

Beginning
2006-2010

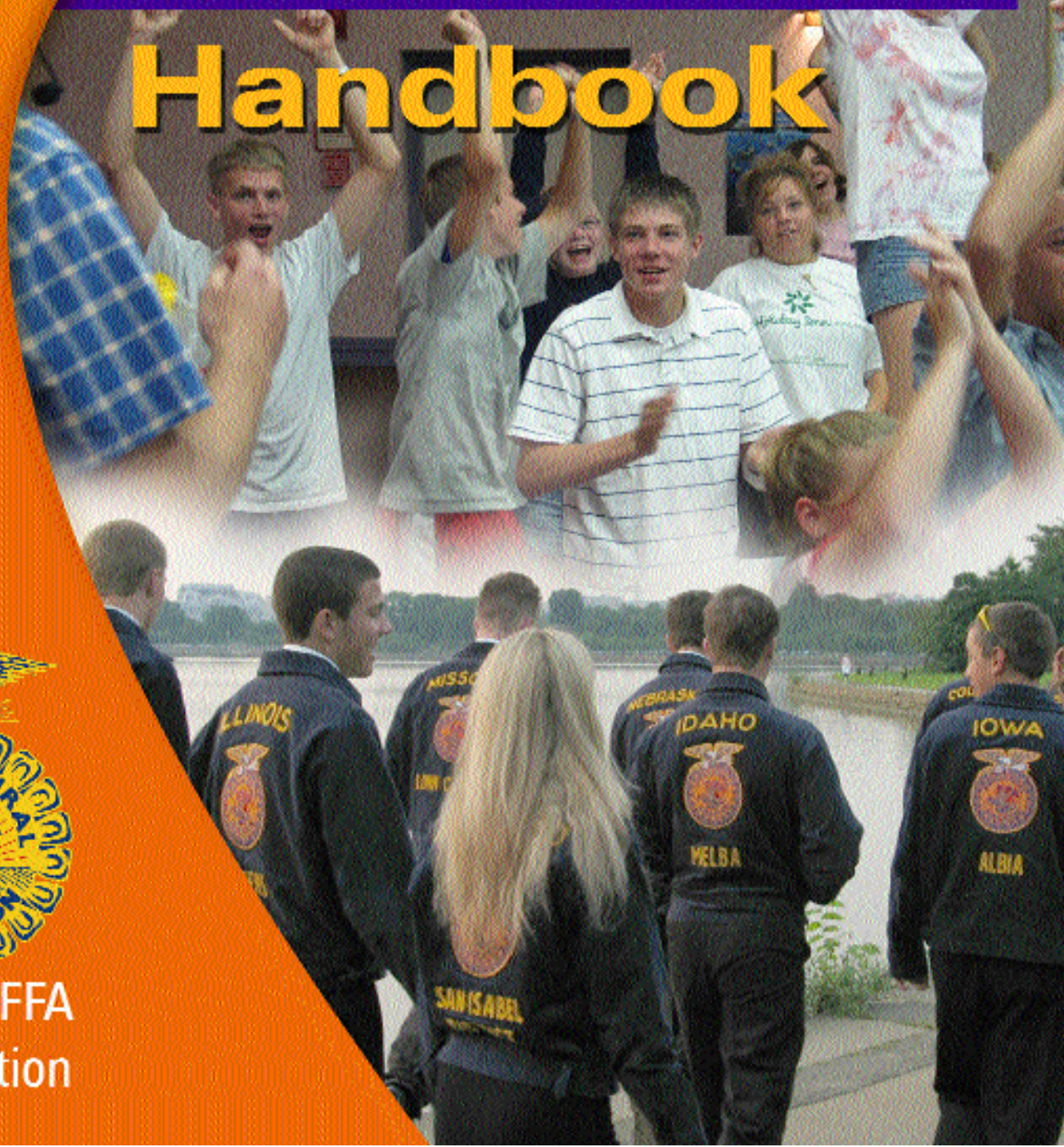
The FFA National Chapter Award Program

Innovation in Action

Handbook



National FFA
Organization



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FOREWORD

TO THE STUDENT:

- This handbook was written for you to help you plan and write a Program of Activities (POA). 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 POA, but all chapter members should participate.
- Past experience shows that the most successful chapters are those that thoughtfully develop and conduct a quality POA. 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 POA. 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 the 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
- 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 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. Perceptions, image and the opinions of others influence students. 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 National 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 FFA 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 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 that 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 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 are involved in career development events and awards.

1 CHAPTER

INTRODUCTION

WHAT MAKES A CHAPTER SUCCESSFUL?

Successful FFA chapters have one trait in common. They understand that success is the result of planning and 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 (POA)?

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 POA 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
- 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. Maximum **member involvement is essential!**

■ HOW IS A POA 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:

DIVISION	PURPOSE
Student Development	Promote personal and group activities that improve life skills.
Chapter Development	Encourage students to work together.
Community Development	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. <i>Leadership</i> activities that help the individual develop technical, human relations and decision-making leadership skills to enhance personal success.	Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, “Greenhand Greet”, volunteerism, hosting international students, Made For Excellence, Washington Leadership Conferences, and state and national conventions.
I-2. <i>Healthy lifestyle</i> 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.e., Ag Olympics).
I-3. <i>Supervised agricultural experience</i> activities that promote student involvement and growth through an agriculture-related experience and/or entrepreneurship.	Proficiency workshops, member news stories, displays of exemplary programs, school greenhouses and land laboratories, member degrees, tours, World Experience in Agriculture (WEA), guest speakers, record keeping and fair exhibits.
I-4. <i>Scholarship</i> activities that develop a positive attitude toward lifelong learning experiences.	Scholarship awards, tutoring, 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.
I-5. <i>Agricultural career skills</i> activities that develop agricultural occupation and career skills through a progressive learning environment.	Career day, guest speakers, shadow experiences, agricultural skills and judging events, test plots for the high school agriculture department, agriscience fairs, science fairs for elementary students, computer literacy activities, mentor programs and international seminars and tours.

Table 2: **DIVISION II-CHAPTER DEVELOPMENT**

QUALITY STANDARDS	EXAMPLE ACTIVITIES
II-1.	
<i>Chapter recruitment</i> activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.	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, create an “FFA Buddy” for new members and provide complimentary subscriptions to <i>FFA New Horizons</i> magazine.
II-2.	
<i>Financial</i> activities conducted to encourage thrift and good financial management among members through earnings, savings and investments.	Developing chapter budgets, applying for loans, livestock chains, top sales prizes, group purchasing programs, chapter fundraising and equipment investments, provide sales training, operate a concession, set-up and maintain a cooperative.
II-3.	
<i>Public relations</i> activities conducted to promote a positive image and inform students, parents, school officials and the community about chapter and member accomplishments.	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, elderly or youth outreach with agricultural gifts and cards, chapter banquets, parliamentary procedure demonstrations for other classes and recognition dinners.
II-4.	
<i>Leadership</i> activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members.	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.
II-5.	
<i>Support group</i> activities conducted to develop and maintain positive relations among FFA, parents, community leaders and industry.	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, provide a seasonal “angel” program and guest speakers.

Table 3: **DIVISION III-COMMUNITY DEVELOPMENT**

QUALITY STANDARDS	EXAMPLE ACTIVITIES
III-1.	
<i>Economic</i> activities conducted to improve the economic welfare of the community.	Creation of jobs, member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations.
III-2.	
<i>Environmental</i> activities conducted to preserve natural resources and develop more environmentally responsible individuals.	Urban and rural conservation programs (i.e., collaborative efforts to raise/release wildlife for biological control), water and air quality programs, producer and consumer safety programs, landscape community property, hunter and firearm safety programs, and recycling programs.
III-3.	
<i>Human resources</i> activities conducted to improve the welfare and well-being of members and citizens of the community.	PALS (Partners in Active Learning Support), programs for disadvantaged/marginalized groups, at-risk programs, cultural awareness and diversity programs, provide an after school program for younger children, setup a community garden, food/toy drives and personal safety programs.
III-4.	
<i>Citizenship</i> activities conducted to encourage members to become active, involved citizens of their school, community and country.	Volunteerism, community service, civic duties, internships with government agencies, legislative breakfasts, work with local chamber of commerce, organize a charity concert and networking with governmental agencies.
III-5.	
<i>Agricultural awareness</i> activities conducted to help the public become better informed about the food system and related agricultural issues.	Food For America, Agriculture in the Classroom, agricultural literacy, agricultural safety, ATV safety, agricultural issues presentations, National Agricultural Day activities and student/parent orientations.

2 CHAPTER

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 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?

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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
- 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. 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 .

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. Chapters may organize committees around the three divisions, the standards and/or local needs.

COMMITTEE EXAMPLES

Here are the three ways your chapter might organize committees.

1. By Divisions

DIVISION	POSSIBLE COMMITTEES
Student	Student Development
Chapter	Chapter Development
Community	Community Development

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

DIVISION	STANDARDS	POSSIBLE COMMITTEES
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

STANDARDS ADDRESSED	POSSIBLE COMMITTEES
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 those individuals' skills and committee interest.

■ 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
- Desired representation by class, age level, gender, 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 their 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. The chapter will find that by cooperating with support groups, community organizations and government agencies such as the Department of Natural Resources, National Forest Service, or local parks departments, ideas, funding and additional resources can be made available for projects.

■ 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?

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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 timelines 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:

DATE	ASSIGNMENT
April 1	Appoint committee chairperson
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

3 CHAPTER

INITIATING ACTION

■ 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
- 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 21.

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.	
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: <ul style="list-style-type: none"> • Last year’s POA • Other chapter’s POAs • National Chapter Award application • Chapter Innovator’s Guide • Local (school/community) needs
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/relevant T=trackable/time-bound
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 plan	Place an “X” by the appropriate word	This section can’t 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) <input type="checkbox"/> Student <input checked="" type="checkbox"/> Chapter <input type="checkbox"/> Community	
Name of committee: <u>Public Relations</u>	
Purpose of committee: <u>To promote a positive image and inform students, parents, school officials and the community of chapter and member accomplishments.</u>	
Committee members: <u>Chuck Barstow, Betty Zetlow and Mary Carlson</u>	
ACTIVITIES	GOAL(S)
<u>44A Week</u> Completion Date: <u>Feb 25</u> Estimated income: <u>-0-</u> Estimated costs: <u>\$30</u> Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	<u>1. Present 5 minute radio program</u> <u>2. Prepare feature article for news</u> <u>3. Members wear official dress on designated day</u>
<u>Chapter Newsletter</u> Completion Date: <u>10th of each month</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>1. Publish and distribute a monthly newsletter</u>
<u>44A Calendar</u> Completion Date: <u>Dec. 22</u> Estimated income: <u>\$350</u> Estimated costs: <u>\$425</u> Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	<u>1. Provide home calendars for members</u> <u>2. Provide calendars to all local businesses</u>
<u>Banquet</u> Completion Date: <u>April 15</u> Estimated income: <u>\$200</u> Estimated costs: <u>\$500</u> Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	<u>1. 90% of members attend with parents</u> <u>2. Present chapter awards to members</u> <u>3. Invite key supporters of 44A</u>

■ 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
- 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 THE 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) the committees are most familiar with their plans, and (2) it spreads the workload among more members.

OPTION 2—USE THE EXECUTIVE COMMITTEES

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 the POA document quality.

Before printing the POA, make sure the final copy:

- Has correct grammar, spelling, punctuation and sentence structure
- Involves all chapter members
- 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 to include are:

- Those involving a large number of members
- Events interesting to the public
- Activities requiring outside approval

CALENDAR EXAMPLE

The following example may help your chapter develop its calendar.

THINGS TO INCLUDE		THINGS NOT TO INCLUDE	
February		February	
7	Chapter meeting	6	Executive meeting
11	District meats contest	10	Meats team practice
12	Mini-chapter meetings	18	Executive meeting
22-28	National FFA Week	20	Public relations committee meeting
23	Pizza		

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 the 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.**

4 CHAPTER

ACCOMPLISHING OUR GOALS

■ 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 27.

Table 5: **HOW TO FILL OUT FORM POA-2**

CATEGORY NAME ON FORM POA-2	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
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.	
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"> • Related directly to the goal • Listed in order • Clear and • Detailed enough to achieve the goal.
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.

POA-2 EXAMPLE

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

FFA CHAPTER PROGRAM OF ACTIVITIES: FORM POA-2				
Committee: <u>Public Relations</u> Activity: <u>QQA Week</u> Members Responsible: <u>Betty Zetlow and Mary Carlson</u>				
Goals	Steps	Target Date	Est. Costs	Results &/or Notes
1. Present five-minute radio program	1. Discuss steps with manager of KRN-T 2. Select three members for program 3. Develop script using national QQA materials 4. Review plans with KRN-T manager and set taping date Date set: _____ 5. Revise script 6. Rehearse program 7. Tape program	Oct. 15 Jan. 15 Jan. 25 Feb. 2 Feb. 8 Feb. 15 Feb. 20	— — \$5 — — — —	
2. Prepare feature article for news	1. Discuss plans with editor 2. Sell ads to local businesses 3. Write articles using National QQA Week materials 4. Take pictures and prepare captions 5. Submit materials to editor	Nov. 1 Jan. 10 Jan. 25 Feb. 1 Feb. 15	— — \$25 — —	
3. Members wear official dress on designated day	1. Select day Day selected: _____ 2. Place announcement on bulletin board 3. Have a member in each class give a reminder the day before	Feb. 1 Feb. 15 Feb. 20	— — —	

■ HOW CAN A TIMELINE KEEP OUR COMMITTEES UP TO DATE?

A timeline 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 timeline either by committees or months. In either case, you 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: TIMELINE 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 1: TIMELINE ORGANIZED BY MONTHS

MONTH: SEPTEMBER

DATE	COMMITTEE	EVENT
1	Leadership	Give proficiency application to all members
15	Public Relations	Set date for faculty breakfast
15	Public Relations	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 the chapter members
- Evaluate their activities

5 CHAPTER

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 (e.g., make it more challenging, innovative, educational, organized)?
- What percent of the members participated?
- Was it an integral part of the agriculture program?
- How could we encourage broader and more diverse involvement?

■ 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 32.

Table 6: **HOW TO FILL OUT FORM POA-3**

CATEGORY NAME ON FORM POA-3	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
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 the committee not attending meeting.	
Action taken	Record all decisions made by committee during the meeting.	Write down all motions and voting results.
Member 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.

POA-3 EXAMPLE

This sample completed POA-3 may help you decide how to fill out your form.

FFA CHAPTER COMMITTEE MEETING REPORT: FORM POA-3

Date of meeting: September 1

Name of committee: Public Relations

Members present: Chuck Barstow (chair), Betty Zetlow and Mary Carlson

Members absent: None

Action taken:	Member(s):	Responsible:
<u>Made assignments for activities</u>	<u>(chair)</u>	<u>(members)</u>
<u>FFA Week</u>	<u>Betty</u>	<u>Mary</u>
<u>Newsletter</u>	<u>Mary</u>	<u>Chuck</u>
<u>FFA Calendar</u>	<u>Mary</u>	<u>Betty</u>
<u>Banquet</u>	<u>Chuck</u>	<u>all</u>
<u>Will meet first Monday of each month</u>	<u>Chuck</u>	

Comments:

Discussed plans for activities during upcoming year. Decided to share the responsibility for the activities. Each member expressed preference for activities. Decided to meet the first Monday of each month and more if needed.

Submitted by: Chuck Barstow
(committee chair)

■ 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 34.

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.	Include dates, number of members and others participating, etc.
	List what actually happened.	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.

FFA CHAPTER COMMITTEE MEETING REPORT: FORM POA-4		
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>		
<p>Accomplishments: (include dates)</p> <ol style="list-style-type: none"> 1. Chapter had a five-minute program on KRN7 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). 		
<p>Recommendations</p> <ol style="list-style-type: none"> 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. 		
<p>Submitted by: <u>Chuck Barstow</u> <u>March 1</u></p> <p style="text-align: center;">(committee chair) (date)</p>		

6 CHAPTER

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 three parts: Form I, Form II and Form III. 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 spurs specifying the level achieved each year.

AWARDS AVAILABLE ON THE STATE LEVEL

AWARD	RECOGNITION
Superior Chapter	Certificate
Gold	Multi-year plaque/spur
Silver	Multi-year plaque/spur
Bronze	Multi-year plaque/spur

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 spur. 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.

Chapters wanting to be considered as a potential Model of Innovation finalist must have Form III submitted to and certified by the state in time for the state to send its Gold applications for national judging. Applications for national judging must be postmarked no later than July 15. Any application received after that date will be disqualified. No chapter will be eligible for recognition as a Model of Innovation finalist without Form III being certified by their state and submitted to the National FFA Center by July 15.

AWARDS AVAILABLE ON THE NATIONAL LEVEL

AWARD	RECOGNITION
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 state’s due date.

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 Form II rubric below 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. Although state associations will have scores for each application submitted, they are not required to rank those applications sent forward for national judging.

**FORM II SCORING RUBRIC
FOR NATIONAL CHAPTER AWARD APPLICATION**

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
Goals/ Objectives	(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.	(6–8 points) At least 3 measurable, realistic goals that are specific in nature and related to a quality standard (not repeated).	(4–5 points) At least 3 measurable, realistic goals. Grammar and spelling checked.	(2–3 points) At least 3 goals	(0–1 point) 1 goal
Plan of Action	(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 timeline is clear. Clear procedures or steps are identified. Learning opportunities are clear and unique. The chapter used innovative ideas and approaches to the activity.	(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 timeline is clear. Clear procedures or steps are identified.	(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.	(4–6 points) Plans are missing for one or more goals.	(0–3 points) Plans are missing for all goals.

**FORM II SCORING RUBRIC
FOR NATIONAL CHAPTER AWARD APPLICATION *(continued)***

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
Results/ Evaluation	(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.	(14-21 points) The goals were achieved and measurable. There were definite benefits to the students, chapter and 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 the activity with a caption describing the event in the photo with 50 words or less was included.	(11-13 points) The goals were achieved and there were definite benefits to the students, chapter or community. Photo with a caption describing the event of 50 words or less was included.	(6-10 points) The goals were partially achieved but little benefit was provided for the students, chapter and community. Photo does not show an event and caption hard to follow.	(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.

(continued)

National judges use the following scale for determining a chapter's star rating:

Three-star: 450-360 points

Two-star: 359-181points

One-star: 181-0 points

NATIONAL CHAPTER AWARD PROGRAM FORM II SCORE SHEET

Chapter Name _____ State _____

Activities	Divisions								
	Student			Chapter			Community		
	1	2	3	1	2	3	1	2	3
Goals/Objectives (points)									
At least 3 objectives (3)									
Measurable (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)									
Plan of Action									
Plan of action for each object (5)									
Identify key group/individual (2)									
Clear timeline (2)									
Clear procedures/steps (2)									
Educational (2)									
Unique, beneficial, innovative (2)									
Subtotal (possible 15 points)									
Results/Evaluation									
Goals were achieved (5)									
Benefits to member, chapter, comm. (5)									
Impact (4)									
Specific involvement (4)									
Educational (4)									
Photo/caption (3)									
Subtotal (possible 25)									
Activity total									
Division total									
Overall total									

■ WHAT ARE JUDGES LOOKING FOR WHEN SCORING FORM II?

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

SECTION	QUESTIONS
Goals/objectives	<ul style="list-style-type: none"> • Are the goals specific? • Are the goals measurable? • Are the goals realistic? • Was the scope of the activity correct?
Plan of action	<ul style="list-style-type: none"> • Did the plan meet the goals? • Were any new ideas used in planning? • Were all the steps completed? • Was the plan educational?
Results/evaluation	<ul style="list-style-type: none"> • Were the goals achieved? • What are the benefits to students, chapter and community? • Did everybody involved learn something? • How many FFA members participated? • Did anyone else participate? • What was the activity's impact on the members, chapter, school and/or community? • Do the photos relate to the activity and have an appropriate caption?

FORM III SCORING RUBRIC FOR THE NATIONAL CHAPTER AWARD APPLICATION

FORM III SCORE SHEET EVALUATION GUIDELINES

Form III, scored at the national level, is for detailing how well the chapter has met the standards identified as Essentials of a Successful Chapter. The rubric for scoring Form III is provided below. A perfect score on Form III would be 55 points.

ESSENTIALS OF A SUCCESSFUL CHAPTER	POSSIBLE POINTS	FULL POINTS (5)	MIDDLE POINTS (4-2)	LOW/NO POINTS (1-0)
Integral Relationship	5	Has 100% membership. Gave one clear strategy on how they will sustain 100% membership. Gave one clear example of the process in place for members to understand the relationship between SAEs, FFA, and the Classroom. Gave one clear example of how SAEs are selected. At least 75% of their chapter had an SAE.	Has 33% - 99% membership. Gave one clear strategy on how they will pursue 100% membership. Gave one clear example of the process in place for members to understand the relationship between SAEs, FFA, and the Classroom. Gave one clear example of how SAEs are selected. Between 25% and 75% of their chapter had an SAE.	Has less than 33% membership. Gave no/clear strategy on how they will pursue 100% membership. Gave no/clear example of the process in place for members to understand the relationship between SAEs, FFA, and the Classroom. Gave no/clear example of how SAEs are selected. Less than 25% of chapter had an SAE.

(continued)

FORM III SCORE SHEET EVALUATION GUIDELINES *(continued)*

ESSENTIALS OF A SUCCESSFUL CHAPTER	POSSIBLE POINTS	FULL POINTS (5)	MIDDLE POINTS (4–2)	LOW/NO POINTS (1–0)
FFA Knowledge	5	Chapter gave at least three examples of how it has a clear process in place for conveying FFA history—including chapter, state, and national policies and procedures. In addition, the chapter gave at least two clear examples of how members are made aware of opportunities through FFA.	Chapter only gave one or two examples of how it has a process in place for conveying FFA history—including chapter, state, and national policies and procedures. In addition, the chapter gave less than three examples of how members are made aware of opportunities through FFA.	Chapter gave vague or no examples of how it has a process in place for conveying FFA history—including chapter, state, and national policies and procedures. In addition, the chapter gave less than three examples of how members are made aware of opportunities through FFA.
Diversity of Membership	5	Chapter gave at least three clear examples of how it reflects inclusiveness in both its membership, structure, and activities in relation to its school population. The chapter gave at least two clear examples of the plan and process it has in place to sustain its inclusiveness.	Chapter gave one or two examples of how it reflects inclusiveness in both its membership, structure, and activities in relation to its school population. The chapter gave a vague example of how it plans sustain or improve its inclusiveness.	Chapter gave vague or no examples of how it reflects inclusiveness in both its membership, structure, and activities in relation to its school population. The chapter gave vague or no examples of how it plans to sustain or improve its inclusiveness.

(continued)

ESSENTIALS OF A SUCCESSFUL CHAPTER	POSSIBLE POINTS	FULL POINTS (5)	MIDDLE POINTS (4–2)	LOW/NO POINTS (1–0)
All Members Share Responsibilities	5	It is clear what and how many committees the chapter has and that each chapter member has specific duties. The chapter gave at least three clear examples of how non-officer members actively participate in leadership roles or opportunities (i.e., attend leadership workshops).	It is vague to clear what and how many committees the chapter has and that each chapter member has specific duties. The chapter gave one or two vague examples of how non-officer members actively participate in leadership roles or opportunities (i.e., attend leadership workshops).	It is not clear what and how many committees the chapter has and that each chapter member has specific duties. The chapter gave vague or no examples of how non-officer members actively participate in leadership roles or opportunities (i.e., attend leadership workshops).
Capable Officers	5	A complete, objective, open officer election process is clearly shown. At least two examples are given on how officers are trained through diverse methods to meet the chapter's leadership, learning, and growth needs. At least two clear examples are given on the officers are role models in and beyond their chapter.	A complete, objective, open officer election process is shown. Only one clear example was given on how officers are trained through diverse methods to meet the chapter's leadership, learning, and growth needs. Only one clear example was given on the officers are role models in and beyond their chapter.	A complete, objective, open officer election process is vaguely shown. Examples on how officers are trained through diverse methods to meet the chapter's leadership, learning, and growth needs were vague or missing. How the officers are role models in and beyond their chapter was vague or not shown.

(continued)

FORM III SCORE SHEET EVALUATION GUIDELINES (*continued*)

ESSENTIALS OF A SUCCESSFUL CHAPTER	POSSIBLE POINTS	FULL POINTS (5)	MIDDLE POINTS (4–2)	LOW/NO POINTS (1–0)
A Challenging Program of Activities (POA)	5	Through Forms I and II it is clear the POA is challenging. Innovation is clearly demonstrated through the use of improvements that, according to either this chapter's location or past, are non-traditional.	Through Forms I and II it is vague how the POA is challenging. Innovation is vaguely demonstrated through the use of improvements that, according to either this chapter's location or past, are non-traditional.	Through Forms I and II it is vague or clear the POA was not challenging. Innovation was vaguely or not demonstrated through the use of improvements.
A Workable Constitution & Bylaws	5	The chapter gave at least three clear examples of how its constitution and bylaws provide firm structure and support as well adequate flexibility for progress.	The chapter gave at least one clear example of how all chapter decisions are based upon its constitution and bylaws. The chapter gave one or two vague examples of how its constitution and bylaws provide firm structure and support as well adequate flexibility for progress.	The chapter vaguely showed how all chapter decisions are based upon its constitution and bylaws. The chapter gave vague or no examples of how its constitution and bylaws provide firm structure and support as well adequate flexibility for progress. The chapter did not show how all chapter decisions are based upon its constitution and bylaws.

(*continued*)

ESSENTIALS OF A SUCCESSFUL CHAPTER	POSSIBLE POINTS	FULL POINTS (5)	MIDDLE POINTS (4–2)	LOW/NO POINTS (1–0)
Proper Equipment and Records	5	It is clear the chapter possesses/has access to equipment needed by officers to keep accurate financial, historical, and membership records. The chapter gave at least three clear examples of the procedures it has in place for maintaining current records.	It is unclear whether the chapter possesses/has access to equipment needed by officers to keep accurate financial, historical, and membership records. The chapter gave one or two vague examples of the procedures it has in place for maintaining current records.	It is unclear whether the chapter possesses/has access to equipment needed by officers to keep accurate financial, historical, and membership records. The chapter gave no examples of the procedures it has in place for maintaining current records.
Well Planned, Regularly Held Chapter Meetings	5	A definite regular meeting schedule is presented. The chapter gave at least three clear examples of how its meetings have created more unity and learning/teaching among most to all chapter members.	A definite meeting schedule is presented. The chapter gave one or two examples of how its meetings have created more unity and learning/teaching among most to all chapter members. Both examples were vague.	A vague meeting schedule is presented. An example of how the chapter's meetings have created more unity and learning/teaching among most to all chapter members was vague or missing.

(continued)

ESSENTIALS OF A SUCCESSFUL CHAPTER	POSSIBLE POINTS	FULL POINTS (5)	MIDDLE POINTS (4–2)	LOW/NO POINTS (1–0)
Adequate Financing	5	The chapter gave at least three clear examples of how it acquired funds. Each example clearly shows how the chapter grew as a result of the added financing.	The chapter gave one or two clear examples of how it acquired funds. Each example vaguely shows how the chapter grew as a result of the added financing.	The chapter gave vague to no examples of how it acquired funds. The chapter either vaguely or failed to show how the chapter grew as a result of the added financing.
School and Community Support	5	The chapter gave at least three clear examples of how it met community needs by working with FFA alumni and/or other community entities. In each example, the community needs met were clearly identified.	The chapter gave one or two clear examples of how it met community needs by working with FFA alumni and/or other community entities. In each example, the community needs met were vaguely identified.	The chapter gave one to no clear examples of how it met community needs by working with FFA alumni and/or other community entities. The community needs met were either vague or not identified.
Total Possible Points	55			

NATIONAL CHAPTER AWARD PROGRAM FORM III SCORE SHEET

NATIONAL CHAPTER AWARD PROGRAM FORM III SCORE SHEET		
Chapter Name _____	State _____	
Essentials of a Successful Chapter	Actual Points	Comments
<i>Integral Relationship (5)</i>		
School has 100% FFA membership (1)		
Gives 1 clear strategy for the chapter gaining or sustaining 100% FFA membership (1)		
Has 1 clear example of how the integral relationship is taught (1)		
Has 1 clear example of how SAEs are selected (1)		
At least 75% of chapter has an SAE (1)		
<i>FFA Knowledge (5)</i>		
Has 3 clear examples of process for sharing FFA history (3)		
Has 2 clear examples of educating members about FFA opportunities (2)		
<i>Diversity of Membership (5)</i>		
By 3 examples clearly shows chapter's inclusiveness reflects school's population (3)		
By 2 clear examples shows processes set for sustaining/increasing inclusiveness (2)		
<i>All Members Share Responsibilities (5)</i>		
Clearly shows number of chapter committees (1)		
Clearly shows each chapter member has specific duties (1)		
Has 3 clear examples of how non-officer members engage in leadership (3)		
<i>Capable Officers (5)</i>		
Use of an open, objective officer selection process is clear (1)		
Has 2 clear examples of diverse methods used for training and developing officers (2)		
Has 2 clear examples of how officers are role models in and beyond their chapter (2)		
<i>A Challenging Program of Activities (POA) (5)</i>		
Challenging POA (2)		
Use of POA for innovation and improvement (3)		
<i>A Workable Constitution & Bylaws (5)</i>		
Has 3 examples of how constitution & bylaws both structure and support chapter (3)		
Has 1 clear example of how constitution & bylaws enable chapter growth (1)		
Has 1 clear example of how constitution & bylaws affect decision-making (1)		
<i>Proper Equipment and Records (5)</i>		
Access to proper record-keeping equipment is clear (2)		
Has 3 clear examples of procedures used for current and accurate record-keeping (3)		
<i>Well Planned, Regularly Held Chapter Meetings (5)</i>		
Definite meeting schedule is clear (2)		
Has 3 clear examples of how meetings create more unity and learning (3)		
<i>Adequate Financing (5)</i>		
Has 3 clear examples of how funds were acquired (3)		
Clearly showed how chapter grew as a result of the added funds (2)		
<i>School and Community Support (5)</i>		
Has 3 clear examples of how community needs were met using support groups (3)		
Community needs were clearly identified (2)		
Overall Total	_____	_____

7 CHAPTER

APPLYING FOR AWARDS

WHAT GENERAL GUIDELINES SHOULD BE FOLLOWED WHEN COMPLETING FORMS I, II AND III?

- READ all the instructions before beginning.
- Use the latest revised forms. Computerized or typed forms are acceptable (see the National FFA Organization National Chapter Award webpage if you do not have the latest electronic forms). Applications that are typed are neater and easier to read. It is recommended that you choose Arial or Times New Roman for the font style and 10–12 as the font. 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. If there is still any reasonable doubt that the activity is not related to the quality standard, then use another activity that clearly applies.

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: 2006
Chapter	Write in your chapter's name.	Example: Anywhere USA FFA
Chapter number	Write in your assigned chapter number.	Example: US0012
School	Write in the name of your school.	Example: Anywhere USA High School
State	Write in the name of your state.	Example: Anywhere
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: 7/1/2007 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: 6/30/2008 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 THE FORM I**

CATEGORY NAME ON FORM I	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 develop- ment 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. Each activity must relate to the quality standard described. For examples of chapter develop- ment activities, see Page 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. Each activity must relate to the quality standard described. For examples of community develop- ment 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. These 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.

Table 10: **HOW TO FILL OUT FORM II**
(SEE LOCAL PROGRAM SUCCESS CD-ROM FOR SPECIFIC EXAMPLES)

CATEGORY NAME ON FORM II	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Name of activity	Write in the name of the activity in the space provided.	Usually one to three words is satisfactory.
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> Eight members (90%) of the leadership committee trained all 64 non-FFA participants on effective communication skills. All 64 participants did excellent (100%) on our post-training quiz. Use proper English.
Photo	Caption of 50 words or less	Should be appropriate and relate to activity described.

■ HOW SHOULD WE SELECT PHOTOS?

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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. “Staged” photos are posed individual or group shots. 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. Photos that aren’t well-exposed are generally, too dark or grainy.
- 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.
- The National FFA Organization uses photos from the winning entries in printed materials and cannot use scanned or digital images from applications. If your chapter has moved from film to digital photography, **be sure to capture some images of each event at a resolution of at least 300 DPI, so that they may be submitted for publication.**

■ HOW DO WE FILL OUT FORM III?

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Form III is optional for state recognition. For national recognition, however, Form III is required to be considered for a Model of Innovation award. This form is for detailing how well the chapter has met the standards identified as Essentials of a Successful Chapter (EOASC).

Table 11 takes you line by line in filling out Form III.

**Table 11: HOW TO FILL OUT THE FORM III
(SEE LOCAL PROGRAM SUCCESS CD-ROM FOR SPECIFIC EXAMPLES.)**

CATEGORY NAME ON FORM III	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Integral Relationship	Tell how your chapter sustained, gained, or attempted 100% membership. Illustrate the process your chapter uses to help members understand the relationship between SAEs, FFA, and the classroom. Describe how SAEs are selected by your members. Tell what percentage of your students had an SAE. Collegiate chapters should indicate the number of student who actively supported the integrated model of agriculture education and how.	At least one strategy for sustaining or gaining 100% membership should be given. At least one example should be used to illustrate the process for helping members understand the Integrated Model of Agricultural Education. At least one example should be used to describe how SAEs are selected by chapter members.
FFA Knowledge	Describe how the chapter educates its members on FFA history and FFA opportunities.	At least three examples should be used to describe how chapter members are taught FFA history, including chapter, state, and national policies and procedures. At least two examples should be used to describe how chapter members are made aware of FFA opportunities.
Diversity of Membership	Based upon your school's population, describe how your chapter reflects inclusiveness. Also describe how your chapter plans to increase its inclusiveness.	At least three examples should be used to describe how the chapter reflects inclusiveness through its structure, activities, and membership. At least two examples should be given to describe how the chapter plans to increase its inclusiveness.
All Members Share Responsibility	Tell what committees the chapter has and how committee work is distributed among chapter members.	The chapter should tell how many committees it has and describe how each chapter member has a specific role. At least three examples should be used to describe how non-officers participate in leadership roles or opportunities.

(continued)

Table 11: **HOW TO FILL OUT THE FORM III** *(continued)*

CATEGORY NAME ON FORM III	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
Capable Officers	Describe how officers are elected and trained and are role models.	At least two examples should be used to describe the process for selecting and training chapter officers. Also, at least two examples should be used to show how chapter officers are role models in and beyond the chapter.
A Challenging Program of Activities	Covered through the completion of Forms I and II.	Forms I and II will be used to evaluate whether the POA was challenging.
A Workable Constitution & Bylaws	Explain how chapter's documents enhance general operations with regard to structure, membership, degrees and decision-making.	At least three examples should be used to describe how the chapter's constitution and bylaws support and structure the chapter. There should also be at least one example of how the constitution and bylaws influences the chapter's decision-making.
Proper Equipment and Records	Explain how chapter acquires equipment, maintains inventory as well as financial, historical and membership records.	At least three examples should be used to show procedures the chapter has in place for maintaining current and accurate records.
Well Planned, Regularly Held Chapter Meetings	Describe how often the chapter meets, plans meetings and indicate the average percent of members attend.	At least three examples should be used to show how chapter meetings fostered unity and learning among chapter members.
Adequate Financing	Describe how chapter manages expenses, acquires funds and balances their budget.	At least three examples should be used to show how the chapter acquired funds and used those funds to grow chapter activities and/or participation.

(continued)

Applying for Awards

CATEGORY NAME ON FORM III	HOW TO FILL OUT THIS SECTION	SPECIAL NOTES
School and Community Support	Describe how the chapter uses volunteers to benefit the community and meets the needs of the community.	The chapter should give at least three examples of how volunteer and support groups are used to carry out chapter business to meet needs of the community.

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) <input type="checkbox"/> Student <input type="checkbox"/> Chapter <input type="checkbox"/> Community	
Name of committee: _____	
Purpose of committee: _____ _____	
Committee members: _____	

ACTIVITIES	GOAL(S)
Completion Date: _____ Estimated income: _____ Estimated costs: _____ Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	_____ _____ _____
Completion Date: _____ Estimated income: _____ Estimated costs: _____ Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	_____ _____ _____
Completion Date: _____ Estimated income: _____ Estimated costs: _____ Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	_____ _____ _____
Completion Date: _____ Estimated income: _____ Estimated costs: _____ Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	_____ _____ _____
Completion Date: _____ Estimated income: _____ Estimated costs: _____ Chapter action taken: <input type="checkbox"/> Approved <input type="checkbox"/> Amended <input type="checkbox"/> Rejected	_____ _____ _____

FFA CHAPTER PROGRAM OF ACTIVITIES: FORM POA-2

Committee: _____

Activity: _____

Members Responsible: _____

Committee: _____

Activity: _____

Members Responsible: _____

Goals	Steps	Target Date	Est. Costs	Results &/or Notes

FFA CHAPTER COMMITTEE MEETING REPORT: FORM POA-3

Date of meeting: _____

Name of committee: _____

Members present: _____

Members absent: _____

Action taken:

Member(s):

Responsible:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments:

Submitted by: _____

(committee chair)

FFA CHAPTER COMMITTEE MEETING 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.

The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.