



2027 National Chapter Award Program Handbook

Table of Contents

Philosophy	3
National Quality Program Standards	4
Introduction	5
National Quality FFA Chapter Standards	6
Program of Activities	7
<i>Goals for Chapter Activities</i>	7
<i>Purpose of a Program of Activities</i>	7
<i>Divisions in the Program of Activities</i>	7
<i>Quality Standards</i>	8
Growing Leaders	8
Building Communities	9
Strengthening Agriculture	10
Understanding the Award Program	11
Program Purpose	11
Chapter Eligibility	11
<i>Three C's to Determine Eligibility</i>	11
<i>Reasons to Apply</i>	11
<i>Awards Available</i>	11
<i>Application Deadlines</i>	13
Applying for Awards	14
Guidelines for Completing the Application	14
<i>What is an Activity</i>	14
<i>Other Submission Processes (State or Local Submission)</i>	15
<i>Assign Students</i>	15
<i>Cover Page</i>	15
<i>Completing Form I</i>	15
<i>Completing Form II</i>	16
<i>Check sheet</i>	16
<i>Professional Integrity & AI Usage</i>	17
Scoresheets and Rubrics	18
National Chapter Award Application Scoresheet	18
National Chapter Award Application Rubric	18
Model of Excellence Presentation and Interview Scoresheet	18
Model of Excellence of Excellence Presentation and Interview Rubric	18
Premier Chapter Presentation and Interview Scoresheet	18
Premier Chapter Presentation and Interview Rubric	18
Premier Chapter Presentation Information	19
Model of Excellence and Middle School Model of Excellence Presentation Information	20

Official Rules and Policies

for the National Chapter Award Program.

Refer to the National Chapter Award Program webpage at FFA.org/nationalchapter for the most up-to-date edition of the handbook.

Contact:

National Chapter Program Specialist

National FFA Center

6060 FFA Drive

Indianapolis, IN 46268-0960

nationalchapter@ffa.org

FFA Vision

Growing the next generation of leaders who will change the world.

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.

Guiding Principles

National FFA believes that awards and competitive events should:

1. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain
2. Recognize achievements in skill development and knowledge [including: (2a, 2b, 2c, 2d)]
 - a. Leveraging relevant technologies.
 - b. Utilizing creative problem solving.
 - c. Meeting developmentally appropriate learning objectives (Blooms Taxonomy)
 - d. Utilizing employability skills (teamwork, communication, collaboration).
3. Be accessible and engaging for all students and FFA members.
4. Provide awards and recognition opportunities for students at all levels.
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

The National Council for Agricultural Education has provided permission to the National FFA Organization for the use of the National Quality Program Standards for Agriculture, Food and Natural Resource Education in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National Quality Program Standards for Agriculture, Food, and Natural Resource Education © 2016 and reserves all rights to the original material that is used here with permission. The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) has provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this Program. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material used here with permission.

The National AFNR Career Cluster Content Standards are a guide to developing a well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete set of the standards, please visit the [2016 AFNR Career Cluster Content Standards](#).

The National FFA Organization has adopted the National Quality Program Standards and integrated them into national award and recognition programs for the benefit of members, school administration, and agriculture as a whole.

Introduction

National Quality FFA Chapter Standards

The **National Quality FFA Chapter Standards** serve as a foundation for the consistent delivery of quality FFA chapters across the nation focused on growing leaders, building communities, and strengthening agriculture. These standards are designed to be used by local advisors, administration, community partners, and/or stakeholders, FFA Alumni and/or an assessment team to conduct an evaluation of the local FFA chapter and develop clear goals and objectives for chapter improvement. The first step to success in the National FFA Chapter Award Program is to develop and maintain a quality FFA chapter based on these standards.

The National Quality FFA Chapter Standards include the following 13 indicators:

1. All students enrolled in the agricultural education program have the opportunity to be a member of FFA.
2. Students build a progressive leadership and personal development plan.
3. All students participate in meaningful leadership and personal development activities in each component of the agricultural education program:
 - Classroom and laboratory instruction.
 - Experiential, project, and work-based learning through SAE.
 - Leadership and personal development through FFA.
4. The FFA chapter constitution and bylaws are up-to-date and approved by chapter members.
5. FFA members are involved in the planning and implementation of a Program of Activities (POA).
6. The FFA chapter conducts regularly scheduled chapter meetings.
7. An awards recognition program planned and conducted by FFA members is in place.
8. The FFA chapter has a current budget, which provides the financial resources to support the POA.
9. Capable and trained officers lead the FFA chapter.
10. The FFA chapter has an active, dedicated support group (i.e., FFA Alumni and Supporters)
11. Stakeholders are engaged in developing and supporting a quality chapter.
12. SAE is an integral component of the agricultural education program with all students maintaining an exploratory/foundational SAE and career plan of study.
13. A recruitment and retention plan is yielding steady or increasing student enrollment.

National Quality Program Standards

The **National Quality Program Standards** for Agriculture, Food and Natural Resource Education (NQPS) are closely linked to the National Quality FFA Chapter Standards (NQCS) and developed by the Council for Agriculture Education. The NQPS reflects all components of an agriculture, food and natural resource education program including the following:

- Classroom and laboratory instruction.
- Experiential, project, and work-based learning through SAE.
- Personal and leadership development through FFA.

The National Quality FFA Chapter Standards focus on the operations of a quality FFA chapter at the local level.

The connection between the National Quality Program Standards and the National Quality FFA Chapter Standards is shown in the chart below:

National Quality FFA Chapter Standards	National Quality Program Standards
NQCS Indicator 1	Standard 3, Indicator 1
NQCS Indicator 2	Standard 3, Indicator 2
NQCS Indicator 3	Standard 3, Indicator 3
NQCS Indicator 4	Standard 3, Indicator 4
NQCS Indicator 5	Standard 3, Indicator 5
NQCS Indicator 6	Standard 3, Indicator 6
NQCS Indicator 7	Standard 3, Indicator 7
NQCS Indicator 8	Standard 3, Indicator 8
NQCS Indicator 12	Standard 2, Indicator 1
NQCS Indicator 13	Standard 5, Indicator 2

1. Program of Activities

For more information on Program of Activities development and POA templates, visit FFA.org/POA.

Goals for Chapter Activities

Chapter activities should provide the following:

- A balance of experiences inside and outside the classroom.
- Opportunities for developing self-confidence, responsibility, citizenship, cooperation, and leadership skills.
- Authentic, engaging activities.
- Relevant, educational experiences.
- Accessibility for all students.
- Flexibility that will allow chapters from various environments and with various levels of resources to be successful.
- Multiple levels of participation and experiences.
- Appropriate recognition for all participants.
- Exposure to opportunities and educational experiences in food, agriculture, and natural resources.

Purpose of a Program of Activities

A well-developed POA:

- Defines chapter goals and outlines steps needed to meet those goals.
- Acts as a written guide to provide 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.

Divisions in the Program of Activities

FFA is the premier youth development organization for agricultural education students that provides life-changing experiences for its members. Those experiences are driven by a strong mission and a compelling vision.

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.

FFA Vision: FFA provides the next generation of leaders who will change the world.

The FFA mission is **what** the organization does. The FFA vision is **why** the organization does it. By delivering this process, FFA grows leaders, builds communities, and strengthens agriculture.

Each chapter builds its POA around three major areas called divisions. Divisions focus on the types of activities a chapter conducts. The three divisions include:

- Growing Leaders.
- Building Communities.
- Strengthening Agriculture.

Each division in the POA has five quality standards. Superior chapters conduct activities that relate to each of the quality standards.

Quality Standards

Fundraisers benefiting the chapter—such as fruit sales, plant sales, and meat sales—are not part of the National Chapter application, as there is no 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.

Growing Leaders: Encourages chapters to focus on developing individual skills, leadership qualities, and personal growth among members. This pillar evaluates how chapters create opportunities for members to grow in leadership abilities, academic achievement, character development, and career readiness.

Example Activities	Quality Standards
Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, new member mentor program, state leadership camps, chapter officer leadership training (COLT), hosting international students, member leadership series, Washington Leadership Conference, state, and national conferences	Leadership: Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.
Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities	Healthy Lifestyle: Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.
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	Scholarship: Activities that develop a positive attitude toward lifelong learning experiences.
Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees	Personal Growth: 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.
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	Career Success: Activities that promote student involvement and growth through agriculture-related experiences and/or entrepreneurship and promote career readiness.

Building Communities: Encourages chapters to engage with and contribute positively to their local communities. This pillar evaluates how chapters create opportunities for members to engage in activities that promote civic responsibility, environmental stewardship, and community development. Members demonstrate their ability to assess local needs, collaborate with community stakeholders, and implement initiatives that foster social, economic, and environmental progress.

Example Activities	Quality Standards
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	Environmental: Activities conducted to preserve natural resources and develop more environmentally responsible individuals.
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	Human Resources: Activities conducted to improve the welfare and well-being of members and citizens of the community.
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	Citizenship: Activities conducted to encourage members to become active, involved citizens of their school, community, and country.
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 and supporters)	Stakeholder Engagement: Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.
Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact	Economic Development: Activities conducted to improve the economic welfare of the community.

Strengthening Agriculture: Encourages chapters to promote agricultural literacy, advocacy, and safety within agriculture-related fields. This pillar evaluates how chapters create opportunities for members to advocate for and support agriculture through educational initiatives, hands-on experiences, and community outreach. Members demonstrate their ability to promote agricultural literacy, advance sustainable and safe practices, and contribute to the future success of the agriculture industry through recruitment.

Example Activities	Quality Standards
Any activities with FFA Alumni and supporters dedicated to supporting active FFA chapters	Support Group: Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.
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, and a complimentary subscription to <i>FFA New Horizons</i> magazine	Chapter Recruitment: Activities conducted to increase engagement or enrollment in agricultural education and/or FFA membership and encourage greater participation.
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	Safety: Activities that enhance safety in the community.
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	Agricultural Advocacy refers to actively supporting, promoting, and defending agriculture to various audiences. Agricultural advocates work to influence public opinion, shape policy, and gain support for agricultural practices and policies. The purpose of agricultural advocacy is to build trust, address misconceptions, and secure support for the agricultural industry. Students within the chapter might target their efforts toward policymakers, consumers, industry stakeholders, and the general public. ##
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.)	Agricultural Literacy refers to the understanding of basic concepts related to agriculture, including its processes, history, and importance to society and the economy. The purpose of agricultural literacy is to educate individuals, especially those with little or no direct connection to agriculture, about how agriculture impacts their daily lives. Students within the chapter might target their efforts toward other students, educators, consumers, and the general public. ##

Agricultural advocacy often builds upon agricultural literacy. Agricultural advocates rely on a foundation of agricultural literacy to effectively communicate the importance of agriculture, address misconceptions, and promote informed decision-making among their audiences.

2. Understanding the Award Program

Program Purpose

The national chapter award program is designed to recognize FFA chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the NQCS and a POA that emphasizes growing leaders, building communities, and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership. This application process assists chapters in assessing their accomplishments.

Chapter Eligibility

All chapters that are chartered by state FFA associations are eligible for and encouraged to participate in the national chapter award program. Chapters are eligible for recognition in the program each year.

A chapter must also conduct at least one activity related to each of the quality standards and meet the minimum requirements as outlined in the NQCS. The quality standards established for each division, as well as the NQCS, represent the minimum requirements for the national chapter award program. The standards help members select those areas needed to have a successful chapter. States may have other requirements, so check with your state advisor or state FFA officials. To apply for these awards, the chapter must complete the official application and submit it to the state FFA association by the established due date. The application is located in the Application Center on FFA.org.

Three C's to Determine Eligibility

1. Chapter in good standing
2. Carried out activity related to each standard
3. Completed application

Reasons to Apply

1. Let the public know the chapter's accomplishments
2. Receive recognition for chapter members' efforts
3. Develop pride in your chapter

Awards Available at the State Level

Superior Chapter Award

Every chapter that meets the minimum quality chapter 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 in addition to meeting the minimum criteria outlined in the NQCS.

Gold, Silver, or Bronze Awards

To compete for state gold, silver or bronze awards, chapters must qualify for the superior chapter award and complete Form II. Chapters use Form II to report goals, plans of action and results/evaluation on three activities for each division. State judges rank the chapters as gold, silver or bronze based on the rubric.

Awards Available at the National Level

The number of applications each state may submit depends on the total number of chapters in the state. States may send three applications or the equivalent of 10 percent of the total number of chapters in the state. For example, a state with 150 chapters can submit 15 applications. The number of applications a state can submit will be confirmed in January prior to when state evaluations begin.

Awards will be presented to chapters based on their rating.

National 3,2,1-Star Awards

On the national level, judges rate the chapters as three-star, two-star, or one-star.

Premier Chapter Awards

The national level also recognizes the top chapters with innovative activities in each division: growing leaders, building communities, and strengthening agriculture. During the application scoring process, judges, using the criterion (see below) for Premier Chapter Awards, will identify (flag) individual activities to be considered for the Premier Chapter Awards. From the list of identified (flagged) activities, a committee will select activities to become finalists for the National FFA Model of Innovation Activity. Of those top activities in each division, a top premier chapter will be chosen in each division. Only three-star chapters are eligible for premier chapter awards.

The criterion for **Premier Chapter Awards** includes:

1. **Originality of Concept:** Activity is highly unique, never-before-seen, and challenges conventional norms.
2. **Creativity in Execution:** Execution of activity is imaginative, engaging, and full of unexpected elements.
3. **Innovation in Engagement:** Activity introduces new ways to involve participants and spark interaction.
4. **Impact & Memorability:** Activity leaves a lasting impression; participants are likely to talk about it afterward.

Model of Excellence

High school chapters will be chosen as model of excellence chapters. These National FFA Model of Excellence chapters exhibit exemplary qualities in all categories of growing leaders, building communities, and strengthening agriculture. An overall national winner will be chosen out of the model of excellence chapters. Only three-star high school chapters are eligible for the model of excellence awards.

Middle School Model of Excellence

Middle School chapters are selected as middle school model of excellence chapters. Of those chapters, a top winner will be chosen as the National FFA Middle School Model of Excellence chapter. Only three-star middle school chapters are eligible for the middle school models of excellence awards.

National Finalists Selection

National Finalist Selection (application judging) takes place in July to determine star ratings and national finalists for the Premier Chapter awards, Middle School Model of Excellence and Model of Excellence awards.

National Finalists Presentations and Interviews

Forty-five national finalists will present and interview during the annual national convention. Details about the National Finalist presentations can be found on pages 19 and 20.

National Finalists Scoring:

The application score will contribute 25% of the overall score, and the presentation and interview will contribute 75%.

Scoring for the **Premier Chapter Award** will use the following formula:

	Premier Chapter Application Score	Premier Chapter Presentation and Interview Score	Total Score
Score Sheet Maximum	174 points for the Division only.	135 Points	
Multiplier to adjust for 25%/75% point distribution	$174 * 0.2586206896 = 45$ (25%)	135 (75%)	180 (100%)
Example Score	$150 * 0.2586206896 = 39.8$	125	163.8

Scoring for the **Model of Excellence and Middle School Models of Excellence Awards** will use the following formula:

	Models of Excellence Application Score	Models of Excellence Presentation and Interview Score	Total Score
Score Sheet Maximum	522 points	135 Points	
Multiplier to adjust for 25%/75% point distribution	$522 * 0.086206896 = 45$ (25%)	135 (75%)	180 (100%)
Example Score	$500 * 0.086206896 = 43.1$	125	168.1

National Convention Recognition

All forty-five national finalists will be recognized on the main stage during the general convention sessions. The national winners in each division are announced on the main stage.

Application Deadlines

Chapters may select any 12 consecutive months within an 18-month window, beginning January 1 of the previous award year and ending June 30 of the current award year (for example, January 1, 2026, to June 30, 2027). Applications must be approved online by July 1 to the National FFA Organization.

Applications should be submitted to state FFA officials in accordance with policies established by the state FFA association for judging. Applications must be submitted only on the official application, which is located in the Application Center on [FFA.org](https://ffa.org). To determine the deadline in your state, ask your state advisor or state FFA officials. Application deadlines vary from state to state. Applications must be submitted to the state FFA association for approval and must be certified for accuracy by the local chapter advisor. Chapters applying for national star consideration need to submit both Form I and Form II.

If a chapter does not want to be considered as a national finalist, the chapter advisor must email nationalchapter@ffa.org by July 1. State staff should also be in communication with those chapter advisors that do not wish to be considered as a national finalist.

3. Applying for Awards

Guidelines for Completing the Application

- Read all of the instructions before beginning.
- Use the latest version of the application located in the Application Center on FFA.org.
- Proofread the final version of the application before submitting. Double-check for spelling and grammatical errors.
- Use the “Tab” key to go to the next cell that will accept information on any page of the application.
- The application saves as you go.
- A National Chapter application must result from the student(s) effort and ability.
- **Original Content Required:** A new application must be completed each year. Applications may include the same activity as the previous year, but goals, plans of action, results and evaluation must differ.
- Applications may not
 - Re-submit an activity copied verbatim and pasted from previous years or other FFA Chapters with only minor changes.
 - In any way, falsify information.
 - Use another person’s thoughts as their own, even with this person’s permission. This includes work done by a family member or a mentor.
 - Use information obtained from the internet without proper citation.
- If it is deemed that an application is not original, the application will not be considered a 3-star chapter.

What is an Activity?

An Activity is a single, specific action or task undertaken as part of a larger program or goal. An Activity is often smaller in scale and focused on a particular objective.

Examples of Activities:

- Hosting a leadership workshop for a small group of members.
- Conducting a survey to identify community needs.
- Distributing agricultural literacy materials to local schools.

In contrast, an Event is a broader, organized gathering or occasion involving multiple Activities or efforts aimed at achieving a significant goal or impact. Events are typically larger in scope and may involve multiple stakeholders. Events are often the culmination of planning and several Activities.

Examples of Events:

- A full-day career fair featuring workshops, guest speakers, and booths.
- A community clean-up drive involving multiple teams and stations.
- An agricultural festival with demonstrations, educational sessions, and exhibits.

Key differences between an Activity and an Event:

- Scale and Complexity: Activities are individual tasks or initiatives, while Events are comprehensive gatherings that might include multiple interconnected Activities.
- Purpose: Activities often serve as steps toward accomplishing the broader objectives of an Event.

The National Chapter Award program application is designed to collect information about one Activity related to each of the quality standards. If multiple Activities are included in the Activity Description for an Activity, no points will be given for the Activity Description line of the Application Rubric.

Other Submission Processes (State or Local Submission)

- Any version number is acceptable on the cover page and photo pages. Version numbers on all other pages must be the same throughout the application at the time of submission. If version numbers differ throughout the application, the application will be ranked as a participant.
- Font type, size, and length of sections are limited by the online application. Altering the application will result in the application being disqualified. Altering the application includes copying the application into a Word document, altering the space given or character limits, and altering the font type or size including bold, underline, italicize or change in color of the text in the application.

Assign Students

- A chapter's application must be started or initiated by the Chapter/Instructor's account from the FFA.org Application Center. After this, the application can be assigned to one or more students on the "Assign Students" page. Students' access can be removed using the same page in the application. If your student does not show in the drop-down menu, confirm that they are listed and submitted to the state on your chapter roster.
- Using the dropdown menu, a list of all students in the chapter is available to assign access. If a student is missing from this menu, contact nationalchapter@ffa.org.
- The assigned students have complete access to edit, update, and delete all information contained in the application.
- Students should avoid working on the same screen at the same time.

Cover Page

- The beginning date of the application should be the date that the chapter's Program of Activities begins. It may be a prescribed date in your state. Check with your state advisor.
- The difference between the beginning and ending dates of the application will be one year. The end date is calculated when the user clicks "Set Dates" after entering the Beginning Date for Activities.
- The Beginning Date for Activities should be no earlier than Jan. 1 of the previous convention year. For example, if the "Convention Year for this Application" is 2027, the "Beginning Date for Activities" should be no earlier than Jan. 1, 2026. If the incorrect year is on the application cover page, the application will be ranked as a participant.

Completing Form I

- Contains a brief description of an activity within each quality standard and a chapter assessment based on the National Quality FFA Chapter Standards.

Activities

- Include a brief description of an activity within each quality standard.
- A maximum of 350 characters per quality standard is permitted with the exception of:
 - Plan of Action – 450 maximum
 - Outcomes – 200 maximum
 - Advancing Leaders – 500 maximum
 - Impact – 500 maximum

Indicators

- The application includes a chapter assessment based on the National Quality FFA Chapter Standards. The NQCS scale is used to determine if a chapter will be awarded the superior chapter award. The maximum score on Form I is 64 points. A minimum of 51 points or higher in addition to the activity summaries must be earned and completed in order for a chapter to fill out Form II.
- For more information on the NQCS indicators and to review the rubric, see page 6.
- Upon completion, review the next page in the application entitled "Form I Summary" for the chapter's Superior Chapter Award results.

Summary

- This page in the application serves as a summary sheet for all information entered on the “Form I Indicators” page.
- Form II becomes available once the minimum qualifications are met in Form I.

Completing Form II

- Form II requires the chapter to select, list and describe three major activities conducted for each division. These activities should be activities listed in Form I. The chapter can use an activity once in Form II.
- After selecting the activities, the chapter must describe the goals, plan of action and results/evaluation for each activity.
- All text boxes in the application are character counted. All text boxes allow unlimited text during the editing process, but a character count is available to help the chapter understand the parameters. The Checklist at the end of the application will provide validation on missing or too-long responses.
- “Check Spelling” is available on all Form II pages.
- A user can hard-return. By pressing enter within a text box, a new line will begin.
- The chapter needs to include a photo and caption for each activity. Good photographs and captions increase the impact of the application. Keep the following points in mind when taking and captioning photos:
 - Do not stage the pictures. Take photos throughout the activity and select the best ones.
 - Appoint a member to be responsible for photographing each activity.
 - Be sure the photographer knows how to use the camera. Photos that are not 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.
 - One photo, not a collage or screenshot, should be submitted with each activity. If a collage or screenshot is used, 0 points for Photo will be awarded on the rubric.
 - Captions should do more than just name the picture. They should be informative and interesting.
 - Photos should be formatted:
 - Landscape
 - Aspect ratio: 4x3
 - Resolution: 1024x768 or 4000x3000
 - Photos must be of the chapter activity. Misleading or falsified photos may lead to disqualification.

Check sheet

- The Check sheet provides warnings for incomplete information.
- Warnings and messages will not prevent the generation of the PDF application. Chapters are strongly encouraged to correct all errors before submitting the application.

Electronic Signatures

- The signature screen is available online when the Checklist is fully met
- Students should complete all other pages of this application before obtaining electronic signatures
- If this application undergoes significant changes after signing, the signatures should be reobtained using this form by clicking “revoke signature.”
- Please review the entire application, and electronically sign the appropriate section.
- If a section is not available, your user account’s Role does not grant access to that section.

Submit Application

- Chapters have two options:
 - Complete/Save Your Application — This will generate all pages in Form I and Form II for a complete chapter application. This is for chapters interested in competing for state gold, silver, or bronze awards as well as national 3-, 2- and 1-star awards. By selecting this option, a PDF export is generated of Form I and Form II pages.
 - Complete Form I and Form II need to be considered for national judging.
 - Generate Form I only — This is intended for chapters who are only interested in being recognized for the State Superior Chapter Award. Some states may use this as a reporting form for other purposes. Check with your state advisor for more details. By selecting this option, a PDF export is generated from Form I pages.
 - Chapters and states are also able to see earlier versions of the application that was previously saved.
 - State associations are responsible for submitting the state applications. All applications are submitted as PDFs through the online approval portal.

Professional Integrity

FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests, and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the [Standard Operating Procedures on the Use of Artificial Intelligence \(AI\) for National Programs and Events document](#).

Code of Conduct

FFA members participating in National FFA programs understand and agree to abide by the [National FFA Code of Conduct](#).

Scoresheets and Rubrics

For consideration as a state superior chapter, the chapter must complete Form I. Form I is not scored at the national level. This form is composed of two sections:

- Verification that the chapter POA addresses quality standards related to growing leaders, building communities, and strengthening agriculture by providing a brief summary of one activity per quality standard.
- Fulfillment, development, and growth of the NQCS.

[National Chapter Award Application Scoresheet](#)

[National Chapter Award Application Rubric](#)

[Model of Excellence Presentation and Interview Scoresheet](#)

[Model of Excellence Presentation and Interview Rubric](#)

[Premier Chapter Presentation and Interview Scoresheet](#)

[Premier Chapter Presentation and Interview Rubric](#)

Premier Chapter Presentation Information

Premier chapter finalists are evaluated at the National FFA Convention & Expo. While a PowerPoint presentation is appropriate, it is not required. Remember, slides are designed to supplement the chapter presentation — not be the presentation.

- No sound, video or hyperlinks are permitted in the presentation.
- FFA Official Dress is required.
- Props and handouts are not permitted. Anything outside of Official Dress will be considered a prop.
- The presentation should be no more than eight minutes and should align directly to the rubric.
- No more than two student presenters will be permitted.

For additional information, refer to the appropriate orientation packet located at [FFA.org/nationalchapter](https://www.ffa.org/nationalchapter).

No chapter will be in the presentation room longer than 20 minutes for the premier chapter presentation. If a chapter completes the presentation in less than eight minutes, the question/answer period will not be extended. Once the 8-minute presentation time has expired, the timekeeper will stop the presentation, the remainder of the time will be for questions.

Set up 0–2 minutes	• Presenters enter the room and the time begins. • Only one assistant may help in setting up the presentation. Once set up is complete, the assistant must exit the room/stage. • No set up is allowed prior to the presenter's assigned time period.
Presentation 0–8 minutes	• Handouts and props are not allowed. A media presentation within the allowed guidelines will be permitted to enhance the oral presentation. Presentations will begin after setup, and the timekeeper has closed the presentation room door. • There will be a warning at six minutes, and time will be called at eight minutes.
Interview 0–8 minutes	When the presentation concludes, the interview period will begin. • The judges will be prepared to ask questions for an eight-minute period. • At 15 minutes, the timekeeper will provide a warning to both the presenters and judges that the presentation time is about to expire. • If the presenters are in the middle of answering a question, they will stop speaking with no penalty when time is called.
Clean up 0–2 minutes	• Clean up time will not exceed two minutes.

Preparing for a presentation? Check out previous finalists' presentations from Finals Hall: <https://www.ffa.org/ffa-video-center/national-convention-highlights/>

Model of Excellence and Middle School Model of Excellence

Presentation Information

Model of Excellence and Middle School Model of Excellence finalists are evaluated at the National FFA Convention & Expo. While a PowerPoint presentation is appropriate, it is not required. Remember, slides are designed to supplement the chapter presentation — not be the presentation.

- No sound, video or hyperlinks are permitted in the presentation.
- FFA Official Dress is required.
- Props and handouts are not permitted. Anything outside of Official Dress will be considered a prop.
- The presentation should be no more than 15 minutes and should align directly to the rubric.
- No more than three student presenters will be permitted.

For additional information, refer to the appropriate orientation packet located at [FFA.org/nationalchapter](https://www.ffa.org/nationalchapter).

No chapter will be in the presentation room longer than 30 minutes for the Model of Excellence or Middle School Model of Excellence presentation. If a chapter completes the presentation in less than 15 minutes, the question/answer period will not be extended. Once the 15-minute presentation time has expired, the timekeeper will stop the presentation; the remainder of the time will be for questions.

Set up 0–3 minutes	▪ Presenters enter the room, and the time begins. ▪ Only one assistant may help in setting up the presentation. Once the setup is complete, the assistant must exit the room. ▪ No setup is allowed prior to the presenter's assigned time period.
Presentation 0–15 minutes	▪ Handouts and props are not allowed. A media presentation within the allowed guidelines will be permitted to enhance the oral presentation. Presentations will begin after setup, and the timekeeper has closed the presentation room door. ▪ There will be a warning at 13 minutes, and time will be called at 15 minutes.
Interview 0–10 minutes	▪ When the presentation concludes, the interview period will begin. ▪ The judges will be prepared to ask questions for a 10-minute period. ▪ At 24 minutes, the timekeeper will provide a warning to the presenters and judges that the presentation time is about to expire. ▪ If the presenters are in the middle of answering a question, they will stop speaking with no penalty when time is called.
Clean up 0–2 minutes	▪ Clean up time will not exceed two minutes.

Preparing for a presentation? Check out previous finalists' presentations from Finals Hall: <https://www.ffa.org/ffa-video-center/national-convention-highlights/>