a style and size of type that makes your application a pleasure to read. Type sizes of less than 10 points can become difficult to read.
- ▶ Use the forms completed by committees (POA-1, POA-2, POA-3 and POA-4) as references in completing the application.
- ▶ Record each activity only once. Each activity must be different to meet the requirements.
- ▶ Proofread the final copy of the application before mailing. Double check for spelling, grammatical and typographical errors!
- ▶ Prepare two copies of the application. Send one to the state FFA office and place the other in your chapter file as a permanent record.

#### **HOW DO WE FILL OUT FORM I?**

Chapters can save time by having members fill out the separate parts of the application that relate to their committees. If unsure which activities relate to a standard, refer to the examples provided on pages A and B of the application.

Although some chapters conduct several activities related to a single standard, members need to select a single activity to list under each standard. Sometimes chapters will conduct activities that relate to more than one standard. In such cases, members need to decide the most appropriate standard for the activity.

When you are ready to apply, gather the information from the committees and complete the application. You might want to use an executive meeting to review each standard. Committee chairpersons may share activities appropriate for each standard, and the vice president may fill in the application. Before you know it, the chapter will have completed Form I and will be well on its way to becoming a State Superior Chapter! Use Table 8 to help fill out the information page of the application and Table 9 to help fill out Form I.

TABLE 8: HOW TO FILL OUT THE INFORMATION PAGE

CATEGORY NAME ON FORM I	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Year	Write in the current year.	Example: 2000.
Chapter	Write in your chapter's name.	
Chapter number	Write in your assigned chapter number.	Ask your advisor for this number. It can be found on your chapter roster.
School	Write in the name of your school.	
State	Write in the name of your state.	
Total unduplicated enrollment in agricultural education	Write in the number.	Ask your advisor for this number. It is important that it is correct!
Total FFA membership	Write in the number.	This number should include members both in and out of school. Confirm the number with both the secretary and the advisor.
Number of in-school FFA members	Write in the number.	This number should not include members who are out of school.
This report is for the year beginning	Write in the month, day and year.	Example: 7/1/2000 This date should be the date your POA begins. It may be a prescribed date in your state. Check with your advisor.
The year ending	Write in the month, day and year.	Example: 6/30/2001 The difference between beginning and ending dates should equal one year.
Certification	Have the chapter president, advisor and secretary, along with the school principal or superintendent, sign the application.	These signatures verify that the activities listed took place. This gives the chapter a chance to inform school officials of its activities.

**TABLE 9: HOW TO FILL OUT FORM I**

CATEGORY NAME ON FORM POA-3	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Division I—Student development	Write in the name of an activity in the space provided.	You must fill in all five activities. Each activity must relate to the quality standard described. For examples of student development activities, see page A of the application.
Division II—Chapter development	Write in the name of an activity in the space provided.	You must fill in all five activities. The activity must relate to the quality standard described. For examples of chapter development activities, see pages A and B of the application.
Division III—Community development	Write in the name of an activity in the space provided.	You must fill in all five activities. The activity must relate to the quality standard described. For examples of community development activities, see page B of the application.





### HOW DO WE FILL OUT FORM II?

Form II requires the chapter to select, list and describe the three major activities conducted for each division. The chapter may use an activity only once in Form II. Activities described in Form II may be the same as or different from those listed on Form I. The important thing is that each activity chosen must be distinct and relate to the standards for that division!

After selecting the activities, the chapter must describe the goals/objectives, plan of action and results/evaluation for each. If the members do a good job of planning, conducting and reporting the activities, filling out Form II is easy! You can transfer the goals and steps for the activity from POA-2 to Form II. The steps represent the major part of the plan of action. The final report, POA-4, for each activity is helpful in listing the results.

Table 10 takes you line by line in filling out Form II. For further help, see the examples of Form II on pages 34–39.

**TABLE 10: HOW TO FILL OUT FORM II**

CATEGORY NAME ON FORM II	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Name of activity	Write the name of the activity in the blank.	Usually one to three words are okay.
Standard checklist	Check the appropriate standard	Check only one
Goals/objectives	Write the goals for the activity.	Transfer the goals for the activity from form POA-2.  List 1, 2, 3, etc. You do not need to write the goals in paragraph form.
Plan of action	Write the steps followed in completing the activity.	Refer to form POA-2 for plan of action. State clearly and briefly who, what, when, where, why and how. Use either paragraph or number format.
Results/evaluation	Describe the accomplishments the chapter achieved in conducting the activity.	Refer to form POA-4 for the activity. Write in paragraph form. Use as many numbers, facts and figures as possible. <i>Example:</i> Number of members and nonmembers involved. Use proper English.
Photo	Caption of 50 words or less	Should be appropriate and relate to activity described

## HOW SHOULD WE SELECT PHOTOS?

The chapter needs to include a photo and caption for each activity. Good photographs and captions increase the impact of the application. Keep the following points in mind when taking and captioning photos:

- ▶ Do not “stage” the pictures. Take photos throughout the activity and select the best ones.
- ▶ Appoint a member to be responsible for photographing each activity.
- ▶ Be sure the photographer knows how to use the camera.
- ▶ Plan your pictures; do not just point and shoot.
- ▶ Move as close to your subject as possible.
- ▶ Captions should do more than just name the picture. They should be informative and interesting.
- ▶ One photo, not a kaleidoscope, should be submitted with each activity.
- ▶ Captions should be a maximum of 50 words.

**Review the examples of Form II provided on pages 34-39.**



## Helpful Hints:

► Use form POA-2 for listing the goals and defining the plan of action.

► Note that the underlined term relates to Quality Standard #2 in the Student Development division. (See page 2.)

► Because of limited space, include only the main points rather than every detail.

► Avoid listing what happened in this section; it goes under results.

► Use form POA-4 as the reference for listing the results.

► Note that this description addresses the goals and steps included in the plan of action.

► The last line describes the overall impact of the activity.

► Your activity description must be limited to one page.

## EXAMPLE #1: STUDENT DEVELOPMENT—ACTIVITY ONE

### NAME OF ACTIVITY: Bicycle Safety Program

Which quality standard applies to this activity? (check one)

- Leadership     Healthy Lifestyles     SAE  
 Scholarship     Career Skills

#### A. GOAL/OBJECTIVE - (WHAT DID YOU WANT TO ACCOMPLISH?)

The overall goal of this activity was to reduce bicycle accidents. Specific goals were:

1. Seventy-five percent of Chapter FFA members attend a bicycle safety training meeting.
2. FFA members present programs on bicycle safety in three elementary schools.
3. Contact three local businesses to coordinate bicycle safety activities.

#### B. PLAN OF ACTION - (WHO, WHAT, WHEN, WHERE, WHY, HOW?)

The recreation committee felt that a need for bicycle safety instruction exists in the community. They presented the idea to the chapter as part of their healthy lifestyle activities. The chapter approved the activity and the committee went to work.

First, the committee organized a survey to determine the need for such a program. Sixteen FFA members surveyed the community and compiled information on the need for bicycle safety instruction in the community.

Three FFA members contacted the Sheriff's Department and they agreed to provide training on bicycle safety for FFA members. They set the third Saturday in April for training FFA members. The date was late enough to hold the program at the local fairgrounds, but early enough to allow members time to conduct some training before the end of the school year.

FFA members contacted the three elementary schools to determine interest in the program and established dates for the training. Members collected donations to provide bicycle helmets to training participants. FFA members tried out for positions as presenters for the elementary training program. Three teams of presenters presented bicycle safety programs to elementary students in three schools.

The committee also planned news releases for the local paper and TV station and invited reporters to attend the training sessions. Chapter members contacted a local sporting equipment stores who agreed to sponsor helmets at a discount rate for the safety program. Several local businesses donated money to purchase helmets. Members also contacted two grocery stores who provided refreshments for all workshop participants.

#### C. RESULTS/EVALUATION - (WHAT WAS ACCOMPLISHED?)

Members found from the survey that there was an increase in bicycle accidents each of the last five years. Nearly a third of the people surveyed reported that they went bicycling at least six times last year.

Sixty of 72 members (83%) attended the Sheriff's Department training at the fairgrounds. The members had a good time and learned a lot about bicycle safety. The Sheriff's Deputy gave each member a pamphlet to share with their parents. They also provided materials for use in elementary schools.

Members presented a total of eight presentations to elementary students in two schools. Because of conflicts, arrangements did not work out with the other school. A total of 147 elementary students heard the presentation by the FFA team of presenters and received a bicycle helmet provided by sponsors to the program.

The local newspaper ran three bicycle safety articles. All elementary teachers and their students provided positive comments on the presentations. Several FFA members indicated that they learned a lot from preparing for the elementary presentation. The short clip about the FFA's bicycle safety program was on the local TV news. Most importantly, the community had no bicycle accidents this year.

## STUDENT DEVELOPMENT—ACTIVITY ONE

Name of Activity: \_\_\_\_\_



Photo Caption: *(Describe the event in the photo in 50 words or less)*

Members receive instructions from a Deputy Sheriff concerning the benefits of wearing a bicycle helmet. The students then visited elementary classrooms to teach children about bicycle safety.

## Helpful Hints:

► Note that the underlined term relates to Quality Standard #3 in the Chapter Development division. (See page 3.)

► Goals and steps copied from form POA-2 example, page 17.

► Notice the slight rewording of some goals and steps. This helps people outside the community better understand the local area.

► This example uses the bullet format for describing the plan of action.

► This example uses a paragraph to explain the results for each goal.

► Overall impact of activities is indicated in each paragraph.

► Last sentence helps summarize the results of National FFA Week activities.

## EXAMPLE #2: CHAPTER DEVELOPMENT—ACTIVITY ONE

### NAME OF ACTIVITY: FFA Week

Which quality standard applies to this activity? (check one)

- Recruitment     Financial     Public Relations  
 Leadership     Support Group

#### A. GOALS/OBJECTIVES—(WHAT DID YOU WANT TO ACCOMPLISH?)

The overall goal of this activity was to improve the public relations of the chapter by participating in National FFA Week activities. Specific goals were:

1. Present a five-minute TV program on FFA.
2. Prepare a feature article on FFA for the local newspaper, *The Daily Tribune*.
3. All members wear official dress on a designated day during the week.

#### B. PLAN OF ACTION—(WHO, WHAT, WHEN, WHERE, WHY, HOW?)

##### Goal 1

- Discuss plans with station manager.
- Select three members for the program.
- Develop a script using National FFA Week materials.
- Review plans with station and set a date.
- Revise script and rehearse program.
- Tape program at station.

##### Goal 2

- Discuss plans with editor of *The Daily Tribune*.
- Sell ads to local businesses.
- Write articles using National FFA Week materials.
- Take pictures and prepare captions.
- Submit materials to editor.

##### Goal 3

- Select day during National FFA Week.
- Place announcement on bulletin board in agriculture classroom.
- Have a member in each class give a reminder the day before.

#### C. RESULTS/EVALUATION—(WHAT WAS ACCOMPLISHED?)

Seven FFA members presented a five-minute program on KRNT and responded to questions about FFA for seven to eight minutes. The program aired at noon on February 25. KRNT has a broadcast area of about 500 square miles with an audience estimated at 80,000 families.

FFA developed a four-page supplement that *The Daily Tribune* newspaper printed. Eight pictures of chapter activities, a picture of the officers and clip art provided by the National FFA Organization were included with the articles. Fifteen FFA members contributed articles that were printed. The chapter financed the supplement by selling ads to 12 local businesses for a total of \$1,525. *The Daily Tribune* has slightly over 5,000 subscribers, with a readership estimated at 8,500.

Nearly all members who had FFA jackets wore them on Tuesday of FFA Week. Public relations committee members posted florescent-colored fliers all over the school on Monday. Designated members made announcements in all classes encouraging members to wear their jackets on Tuesday. The officers had Tuesday declared as "FFA Day" by the school's principal.

The chapter membership concluded that the FFA Week activities informed people and students about the FFA, its members and activities.

## CHAPTER DEVELOPMENT—ACTIVITY ONE

Name of Activity: \_\_\_\_\_



*Photo Caption: (Describe the event in the photo in 50 words or less)*

Selected chapter members shared information about local and national FFA accomplishments during a five-minute segment on a local TV talk show. After their presentation, members answered questions from the show's host and audience members.

## Helpful Hints:

► Note that the underlined term relates to Quality Standard #3 in the Community Development division. (See page 4.)

► The activity could relate to Quality Standard #4 in the same division (look at the second goal).

► In these cases, the chapter decides where to list the activity. It is important to list the activity only once in the application.

► Note the chapter exceeded its goal (helped five families rather than three).

► Last paragraph includes impact statement about how the activity affected FFA members and the families.

## EXAMPLE #3: COMMUNITY DEVELOPMENT—ACTIVITY ONE

### NAME OF ACTIVITY: Holiday Food Drive

Which quality standard applies to this activity? (check one)

- Economic     Environmental     Human Resources  
 Citizenship     Agricultural Awareness

#### A. GOALS/OBJECTIVES—(WHAT DID YOU WANT TO ACCOMPLISH?)

The overall goal of this activity was to provide a community service by helping the needy. Specific goals were:

1. To provide food and cash to three needy families for the holidays.
2. To cooperate with a service club in the community.
3. Involve two other school organizations in the community service project.

#### B. PLAN OF ACTION—(WHO, WHAT, WHEN, WHERE, WHY, HOW?)

With chapter approval, the Community Service committee decided to coordinate a food basket drive with the local Jaycees for local needy families during the holiday season. The chapter voted to give \$50 cash per family for perishable items. The committee obtained the cooperation of the Jaycees to help with the chapter project.

The community service committee asked FFA members to bring canned goods and staple items to class during the week just before the holidays. The FFA asked FCCLA and FBLA to participate in the food drive by bringing goods to school.

FFA chapter members worked with local social services personnel to identify needy families in our community. The Jaycees and FFA members arranged for the delivery of the food baskets.

#### C. RESULTS/EVALUATION—(WHAT WAS ACCOMPLISHED?)

The project involved 80 percent of the FFA chapter members in collecting the food or donations to distribute to the needy families. Six Jaycee members helped coordinate the activity and secure donations from two local grocery stores. The local FCCLA and FBLA chapters cooperated with the school food drive.

The food drive resulted in collecting over 200 pounds of food, much more than anticipated. FFA members bought baskets and arranged the food and cash donations to present to the families. FFA and Jaycee members delivered the baskets to five needy families.

This food drive helped FFA members build self-esteem and understanding of different economic situations that exist within our community. All five families sent the chapter thank-you notes.

## COMMUNITY DEVELOPMENT—ACTIVITY ONE

Name of Activity: \_\_\_\_\_




**Photo Caption:** *(Describe the event in the photo in 50 words or less)*

Our chapter cooperated with the local Jaycees, The FCCLA and the FBLA chapter to collect over 200 pounds of food for needy families. The FFA chapter also donated \$50 cash for each family to purchase perishable items.







# *Appendices*

## **FORMS**

- POA-1**      **PROGRAM OF ACTIVITIES**
- POA-2**      **ACTIVITY PLANNING SHEET**
- POA-3**      **COMMITTEE MEETING REPORT**
- POA-4**      **FINAL REPORT**



**FFA CHAPTER PROGRAM OF ACTIVITIES: FORM POA-1**

DIVISION: (check one)     Student     Chapter     Community

Name of committee: \_\_\_\_\_

Purpose of committee: \_\_\_\_\_

Committee members: \_\_\_\_\_

**ACTIVITIES**

**GOAL(S)**

Completion date: \_\_\_\_\_

Estimated income: \_\_\_\_\_

Estimated costs: \_\_\_\_\_

Chapter action taken:     Approved     Amended     Rejected

Completion date: \_\_\_\_\_

Estimated income: \_\_\_\_\_

Estimated costs: \_\_\_\_\_

Chapter action taken:     Approved     Amended     Rejected

Completion date: \_\_\_\_\_

Estimated income: \_\_\_\_\_

Estimated costs: \_\_\_\_\_

Chapter action taken:     Approved     Amended     Rejected

Completion date: \_\_\_\_\_

Estimated income: \_\_\_\_\_

Estimated costs: \_\_\_\_\_

Chapter action taken:     Approved     Amended     Rejected













**FFA CHAPTER FINAL REPORT: FORM POA-4**

Name of Committee: \_\_\_\_\_

Activity: \_\_\_\_\_

Budgeted \$: \_\_\_\_\_ Actual costs \$ \_\_\_\_\_ Actual receipts \$ \_\_\_\_\_

Date activity completed: \_\_\_\_\_

Accomplishments: (include dates)

Recommendations:

Submitted by: \_\_\_\_\_  
( *committee chair* ) ( *date* )

### **THE FFA MISSION**

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

### **THE AGRICULTURAL EDUCATION MISSION**

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.



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