IOWA
FFA ASSOCIATION

AG CSI (CAREER & SCIENCE INVESTIGATION) LEADERSHIP DEVELOPMENT EVENT

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LEADERSHIP DEVELOPMENT EVENT (LDE)
GENERAL POLICIES, RULES, RESULTS AND STANDARDS

*Violations of any of the following rules may be grounds for the disqualification of the participants.

I. Board Policies

The following board policies (https://www.iowaffa.com/about.aspx, "Governing Documents" link on the right) apply directly or in part to LDEs:

- Board Policy #2-2: Changes to Judging Event Results
- Board Policy #2-3: Use of Electronic Storage/Transmission Devices
- Board Policy #2-4: Substitution of Team Members
- Board Policy #2-5: Advancement of Teams to National FFA Competition

II. Eligibly of Chapters and Participants

A. Events are open to all FFA chapters in good standing with the Iowa FFA Association. The first qualifying level of participation varies among sub-district, district, and state levels. Refer to event specific rules to identify the initial level of participation.

B. It is recommended, but not required, to have local FFA advisors or their designee enter teams in the initial level of an event their intent to have a team on Iowa FFA On-Line (http://anfmp01.dmacc.edu/fmi/webd#) seven (7) days prior to the initial event.

C. Participants in the following events may compete in only one sub-district, one district and one state FFA event:

- Ag Broadcasting
- Ag CSI
- Ag Impact
- Ag Issues & Perceptions
- Ag Sales (Individual)
- Chapter Program
- Chapter Website (Event Day Presenter)
- Conduct of Meetings
- Experience the Action
- Extemporaneous Speaking
- FFA Creed Speaking
- Job Interview
- Parliamentary Procedure
- Public Speaking

D. Only one entry per chapter is permitted in each official event with the following exceptions: Ag CSI and Ag Impact. It is strongly recommended that local events be utilized to determine the local winner to broaden the base of competition at the local level.

E. After an FFA Advisor registers the chapter's intent to enter an event, it is suggested, but not required, to enter the names of the participants on Iowa FFA On-Line (http://anfmp01.dmacc.edu/fmi/webd#) by noon three (3) days prior to the event. Any member not listed on Iowa FFA On-Line will need to be registered as an FFA member on the National FFA Roster (https://www.ffa.org/). Changes to online entries may be made the day of the event. State and National FFA Dues will be invoiced in accordance with Iowa FFA Association policies and by-laws.

F. A participant, at the time of his/her participation in the state event and selection as a national team member, must:

1. Be a current bona fide dues paying FFA member in good standing with the local chapter, state FFA Association and the National FFA Organization at the time of the LDE in which he/she participates.
2. Be a middle school or high school FFA member. A graduating senior is considered eligible to compete in state and national LDEs up to and including their first national convention following graduation. Middle school refers to students in grades 7-8 and high school refers to students in grades 9-12.
3. Currently be an active FFA member of the chapter making entry into the event.

G. A member may not participate in both a state 4-H and state FFA event when said events are held on the same day.

H. If an entry in an LDE is not able to advance, the designated alternate(s) will become the participant(s).

I. Members are eligible to participate for up to two years in the following LDEs on the sub-district/district level. Once they have participated in one of those events on the state level they are ineligible to participate in that event in future years.

- Ag Broadcasting
- Ag CSI
- Ag Impact
- Ag Issues & Perceptions
- Ag Sales (Individual)
- Chapter Program
- Conduct of Meetings
- Experience the Action
- Extemporaneous Speaking
- FFA Creed Speaking
- Job Interview
- Parliamentary Procedure
- Public Speaking

J. At the Sub-District and District level, it is permissible to deliver the written materials to the Sub-District Advisor or District Advisor respectively. Written materials will be returned following the respective event and may be revised before the next event. Written materials advancing to the State event must be postmarked to the FFA Enrichment Center seven (7) business days following the District event. Events with written materials include:
   - Ag CSI
   - Ag Impact
   - Ag Sales (Individual)
   - Chapter Program
   - Experience the Action
   - Job Interview
   - Public Speaking

K. No student may participate in more than one LDE/CDE each year at the national level.
L. Accommodations for participants can be made upon request of the FFA Advisor. The accommodation form must be submitted no less than 14 days prior to the respective event. Any assistance given to a team member from any source other than the LDE officials or assistants will be sufficient cause to eliminate the team from the LDE.
M. Proctors that are identified for online or virtual components shall have proper credentials to deliver educational programs to youth and shall not have a conflict of interest with participants in the event. The FFA advisor(s) and/or assistant FFA advisor(s) shall not serve as a proctor.
N. Participants shall not initiate contact with the judges. Doing so will result in a 5% deduction of points. Interactions allowed between the judges and participants are identified in each respective LDE's rules.
O. Items needed for specific phases of each LDE will be noted under their specific rules.
P. Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during the career development events found in the Official FFA Manual (https://www.ffa.org/official-manual/).
Q. Official FFA dress is expected for all participants when appropriate. If official dress is not appropriate, official casual dress should be worn. Official casual dress shall consist of 1) FFA t-shirt or polo shirt and 2) khaki or nice denim pants or shorts.

III. Holding Room Operating Procedures

A. Only holding room supervisor(s) and FFA participants are allowed in the holding area while competitive events are in session.
B. Participants will be escorted to the bathroom by an official FFA student or courtesy corps member. If participants are in procession of electronic storage or transmission devices, participants will hand over technology to student escort during that time.
C. In case of emergency, the sub-district or district advisor will be notified immediately, as well as the participant's advisor(s) and holding room supervisors.
D. In the event of an emergency contact which must be made with a participant, the message will be relayed to the participant by means of the holding room supervisor(s), and/or the holding room supervisor accompanying the advisor(s) delivering the message.
E. In the event that participants are arriving late, the participants will be met at the main entrance of the event and escorted by an event official to the holding room area and immediately check in with the holding room supervisor(s). Allowance of a late arrival is at the discretion of the host advisor.

IV. Judging Results and Awards

A. All events at sub-district, district and state levels are to be judged on a group ranking basis of Gold Emblem, Silver Emblem, and Bronze Emblem. Members placing below the three rankings will be listed as participants. Only if a written rule is violated will a "participation" ranking be given. This will prevent that entry from advancing. If necessary for entry in a regional or national event, one or more of the winners will be selected.
B. First, second, and third place shall be designated in every event at the state level.
C. In sub-district, district and state events, effort will be made to secure three (Ag Sales and Job Interview events shall have four) qualified and impartial persons to serve as judges whose decisions shall be final.
D. Judges:
   1. Effort will be made to make the comments of judges on strong and weak features available to all advisors for their participants, after the placings have been made.
   2. Of all events should make every effort to supply comments on individuals and team events.
   3. Must obtain permission from the LDE Chairperson before issuing a "participation" rating.
E. The results of all district FFA events will be released only by the District FFA Advisor, upon completion of the events at the district level.

F. Results of sub-district, district, and state events are to be released to the press and radio services so that parents and others at home may know of the outcome of the FFA events at the earliest opportunity. Release dates should be STRICTLY observed.
G. All references to awards to be provided by the National FFA Foundation, Inc. or Iowa FFA Foundation, Inc., are tentative, pending final announcement by the organization.
H. Should an unusual interruption occur while an event is in progress it is expected that good judgment will be exercised in maintaining fairness to all participants.
I. Officer books advancing to the state level of competition will not be displayed at the district event in order to assist the district advisors in meeting their obligations to preserve the materials for further competition. They will be displayed at the state leadership conference.

V. <u>Video Recording</u>

A. Recording performances at the sub-district and district level is strictly prohibited.

B. Requests to record a performance at the state competition shall be submitted to state FFA staff for consideration at least 3 weeks before the event date.

C. Approval for a request to record a performance at state competitions shall be at the discretion of state FFA staff.

V. <u>AFNR Career Cluster Content Standards</u>

AFNR Content Standards are specifically outlined within each respective LDE.

Ag CSI (Career & Science Investigation)

– For Middle School FFA Members –
2027 Chairperson:
Committee: Logan Henry, Brokaw

I. Overview

This experiential-learning career development event is designed as a classroom activity to emphasize career exploration and integration of academics. Learning activities will focus on: agricultural literacy, career exploration, personal development, and integration of academics. Participation in this activity is also designed to fulfill the SAE component of middle school FFA membership.

This is a District & State Level Event.

II. AFNR Career Cluster Content Standards

CRP.01. *Standard*: Act as a responsible and contributing citizen and employee.
- **CRP.01.01.** *Indicator:* Model personal responsibility in the workplace and community.
- **CRP.01.02.** *Indicator:* Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.
- **CRP.01.03.** *Indicator:* Identify and act upon opportunities for professional and civic service at work and in the community.

CRP.02. *Standard*: Apply appropriate academic and technical skills.
- **CRP.02.01.** *Indicator:* Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
- **CRP.02.02**. *Indicator:* Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

CRP.04. *Standard:* Communicate clearly, effectively and with reason.
- **CRP.04.01.** *Indicator:* Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- **CRP.04.02.** *Indicator:* Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
- **CRP.04.03.** *Indicator:* Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. *Standard*: Consider the environmental, social and economic impacts of decisions.
- **CRP.05.01.** *Indicator*: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.
- **CRP.05.02.** *Indicator:* Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

CRP.06. *Standard:* Demonstrate creativity and innovation.
- **CRP.06.01.** *Indicator:* Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.
- **CRP.06.02.** *Indicator*: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.
- **CRP.06.03.** *Indicator:* Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.

CRP.07. *Standard*: Employ valid and reliable research strategies.
- **CRP.07.01.** *Indicator*: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.
- **CRP.07.02.** *Indicator:* Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.

CRP.08. *Standard:* Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP.08.01.** *Indicator:* Apply reason and logic to evaluate workplace and community situations from multiple perspectives.
- **CRP.08.02.** *Indicator:* Investigate, prioritize and select solutions to solve problems in the workplace and community.
- **CRP.08.03.** *Indicator:* Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. *Standard:* Model integrity, ethical leadership and effective management.

Approved: September 29, 2025

CRP.09.01. *Indicator:* Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).
CRP.09.02. *Indicator:* Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).
CRP.09.03. *Indicator:* Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. *Standard:* Plan education and career path aligned to personal goals.
CRP.10.03. *Indicator:* Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.
CRP.10.04. *Indicator:* Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. *Standard:* Use technology to enhance productivity.
CRP.11.01. *Indicator:* Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.
CRP.11.02. *Indicator:* Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.12. *Standard:* Work productively in teams while using cultural/global competence.
CRP.12.01. *Indicator:* Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.
CRP.12.02. *Indicator:* Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

III. Event Rules

The rules governing District and State events, in addition to general rules for all LDEs, are as follows:

A. Participants must be middle school FFA members [grades seven (7) – eight (8)].
B. A team will consist of four (4) to six (6) students.
C. The scenario used for the event will be on a rotational basis as follows:
   1. 2027 – Growing Food Under the Ocean
   2. 2028 – Growing Food in an Extremely Dry Environment
   3. 2029 – Growing Food on Mars
D. Each team will have all team members select a specific agriscience career for each team member to role-play based on the scenario. Each team member must select different agriscience career.
E. Each team member will conduct a job-shadow/interview of a person employed in the agricultural industry:
   - Complete the one (1) page "Job Shadow" Worksheet and include it with the written report.
F. Each member will conduct a career profile of any agricultural related career:
   - Complete the career profile utilizing the template provided
   - All questions on career profile must be answered
   - Typewritten format is strongly encouraged
G. Each team will prepare up to a research proposal in a concise bulleted outline format describing the team's plans to address the scenario:
   - Cover page is optional
   - Typed, double spaced up to three (3) pages for the written report
   - Ten (10) or twelve (12) pt font
   - One inch (1") minimum page margins
   - Bibliography, in APA format, attached to the back of the proposal, no page limit
H. At registration, each team will present **one (1)** manila envelope that contains:
   - **Three (3) printed copies** of the research proposal with attached bibliography.
   - **Three (3) sets** of "Job Profile" Worksheets
   - **Three (3)** sets of "Career Profile" Worksheets
I. Each team member may choose to role-play their researched career during the final presentation.
J. Each team will deliver up to a ten (10) minute presentation outlining **why** your team should be selected. Teams should utilize audio visual aids to enhance the presentation (this may include but is not limited to):
   - Models
   - Props
   - A/V

K. A Time card will be shown at:
   - Eight (8) minutes (2 minutes remaining)

L. The presentation will conclude at ten (10) minutes.
M. At the conclusion of the presentation, members should prepare to receive and answer questions from the judges – Five (5) minutes
N. Students will have ten (10) minutes to setup. The room host will test the projector before the team enters the room. The 10 minutes will not go against the 10 minutes of the presentation.
O. FFA Chapters may enter multiple teams at the District level.
P. At District level, it is permissible to deliver the written materials to registration the day of the event. Written materials will be returned following the District event. Materials for the advancing teams may be revised.
Q. Written materials of advancing chapter must be postmarked to the FFA Enrichment Center seven (7) business days following the District event.
R. The judges in each District shall designate the top two teams to compete in the State event. The judges shall also name an alternate.
S. At State Leadership Conference (SLC) an A/V car with power and a screen will be provided.
T. The judges at the State level shall designate the top three teams. The judges shall name a champion, an alternate, and a third-place team.

IV. Resource Information

A. Suggested resource for the career profile is
   www.agcareers.com
   AgExplorer | National FFA Organization
B. Job Shadow Worksheet
C. Career Profile Worksheet

Job Shadow Worksheet:

Agricultural Career Science Investigation

Directions: Conduct a thirty-minute interview of an agricultural entrepreneur or a person employed in an agricultural career. Complete the following information, and submit with your team's final proposal. The person interviewed (job shadow mentor) must sign the bottom of this page. *No phone interviews. Typewritten is preferred.* (Submit a maximum of one page.)

Your Name: _____

Career Selected: _____

1. Describe three of the most interesting things you discovered today about this career.

2. What skills and educational training will you need to perform this job?

Skills:

Education:

3. What's the most surprising thing you learned today about this career?

4. What can you do right NOW, while you're in school to prepare for this career?

Job Shadow Mentor's Signature and Title: _____

Name of Business: _____

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Career Profile Worksheet:

Agricultural Career Science Investigation

Directions: Complete the following information, and submit with your team's final proposal. Typewritten is preferred. (Submit a maximum of two pages for the career profile worksheet.)

Student Name:

School/FFA Chapter:

Career Being Investigated:

Agricultural Career Pathway particular career would fall under:

Career Overview (1-2 five sentence paragraph(s), single spaced):

List six responsibilities for this career (Bulleted List):

What Education &/or Training is suggested/required?

To pursue this career, the following high school courses are recommended:

Typical Employers are:

Future Job Market/Outlook is:

Suggested Professional Organizations and Associations:

Are there any current career openings in this area?

If so, How many? What Company? Where are the openings located?

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V. Awards

District:	Chapters:	FFA Certificate	(Available Online)
	Individuals:	FFA Certificates	(Available Online)
State:	Chapters:	FFA Certificate	(Available Online)
	Individuals:	FFA Certificates	(Available Online)
	Champion Team:	Plaque	(Awarded on Stage at SLC)
		Cash Award	(Awarded after SLC)
		Individual Medals	(Awarded in Chapter Packet at SLC)
	Reserve Team:	Plaque or Trophy	(Awarded on Stage at SLC)
		Cash Award	(Awarded after SLC)
	3rd Place Team:	Plaque or Trophy	(Awarded on Stage at SLC)

All awards subject to available sponsorship.

VI. Event Hosting Guidelines/Checklists

Needed Materials Checklist:

____ Copies of Ag CSI Research Proposals
____ General Critique Forms on blue (1 copy x 3 judges x Total Number of Teams)
____ Ag CSI Judges Score Form on white (1 copy x 3 judges x Total Number of Teams)
____ Ag CSI Summary Form on yellow (1 copy)
____ 2 Tables for Judges
____ 3 Chairs for Judges
____ 6 Chairs for Participants
____ 2 Tables for Participants
____ 1 Screen
____ 1 A/V Cart
____ "2 Minutes Remaining" Time Card
____ Stopwatch
____ Pens/Pencils for Judges

Event Chairperson: Refer to the "Advisor's Handbook" for specific directions.

VII. Event Forms

Iowa FFA Association
FFA Enrichment Center
1055 SW Prairie Trail Parkway
Ankeny, IA 50023
www.iowaffa.com

Ag CSI (Agriculture Career & Science Investigation)

Judge's Score Form (one sheet per judge)

Judge _____

Use this form to score each team's materials and presentation. Write additional comments on the (blue) comment sheets.

	School P.O. (Town)	1. Job Shadow	2. Proposal & Bibliography Content, Grammar, Completeness	3. Optional - Job Shadow Summaries (Bonus Pts. Only)	4.Quality and Use of Audio-Visual Materials	Oral Presentation - Introduction - Identified the Problem - Identified Solutions - Organization - Voice Quality - Addressed the Scenario - Participation by All Members - Presenter Confidence - Strength of Closing - General Effect	5. Response to Questions (Judges may ask a total of 3 questions)	TOTAL SCORE (110 with bonus)	Final Rating Gold Emblem	Silver Emblem	Bronze Emblem
		15	30	10	5	45	5	100			
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

Iowa FFA Association

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Ag CSI (Agriculture Career & Science Investigation)

Judge _____

Judge _____

Judge _____

Final Judges' Summary (one sheet per room)

Summarize each judge's individual rankings on this sheet.

Date of Judging _____

District (Circle One): NW NC NE SW SC SE

	School P.O. (Town)	Participants Names	G=Gold S=Silver B=Bronze Judge 1	Judge 2	Judge 3	Overall Medal Rating	Final Ranking (1, 2, 3, etc.)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Ag CSI Scenario - Growing Food on Mars

NASA and USDA are cooperating to select a team of agricultural scientists to research systems for growing food on Mars. Establishing a viable food system on Mars is a critical step in their goal to colonize Mars. Your goal is to be selected as the research team that will travel to Mars.

Teams may want to address the following issues, however teams are free to change or add to this list of problems:

- ***a. If chosen for the mission, what specific experiments would your team conduct?***
- ***b. Why would you conduct the experiments?***
- ***c. What unique scientific problems will need to be solved to complete the mission?***
- ***d. What agricultural product(s) will you attempt to grow on Mars?***
- ***e. How with the respective team members work together to complete the mission?***

Note to Judges:

This activity is designed to build upon the creative skills of middle school students. There are no predetermined right or wrong answers. Teams are free to create their own unique approach when developing their plan and presentation.

Ag CSI Scenario - Growing Food in an Extremely Dry Environment

The USDA and US Extension Council are cooperating to select a team of agricultural scientists to research systems for growing food in an extremely dry environment. Establishing a viable food system in dryland and arid conditions is a critical step in their goal to establish colonies within currently underutilized areas. Your goal is to be selected as the research team that will travel to the arid/dryland area.

Teams may want to address the following issues, however, teams are free to change or add to this list of problems:

- ***a. If chosen for the mission, what specific experiments would your team conduct?***
- ***b. Why would you conduct the experiments?***
- ***c. What unique scientific problems will need to be solved to complete the mission?***
- ***d. What agricultural product(s) will you attempt to grow in the extremely dry environment?***
- ***e. How with the respective team members work together to complete the mission?***

Note to Judges:

This activity is designed to build upon the creative skills of middle school students. There are no predetermined right or wrong answers. Teams are free to create their own unique approach when developing their plan and presentation.

Ag CSI Scenario - Growing Food Under the Ocean

The U.S. Navy and USDA are cooperating to select a team of agricultural scientists to research systems for growing food on under the ocean. Establishing a viable food system under the ocean is a critical step in their goal to establish undersea colonies. Your goal is to be selected as the research team that will travel to the undersea base.

Teams may want to address the following issues, however teams are free to change or add to this list of problems:

- ***a. If chosen for the mission, what specific experiments would your team conduct?***
- ***b. Why would you conduct the experiments?***
- ***c. What unique scientific problems will need to be solved to complete the mission?***
- ***d. What agricultural product(s) will you attempt to grow on under the ocean?***
- ***e. How with the respective team members work together to complete the mission?***

Note to Judges:

This activity is designed to build upon the creative skills of middle school students. There are no predetermined right or wrong answers. Teams are free to create their own unique approach when developing their plan and presentation.

Chairperson: Hold up this card at the 10 minute mark.

2 Minutes Remaining