

10/13/2023

An Acceptable POA has:

A start and end date

A mission & Vision Statement

Student Leadership listed

Activities listed on the calendar

1 activity per quality standard (will need more than 1 for National Chapter & Superior Chapter Awards)

Each activity has a SMART Goal and a budget

A chapter budget



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## Program of Activities: Form 1

**DIVISION:**

**QUALITY STANDARD:**

**NAME OF COMMITTEE:**

**COMMITTEE PURPOSE:**

**COMMITTEE MEMBERS:**

**COMMITTEE CHAIRPERSON(S):**

Activity	Goal(s)
Activity Name:	
Target Completion Date:	
Estimated Income:	
Estimated Expenses:	
Chapter Action:	

Activity	Goal(s)
Activity Name:	
Target Completion Date:	
Estimated Income:	
Estimated Expenses:	
Chapter Action:	

Activity	Goal(s)
Activity Name:	
Target Completion Date:	
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Estimated Income:	
Estimated Expenses:	
Chapter Action:	

*For more information on Program of Activities development, review the POA Resource Guide.*



## PROGRAM OF ACTIVITIES: DIVISIONS & QUALITY STANDARDS

Each chapter builds its Program of Activities around three major areas called divisions. Divisions focus on the types of activities a chapter conducts. The three divisions include: growing leaders, building communities, and strengthening agricultural. Each division in the Program of Activities has five quality standards.

### Growing Leaders:

Quality Standard	Example Activities
<b>Leadership:</b> Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.	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
<b>Healthy Lifestyle:</b> Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.	Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities
<b>Scholarship:</b> Activities that develop a positive attitude toward lifelong learning experiences.	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
<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.	Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees
<b>Career Success:</b> Activities that promote student involvement and growth through agriculture-related experiences and/or entrepreneurship and promote career readiness.	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

### Building Communities:

Quality Standard	Example Activities
<b>Environmental:</b> Activities conducted to preserve natural resources and develop more environmentally responsible individuals.	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
<b>Human Resources:</b> Activities conducted to improve the welfare and well-being of members and citizens of the community.	PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after-school program for younger children, set up a community garden, food/toy drives, National FFA Living to Serve Grants, Farm to School Initiative
<b>Citizenship:</b> 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, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity concert, networking with governmental agencies
<b>Stakeholder Engagement:</b> Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.	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. <b>(Cannot include alumni and supporters)</b>
<b>Economic Development:</b> Activities conducted to improve the economic welfare of the community.	Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact

## Strengthening Agriculture:

Quality Standard	Example Activities
<b>Support Group:</b> Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.	Any activities with <b>FFA Alumni and supporters</b> dedicated to supporting active FFA chapters
<b>Chapter Recruitment:</b> Activities conducted to increase in engagement or enrollment in agricultural education and/or FFA membership and encourage greater participation.	Career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbeques, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor program for new members, a complimentary subscription to <i>FFA New Horizons</i> magazine
<b>Safety:</b> Activities that enhance safety in the community.	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
<b>Agricultural Advocacy:</b> Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action.	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
<b>Agricultural Literacy:</b> Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.	Food for America, Agriculture in the Classroom, Food Checkout Day, activities centered around national food promotions (i.e., dairy month), agriculturally related educational events and/or displays, educating consumers about hunger, food cost and food safety, Our Food Link activities, Food, Land & People, partnering with local fair or festival boards to include food-related educational components in events, alternative fuel education, product awareness as it relates to agriculture (i.e., clothing, medicines, paper, etc.)

Fundraisers benefiting the chapter, such as fruit sales, plant sales, meat sales, are not part of the National Chapter Application, as there is not a quality standard that aligns with this type of activity. Activities such as benefits or charity events that benefit community members or the community should be used under the Citizenship Quality Standard.

For more information on the Program of Activities development, review the [POA Resource Guide](#).



# NATIONAL CHAPTER AWARD PROGRAM STRATEGIES

## PLANNING AND RESOURCES

- Schedule major activities across the school year
- Identify deadlines
- Identify activities that provide a service to students, school, and community
- Develop a systematic schedule
- Develop a year-long plan for activities
- Host an officer retreat to generate activity ideas
- Identify locally relevant activities
- Utilize FFA NCA Rubrics
- Volunteer to judge applications at the state level
- Plan one activity per standard
- Utilize a Program of Activities
- Use National Chapter Award application as a template for the chapter POA
- Utilize the 15 quality standards as guides for activities
- Establish SMART goals
- Develop action plans
- Think big

## REFLECTING

- Perform teacher reflection
- Review the National Chapter Awards Recognition Guide
- Guide student reflection
- Assess program needs

## IMPLEMENTING ACTIVITIES

- Officer investment
- Persistence
- Be open to opportunities that arise throughout the year
- Student ownership
- Take/capture photographs (action shots)
- Committee accountability
- Consider student impact
- Involve as many students as possible

## APPLICATION WRITING

- Follow the NCA Rubric
- Integrate proper grammar
- Select a uniform writing format
- Utilize divisions and quality standards
- Select quality pictures
- Reinforce writing skills
- Assign student teams to complete portions of the application
- Write/develop application throughout the year
- Incorporate state level judging feedback



## CONTACT

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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 to 360 points
Two Star	359 to 269 points
One Star	268 to 0 points

### Rubric

	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	<div> <div></div> <div>x 2.5</div> <div></div> </div>

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Goal	Goal is well written and utilizes all five components of a SMART (Specific, Measurable, Attainable, Realistic and Time) goal. The goal answers the following questions: <ul style="list-style-type: none"> <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	

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Plan of Action	<p>Plan of action clearly identifies the following:</p> <ul style="list-style-type: none"> <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 the following:</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 the following:</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 0.5 points	No Points 0 points	Points Possible	Points Earned
Outcome evaluated and reported (goal met or unmet)	<p>Response clearly states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, clearly states by how much it 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 it exceeded. If goal was unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified.</p>	<p>Response does not or poorly states whether all aspects of the SMART goal were unmet, met or exceeded. It does not identify how much the goal was met by or does not include the circumstances as to why the goal was unmet.</p>	1	



	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Advancing leaders, communities or agriculture	Response clearly states the purpose of the activity and the benefit of this activity at or above the local level. Uses qualitative data to help explain how the activity advanced students, community, or agriculture.	Response vaguely states the purpose of the activity and the benefit of this activity at or above the local level. Uses some data to help explain how the activity advanced students, community, or agriculture.	Response does not or poorly states the purpose of the activity and the benefit of this activity at or about the local level. Does not use qualitative data to explain how the activity advanced students, community, or agriculture.	6	<div> <div></div> <div>x 2</div> <div>=</div> <div></div> </div>

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Impact	Response clearly explains the impact on the chapter, its members, and the intended audience. Uses quantitative data to help explain how the activity impacted the intended audience.	Response vaguely explains the impact on the chapter, its members, and the intended audience. Uses some data to help explain how the activity impacted the intended audience.	Response does not explain the impact on the chapter, its member, or the intended audience. No data is used to explain the impact of the activity.	6	<div> <div></div> <div>x 2</div> <div>=</div> <div></div> </div>

	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	<div> <div></div> <div>x 2</div> <div>=</div> <div></div> </div>

	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	
	<b>High Points 3 points</b>	<b>Middle Points 2 points</b>	<b>Low Points 1–0 points</b>	<b>Points Possible</b>	<b>Points Earned</b>
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	
	<b>High Points 2 points</b>	<b>Middle Points 1 point</b>	<b>No Points 0 points</b>	<b>Points Possible</b>	<b>Points Earned</b>
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	



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## Program of Activities: Form 1 Summary

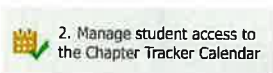
The Program of Activities (POA) serves to define chapter goals, outline steps needed to meet those goals and act as a written guide to provide a calendar of events the chapter will follow in the year ahead.

Growing Leaders		Building Communities		Strengthening Agriculture	
Chair:	<u>Leadership Committee</u>	Chair:	<u>Environmental Committee</u>	Chair:	<u>Support Group Committee</u>
Activities:		Activities:		Activities:	
Chair:	<u>Healthy Lifestyle Committee</u>	Chair:	<u>Human Resources Committee</u>	Chair:	<u>Chapter Recruitment Committee</u>
Activities:		Activities:		Activities:	
Chair:	<u>Scholarship Committee</u>	Chair:	<u>Citizenship Committee</u>	Chair:	<u>Safety Committee</u>
Activities:		Activities:		Activities:	
Chair:	<u>Personal Growth Committee</u>	Chair:	<u>Stakeholder Engagement Committee</u>	Chair:	<u>Agricultural Advocacy Committee</u>
Activities:		Activities:		Activities:	
Chair:	<u>Career Success Committee</u>	Chair:	<u>Economic Development Committee</u>	Chair:	<u>Agricultural Literacy Committee</u>
Activities:		Activities:		Activities:	

For more information on Program of Activities development, visit [www.FFA.org/POA](http://www.FFA.org/POA)

**Purpose:** The purpose of this guide is to provide an overview of AET's Strategic Planning System and how to manage event (PoA) details such as goals, plans, outcomes and results. This guide also covers how to engage students to lead the effort.

## Step 1: Assign Calendar Student Leaders (PoA Managers)



Each student selected will be able to access the calendar and Strategic Planning Systems from their AET Student JOURNAL.

- Students can select the calendar link and create/view/edit calendar activities
- Students can select their Student Journal and access the Strategic Planning system to develop a mission statement, goals, outcomes and results (All areas!)

## Step 2: Define a Strategic Planning Year and Enter Details



Students and teachers can develop strategic concepts, define leaders, create strategic aligned activities, manage budget details and more through AET's strategic planning system. Also, teaches students a valuable career skill!

1. Set a PoA 12-month time period (Establishes a Strategic Planning Period)
2. Work with your student leaders and other stakeholders to complete all sections:
  - (a) Strategic Planning – Mission, Visions and planning
  - (b) Student leaders and details – Officers and committee objectives
  - (c) Action events (PoA) – Key aspect for this guide!**
  - (d) Program Budget – Overall and activity budgets

\* <http://learn.theaet.com/default.aspx?ID=47311> for more information (Teacher Help)

## Step 3: Strategic Activities – Tracking Event Details

Create new or select events to manage PoA details and Print Results



Strategic Planning	Student Leadership	Action Events	Program Budget
<b>Action Events</b> ?			
Committee Filter: All Committee Events		Month Filter: All Events	
FEB	<b>Elementary Ag Day</b>	2/17/2016 Cooperation	
17	This is an schedule of events they can develop.....shares on AETweb calendar to update other stakeholders such as parents, school admin or public. This could include http://theaet.com/ weblinks or formatted anyway needed... other ways...		
APR	<b>Ag Education Day</b>	4/19/2016 Public Relations	
19	This event is planned for this year as a focus on international agriculture and importance of agriculture in developing nations. The schedule is planned as: Setup event 4/1/16 Event meeting Mandatory is set for 4/18 Other details...		



# Managing PoA Event Details in AET

Once an "Action Event" is selected, the details include:

**A. Activity Description** – *Explains the intent of the event and connection to the overall Chapter strategic plan*

Program Strategy Manager  
Ag Education Day

Select Year: Aug 2015 - Jul 2016

Strategic Planning | Student Leadership | Action Events | Program Budget

General | **Goals, Plans and Outcomes** | Deadlines & Dates | Results & Evaluations | Photos | Budget | Participants

**Goals, Plans of Action and Outcomes**

**Activity Description** ⓘ ⓘ

This event is targeted to our high school students and is focused on improving students knowledge of agriculture through educational packets and interactive booths. This is an annual event that offers a chance to also recruit students into FFA through fun and educational activities.

**B. Activity Goals, Plans of Action and Outcomes** – *Each area needs specific, measurable, attainable, realistic and time (SMART) oriented plans to connects goals to a plan of action and related outcomes*

**Goal #1** ⓘ ⓘ

maximum 200 characters - 6 remaining

To establish 5 stations that focus on international issues in agriculture and the value of agriculture in the US and other countries. Last year, we had 4 stations and are looking to expand to 5.

**Plan of Action #1** ⓘ ⓘ

maximum 375 characters - 21 remaining

To achieve this goal, we are partnering with the International Ag Development Department at Texas A&M and they have proposed we setup 5 stations that include (1) Value to US consumers, (2) Food security and importance of USDA, (3) Importance in Developing Countries, (4) Relatively low cost in US, (5) Agriculture policy and important in balance of trade

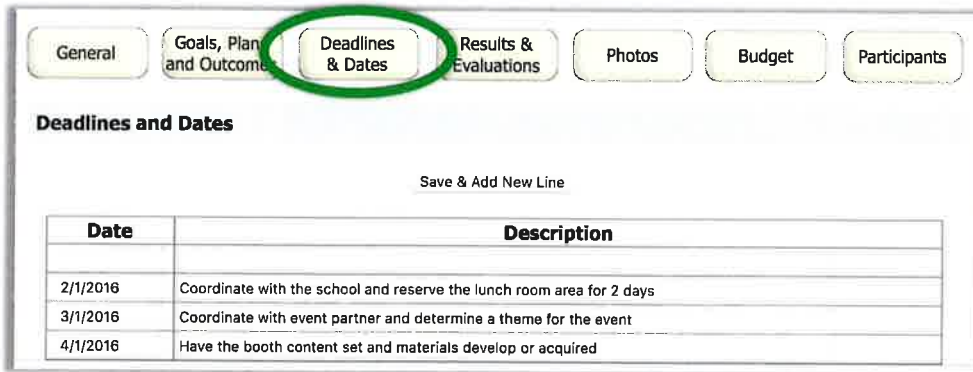
**Outcome Evaluated and Reported #1** ⓘ ⓘ Exceeded ▾

maximum 125 characters - 4 remaining

We developed 6 stations, adding nutritional standards and agricultural production. This made the event easier to manage.

- Each event requires **3** sets of goals, plans of action and outcomes to be complete, so complete #1, #2 and #3!

## C. Record Key Planning Dates – *Dates that are important to plan the activity (important when repeating into future years).*



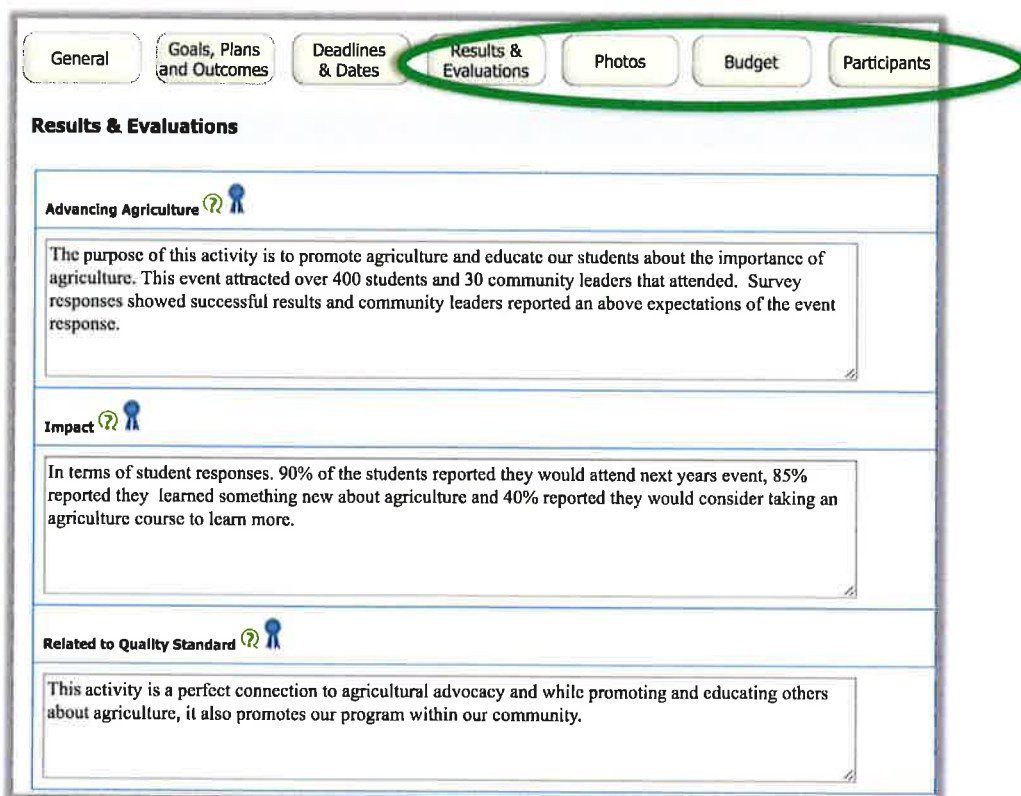
General Goals, Plans and Outcomes **Deadlines & Dates** Results & Evaluations Photos Budget Participants

Deadlines and Dates

Save & Add New Line

Date	Description
2/1/2016	Coordinate with the school and reserve the lunch room area for 2 days
3/1/2016	Coordinate with event partner and determine a theme for the event
4/1/2016	Have the booth content set and materials develop or acquired

## D. Track Results, Photos, Budget and Participants – *Identify the results, capture photos that illustrate the event, enter budget details and record participants*



General Goals, Plans and Outcomes Deadlines & Dates **Results & Evaluations** Photos Budget Participants

Results & Evaluations

**Advancing Agriculture** ? ?

The purpose of this activity is to promote agriculture and educate our students about the importance of agriculture. This event attracted over 400 students and 30 community leaders that attended. Survey responses showed successful results and community leaders reported an above expectations of the event response.

**Impact** ? ?

In terms of student responses, 90% of the students reported they would attend next years event, 85% reported they learned something new about agriculture and 40% reported they would consider taking an agriculture course to learn more.

**Related to Quality Standard** ? ?

This activity is a perfect connection to agricultural advocacy and while promoting and educating others about agriculture, it also promotes our program within our community.

\*All areas completed in AET (1) populates valuable PDF reports and (2) completes FFA's National Chapter Award Application (See additional help guides in AET – Teacher Help).

For assistance in each area:

? For basic help on each question

? For advanced help and high points from the National Chapter Award rubric

