

# National Chapter Award

## I. Overview

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 the 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.

## II. Rules

1. Eligibility of and participation in this event are governed by the National FFA's National Chapter Awards Program. A copy of the National Chapter Award Program Handbook 2017-2021 is available through the National FFA Organization Webpage.
2. FFA Chapters that are in good standing in accordance with Iowa FFA Association Board Policy by the designated application deadline are eligible to apply.
3. The National Chapter Award application shall cover a 12-month period ending December 31.
4. To qualify for National Superior Chapter recognition the chapter must complete Form I of the National Chapter Award application. The chapter must meet the minimum standards by verifying that members have completed at least one activity related to each of the five quality standards established within the three divisions: Growing Leaders, Building Communities, and Strengthening Agriculture. The chapter may use an activity only once in Form I. Chapters meeting the minimum requirements for the Superior Chapter certificate.
5. **To be considered for a state Gold, Silver, or Bronze award, chapters must qualify for a National Superior Chapter Award and complete Form II.** The official National Chapter Award application must be submitted to the FFA Enrichment Center (postmarked) by February 1. The applications will be judged and winners will be recognized at the Iowa FFA Leadership Conference.
6. Chapters rating Gold on the state level may compete for national awards. The state may submit Gold applications to the national level equal to ten percent of the number of chapters from the previous membership year in the state.
7. 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.
8. Point deductions for violations are identified as follows:
  - A. Replication of activity within application (-25 points)
  - B. Activity date out of range (-25 points)
  - C. Multiple activities in one (-25 points)
  - D. Collaborative activity replication (-25 points)

### III. Awards

#### State Level:

<b>Ranking</b>	<b>Recognition</b>
Superior Chapter	Certificate
Gold	Multi-year plaque/insert
Silver	Multi-year plaque/insert
Bronze	Multi-year plaque/insert
Cash awards subject to available sponsorship through the Iowa FFA Foundation. This sponsorship also includes plaques: 1) Supreme Iowa FFA Chapter; 2) Top chapter in Growing Leaders; 3) Top chapter in Building Communities; and 4) Top chapter in Strengthening Agriculture.	

#### National Level:

<b>Ranking</b>	<b>Recognition</b>
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 Five Middle School Chapters	Middle School Model of Excellence Plaque
Top 10 Growing Leaders Chapters	Premier Chapter Plaque
Top 10 Building Communities Chapters	Premier Chapter Plaque
Top 10 Strengthening Agriculture Chapters	Premier Chapter Plaque
Top Ten High School Chapters	Model of Excellence Plaque

### IV. Event Materials

1. Quality Standards
2. Scoring Rubric
3. Score Sheet

## QUALITY STANDARDS

### GROWING LEADERS:

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

**BUILDING COMMUNITIES:**

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

**STRENGTHENING AGRICULTURE:**

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



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# National Chapter Award Application Scoresheet

CHAPTER NAME \_\_\_\_\_

STATE \_\_\_\_\_

CHAPTER ID \_\_\_\_\_

	DIVISIONS								
	Growing Leaders			Building Communities			Strengthening Agriculture		
	1	2	3	1	2	3	1	2	3
<b>Activity Information, Goals and Plans of Action:</b>									
Activity description (5 points)									
Goal one (3 points)									
Plan of action for goal one (3 points)									
Outcome evaluated and reported (1 point)									
Goal two (3 points)									
Plan of action for goal two (3 points)									
Outcome evaluated and reported (1 point)									
Goal three (3 points)									
Plan of action for goal three (3 points)									
Outcome evaluated and reported (1 point)									
<b>Subtotal (possible 26 points)</b>									
<b>Results and Evaluation:</b>									
Advancing leaders, communities or ag (6 points)									
Impact (6 points)									
Related to quality standard (4 points)									
Photo (3 points)									
Caption (3 points)									
Spelling and grammar (2 points)									
<b>Subtotal (possible 24 points)</b>									
<b>Activity Total (possible 50 points)</b>									
Replication of activity within application (-25 points)									
Activity date out of range (-25 points)									
Multiple activities in one (-25 points)									
Collaborative activity replication (-25 points)									
<b>Division Total (possible 150 points)</b>									
<b>OVERALL TOTAL (possible 450 points)</b>									



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# National Chapter Award Application Rubric

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

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

	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Activity Description	Description clearly explains the purpose and reason the chapter is implementing the activity. Description clearly answers the following questions: <ul style="list-style-type: none"> <li>• What is the purpose of this activity?</li> <li>• Why is the activity taking place?</li> </ul>	Description is vague in purpose and reason the chapter is implementing the activity.	No clear purpose and reason the chapter is implementing the activity is stated.	5	_____ x 2.5 = _____

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

National Chapter Award Application Rubric continued

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

	High Points 1 point	Middle Points .5 points	No Points 0 points	Points Possible	Points Earned
<b>Outcome evaluated and reported (goal met or unmet)</b>	<p>Response clearly states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, clearly states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained in detail and what would be done differently next time to meet the goal.</p>	<p>Response vaguely states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, it states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified.</p>	<p>Response does not or poorly states whether all aspects of the SMART goal were unmet, met or exceeded. It does not identify how much the goal was met by or does not include the circumstances as to why the goal was unmet.</p>	1	

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



National Chapter Award Application Rubric continued

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

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

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

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

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