



National FFA Career Development Events

*A Special Project of the
National FFA Foundation*

National FFA Career Development Events

General Information

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These are the official rules and regulations for National FFA Career Development Events for 2012-2016. Refer to the CDE webpage on ffa.org for the most up-to-date edition of the career development event handbook.

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

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. National FFA Online, www.ffa.org, FFA's Internet web site, can provide information about the National FFA Organization.

Philosophy of National FFA Career Development Events

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education. The primary goal of career development events is to develop individual responsibilities, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development event:

- include problem solving, critical thinking and teamwork skills, where appropriate.
- encourage appreciation for diversity by reducing barriers to participation among members.
- develop general leadership and recognize individual and team achievement.
- promote concentrated focus on future needs of members and society.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career development events. National career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. National FFA Career Development Events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Career development events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

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

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agrisciences, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to can maintain the nation's agricultural edge.

The National AFNR Career Cluster Content Standards were developed as part of the National FFA 10 x 15 project to provide state agricultural education leaders and teachers with a forward-thinking guide for what students should know and be able to do through the study of agriculture. The National AFNR Career Cluster Content Standards should be used as a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards please visit www.agedlearning.org.

National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into all national award and recognition programs for the benefit of the members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in career development events can be found at the end of each event chapter in the CDE handbook.

Official CDE Rules and Policies – 2012-2016

General Rules

Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants. National FFA staff and event superintendents will use the published rules and procedures to organize and implement the National FFA Career Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams that are certified to compete will receive the current event format in a team orientation packet prior to the convention.

Official Dress Recommendations, Number of Participants and Number of Scores for Team Total

Event	Official Dress Appropriate	Number of Participants Allowed (per team)	Number of Scores Counted for Team Score
Agricultural Communications	Yes	3	3
Agricultural Issues Forum	Optional	3-7	Team Score Event
Agricultural Technology and Mechanical Systems	No	4	Top 3 Scores
Agricultural Sales	Yes	4	4
Agriscience	Yes	4	4
Agronomy	Yes	4	4
Creed Speaking	Yes	1	N/A
Dairy Cattle Management and Evaluation	Yes	4	4
Dairy Cattle Handlers	Yes	1	N/A
Environmental and Natural Resources	No	4	4
Extemporaneous Public Speaking	Yes	1	N/A
Farm Business Management	Yes	4	Top 3 Scores
Floriculture	Yes	4	4
Food Science and Technology	Yes	4	4
Forestry	No	4	4
Horse Evaluation	Yes	4	Top 3 Scores
Job Interview	Yes	1	N/A
Marketing Plan	Yes	3	Team Score Event
Meats Evaluation and Technology	No	4	Top 3 Scores
Milk Quality and Products	Yes	4	4
Nursery/Landscape	Yes	4	Top 3 Scores
Parliamentary Procedure	Yes	6	Team Score Event
Poultry Evaluation	Yes	4	Top 3 Scores
Prepared Public Speaking	Yes	1	N/A

Eligibility of Participants

- A. Each participant must be a current, bona fide, dues paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year which the participant qualified to participate at the national level.
 - 1. In the event a participant's name is not on the chapter's official roster for the years in which the dues were payable to the National FFA Organization, a past due membership processing fee, in addition to the dues, must be paid prior to the national event.
 - 2. National FFA membership staff will set the processing fee amount annually.
- B. The participant, at the national event, must:
 - 1. Be a high school FFA member; high school refers to grades 9-12. (A graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation.)
 - 2. Have qualified as a 7th, 8th or 9th grade member to participate in the Creed speaking event.
 - 3. While in high school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
 - 4. If a student moves to a different chapter or a different state once a he/she has qualified as a state representative in a career development event, that student may be allowed to compete in the national event with the school he/she qualified with during the qualifying year.
- C. A student may not participate more than once in the same official National FFA Career Development Event.
- D. No student may participate in more than one National FFA Career Development Event each year.
- E. Each member participating in a National FFA Career Development Event must submit the proper *Waiver, Release of Liability and Consent to Medical Treatment Form* prior to start of event.

Selection and Certification of State Teams

- A. Each state will submit a team declaration form by **June 1** prior to the national FFA convention. An entry processing fee will be charged for participation in each declared event with the exception of the dairy cattle handlers activity.
- B. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter. Members must qualify in the career development event in which they are to participate at the national level. Teams must be selected at a state or interstate career development event held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating. States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.
 - 1. Online certification deadline: **September 15**.
 - 2. Online add/delete deadline: **Tuesday before convention at noon (Eastern)**.
- C. With extenuating circumstances a teacher may substitute another student from the chapter who may not have participated at a state qualifying event, with the exception of Creed speaking, dairy handlers activity, extemporaneous public speaking, job interview and prepared public speaking, which must be submitted and approved by state staff.

- D. The state supervisor of agricultural education or the executive secretary must certify that participants are eligible. If an ineligible student participates in any career development event, the member will be disqualified and may result in the disqualification of the team as well.
- E. All students must be certified online by the designated deadline. Once original certification has been completed, no member may be added without first deleting a member.
- F. The national organization will certify National FFA Career Development Event winners for international competition when states request, with the understanding that the state team will provide their own travel expenses.

Emergency Conditions

Under emergency conditions a state team participating in a National FFA Career Development Event may be made up of less than the required members. States must still certify teams prior to the national FFA convention, but fewer than the required members could compete if an emergency condition such as illness, death in the family or an act of God would occur. Those individuals competing would still be eligible to qualify for individual awards, if applicable.

Disqualification

- A. Any communication, verbal or non-verbal, between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. The only exception to this would be communications between team members during the team activity portion of a given career development event.
- B. Teams or participants arriving after the career development event has begun may be disqualified or penalized.
- C. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.
- D. Event superintendents may stop any participant if they deem their manner to be hazardous either to themselves or others. Such action shall deem the individuals disqualified for that section of the career development event.
- E. Participants who start an event and do not complete the event without notifying event officials at the time of departure will be disqualified. This can affect the overall team rank and position. In some events this will also disqualify the entire team.
- F. Participants will not be allowed to utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
- G. No participant shall gain access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.

Additions/Deletions of National Events

- A. National FFA staff is expected to be proactive in developing new or initiating changes within existing career development events to ensure that they meet the needs of FFA members.
- B. If fifteen (15) state supervisors/executive secretaries develop a proposal for a new career development event, the national FFA staff will conduct a study for the validity of the career development event and make a recommendation to the chief executive officer. Representatives of these states must be from each of the FFA regions. The same process may be used to eliminate a national career development event.
- C. Three years following the initiation of a new career development event, at least fifteen (15) states should be participating. After the next three-year period, at least twenty-six (26) states should be participating in order to retain the event at the national level.

Rules Committee/Scoring Appeals Process

- A. If a written appeal is filed within the seven (7) calendar days after results announcement, national CDE staff will review the appeal. Upon receiving input from team leader and division director, national CDE staff will accept or deny the appeal. The national CDE staff's recommendation will be shared with appeals committee and National FFA Chief Executive Officer for further input, if necessary.
 1. The written appeal must be filed with the Education Division staff responsible for scoring career development events within seven (7) calendar days of the results announcement and accompanied by a \$50 filing fee. The fee will be returned if the appeal is justified.
- B. The appeals committee will be chaired by the National FFA Awards, Recognition and Career Development Events Advisory Committee chairperson who will in turn appoint a representative of each of the following organizations: National Association of Supervisors of Agricultural Education (NASAE), National Association of Agricultural Educators (NAAE) and the American Association for Agricultural Education (AAAE). The National FFA staff responsible for career development events will also serve on the committee.

Waiver of FFA Rules

Any local chapter seeking a waiver of a National FFA policy or procedure must submit in writing to the chapter's state FFA association office. If the request is approved at the state level, it must be forwarded, under the signature of the state advisor or executive secretary, to the career development events education specialist. After study by the appropriate FFA staff, a recommendation to grant or deny the appeal will be forward to the chief executive officer for his/her approval. The request must be submitted to the national FFA staff at least 30 days prior to the scheduled event or due date for which the waiver is requested. This policy does not supersede any current FFA policy for appeals already established for a particular FFA program.

Selection of CDE Superintendents and CDE Committee Members

- A. Nominations for CDE superintendents may come to National FFA staff from the following sources:
 - 1. standing CDE superintendent
 - 2. current CDE committee members
 - 3. state leadership
 - 4. Team Ag Ed partners
- B. CDE superintendents will be selected by national CDE staff and approved by the National FFA Chief Executive Officer.
- C. Each CDE superintendent will serve a three to five year term. At the end of the superintendent's term, a qualified replacement will assume the duties of superintendent.
- D. National FFA staff and CDE superintendents will select qualified individuals to serve on CDE committees. Selection of committee members will be based on:
 - 1. individual qualifications.
 - 2. recommendations from state leaders, current CDE committee members, CDE superintendents or National FFA staff.
 - 3. recommendations from Team Ag Ed partners.
 - 4. current rotational procedures developed by each CDE committee.
 - 5. provide diversity for the committee.
 - 6. commitment to serve a minimum of three years on the committee.
- E. Final approval of new committee members is the responsibility of the National FFA CDE staff with input and recommendations from CDE event superintendent and committee.

Sanctioning Events

Sanctioning of non-national FFA competitive events (those competitive events conducted by organizations other than the National FFA Organization) as National FFA Career Development Events should occur when:

- 1. The highest quality event possible is conducted.
- 2. Organization conducting event and National FFA Organization agree that event can and should be sanctioned.
- 3. Event is recommended by the National FFA Staff responsible for CDEs with input and agreement from the Award and Recognition Advisory Committee and approved by the National FFA Chief Executive Officer.
- 4. National FFA is represented by staff responsible for career development events on the planning and implementation committee for each event.
- 5. Winners of the national sanctioned event will be recognized in the same manner as national career development events winners are currently recognized.

Official Dress

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events. (Please reference the latest edition of the Official FFA Manual.) Official FFA dress is highly recommended for all participants where appropriate and is required for the awards presentation and recognition.

Accessibility for All Students

All special needs requests and appropriate documentation as outlined in the special needs request policy must be submitted at time of certification.

- 1. Special needs policy is posted on the CDE program page at ffa.org.
- 2. Special needs request due: **September 15**

Written Document Penalties

A penalty of 10% of the total points allotted will be assessed for the written documents received after the postmarked deadline. If the document is still not received seven days after the postmarked deadline, the team/individual may be subject to disqualification.

1. National staff will mark late entries as such.
2. Event officials will be notified of late entries at the time written documents are provided for judging.
3. Event superintendent will ensure that penalty is applied.

National FFA Agricultural Communications Career Development Event

A Special Project of the National FFA Foundation

Important Note

Please thoroughly read the Introduction Section at the beginning of this handbook for complete rules and procedures that are relevant to all National FFA Career Development Events.

I. Purpose

The purpose of the agricultural communications career development event is to provide individuals with practical communications skills necessary to pursue career opportunities in agricultural communications. Public communications about agricultural products, practices and policies are essential to the future of agriculture. Students who are equipped with strong communication skills, have developed teamwork skills and who can use a variety of media to help the public understand issues related to the industry of agriculture have a bright future in the job market.

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

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

III. Event Rules

1. Teams will consist of three members.
2. It is highly recommended that participants wear FFA Official Dress for this event.
3. Team members will work together to prepare a written media plan prior to national FFA convention. The team will also be responsible for presenting the plan at the national event and completing individual practicums and tests.
4. During the practicum portion of the event, one team member will be responsible for completing a written communication activity, one team member will be responsible for completing an electronic media activity and one team member will be responsible for completing a visual design activity.
5. Any participant in possession of an electronic device in the event area is subject to disqualification.

IV. Event Format

Each November following the national FFA convention, the agricultural communications CDE committee will release event specifications for the next year. The specifications will outline the scenario to be used for the media plan and presentation as well as the specific practicum activities and software.

A. Equipment

1. Needed: Students must provide pens and pencils.

2. Provided: Specialized equipment listed below
 - a. For team presentation: Easel, projector screen and table.
Note: Teams may bring additional equipment for the media plan presentation as long as they are able to set up and tear down equipment in the time allowed for the presentation.
 - b. For practicums: PC computer, printer, blank paper, recorder, digital photographs, dummy text, logos and any other necessary materials.

B. Team Activities

1. Agriculture-related Media Plan (200 points/team)

- a. Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communications need and a budget. Please reference the current event specifications on the CDE webpage. At the national event, the team will make an oral presentation of the media plan.
- b. A media plan is a written document that describes the following:
 - i. **Objectives:** What the group wants to accomplish with the media plan.
 - ii. **Target Audience:** Description of who the client is trying to reach, including demographic data.
 - iii. **Strategic plan and tactics:** Ways in which the objectives can be accomplished.
 - iv. **Timeline:** When the objectives will be accomplished.
 - v. **Evaluation:** How the results will be measured.
 - vi. **Budget:** How much the plan will cost.
- c. Guidelines for media plan
 - i. The media plan should be:
 - A maximum of 15 typed pages not including cover page, table of contents, references or appendices.
 - Double-spaced with 1" margins.
 - Paginated (numbered pages not including cover page).
 - 12-point Times New Roman font (not including display text or headings).
 - Submitted electronically in PDF format to National FFA Organization.
 - Formatted and edited according to the Publication Manual of the American Psychological Association (APA) when citing sources.
 - ii. The media plan must include the following sections (points will be deducted for missing or incomplete sections):
 - **Cover page**
 - o Must include the title of the media plan, CDE name, state, chapter name, team member names and year.
 - o May include a creative design.
 - **Table of Contents**
 - **Executive Summary- 1 page maximum**
 - o Brief description of the contents of the media plan. The executive summary previews the main points of the complete plan. It allows the reader to get the main points without reading the whole document.
Helpful tip: complete this after the plan has been written.
 - **Introduction and Overview- 2 pages maximum**
 - o *Introduction-* a brief background of the issue/topic and a statement of the problem establishing the need for this media plan.
 - o *Overview-* a brief preview of what is contained in the plan and how it will benefit the client.

- **Audience- 2 pages maximum**
 - o Who the client is trying to reach with the media plan.
 - o The demographic characteristics of the intended audience.
 - **Strategic Plan- 6 pages maximum**
 - o The heart of the plan, including the objectives.
 - o Key messages or themes to communicate to the audience.
 - o Explanation of how the objectives will be met, including justification of chosen media tactics.
 - A minimum of three examples must be included in the appendices.
 - Examples of tactics include but are not limited to social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays.
 - o Description of how the plan will be executed.
 - **Timeline- 1 page maximum**
 - o Explanation of the duration of the plan and the timing of the media tactics.
 - **Evaluation- 1 pages maximum**
 - o Description of proposed methods to determine if the objectives were met.
 - **Budget - 1 page maximum**
 - o Table of all costs associated with implementing the media plan.
 - o Narratives typically will not be included with the budget table.
 - **Conclusion- 1 page maximum**
 - o A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem.
 - o Not a restatement of the introduction and overview.
 - **References**
 - o Formatted and edited according to the Publication Manual of the American Psychological Association (APA).
 - **Appendices/Examples**
- iii. **An electronic copy of the media plan in PDF format must be submitted by September 15.** A penalty of 10% will be assessed for documents received after the deadline. If the document is not received seven days after the deadline, the team may be subject to disqualification. States qualifying after the September 15 deadline will have ten days from state qualifying event date to submit their media plan.

2. Media Plan Presentation (125 points/team)

- a. The team should present the media plan as if pitching it to the client identified in the scenario.
- b. The presentation should follow the structure of the written media plan.
- c. Teams are encouraged to bring examples of materials that would be used in the execution of the plan (e.g. social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays).
- d. Each team member must participate in the presentation.
- e. Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions.
- f. Teams will have a total of 10 minutes for setting-up and tearing-down equipment (e.g. 5 minutes to set up and 5 minutes to tear down).
- g. Provided equipment includes an easel, projector screen and table.

Note: Teams may bring additional equipment for the presentation as long as they are able to set up and tear down equipment in the time allowed.

- h. In the case of equipment failure, the team may be asked to move forward with the presentation. A back-up plan is recommended.
- i. Presentation flights will be seeded by proposal scores. Flights are announced during the team orientation meeting at the start of the event.

C. Individual Activities

1. Tests

a. Editing exercise- 25 points/individual; 75 points/team

Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreading marks (see Associated Press Stylebook). Style, grammar, punctuation and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.

b. Communications quiz- 25 points/individual; 75 points/team

Each team member will complete a quiz that covers the content of the current Associated Press Stylebook. Questions may come from any section excluding sports guidelines. Team members will NOT be able to use the style manual or a dictionary during this exercise.

2. Practicums- 100 points/individual; 300 points/team

The practicums will consist of three individual events. Each team must assign a member to one of the following areas **PRIOR** to arriving at the national event:

1. Design
2. Electronic Media
3. Writing

All teams will meet in a central location for an orientation and press conference. Teams will be seated by practicum group. All team members will be given an orientation at the beginning of the practicums to last no more than 10 minutes.

The press conference will be held following the orientation meeting. Each team member will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a current agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish. After the 20-minute presentation, the non-writers will be dismissed to a different area to complete their assigned practicums.

The writers will then be involved in a 10-minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Writers may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event. Upon completion of the 10-minute question and answer session, remaining participants will be dismissed to complete their assigned practicums.

a. ***Designer***

Each designer will use the press packet and information that was gathered in the press conference to develop a graphic design layout. The specific type of layout and details will be announced each November for the next convention on the CDE webpage. The objective is effective communication or information sharing through visual tools. Each participant will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Magazine page layout
- Web page layout
- Electronic publication layout
- Flier/poster

b. ***Electronic Media Specialist***

Each electronic media specialist will use the press packet and information that was gathered in the press conference to develop an electronic media message. The specific medium and details will be announced each November for the next convention on the CDE webpage. Participants will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Digital news broadcast
- Blog
- Social media
- Video

c. ***Writers***

Writers are to write a journalistic piece based on the press packet and information that was gathered in the press conference. The specific activity and details will be announced each November for the next convention on the CDE webpage. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Press release
- News story
- Feature story

IV. Scoring

Participants will be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judge's ranking of each participant then shall be added, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards in Appendix B.

Event	Points	
Media Plan Proposal	200	
Media Plan Presentation	125	
<u>Tests- 150 points possible</u>		
Communications Quiz	75	(25 pts/member)
Editing Exercise	75	(25 pts/member)
<u>Practicums- 300 points possible</u>		
Writer Practicum	100	
Electronic Media Practicum	100	
Design Practicum	100	
Total individual score possible	250	
Total team score possible	775	

V. Tiebreakers

- A. Team tiebreakers will be settled in the following order:
1. Combined individual practicum rank score
 2. Proposal rank
 3. Presentation rank
- B. Individuals tiebreakers will be settled in the following order:
1. Practicum score
 2. Communications quiz score
 3. Editing exercise score

VI. Awards

Awards will be presented to individuals and/or teams based upon their rankings at the awards ceremony. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation. Specialty awards will be given to the high individual in each practicum area.

VII. References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qas-c1413.aspx>)

Associated Press Stylebook and Libel Manual

Microsoft ® Office computer program

Adobe ® Creative Suite (most current edition)

Bivins, T. *Public Relations Writings: The Essentials of Style and Format*, 4th edition. McGraw-Hill Higher Education, ISBN 0-844-20351-3

Harrower, T. *Newspaper Designer's Handbook*, 5th edition. McGraw-Hill Higher Education. ISBN 0-07-249291-0

Kalbfeld, B. *Associated Press Broadcast News Handbook*. McGraw-Hill Higher Education, ISBN 0-07-136388-2

Telg, R. and T. Irani. *Agricultural Communication in Action: A Hands-On Approach*, 1st edition. Cengage/Delmar Publishing, ISBN 1111317143 (Available in October 2011)

Agricultural Communications CDE Media Plan Proposal Scorecard

Name: _____

Chapter: _____

State: _____

Member #: _____

	Possible Score	Team Score
Plan Includes all Requirements Cover page, titles and names on cover page, table of contents, does not exceed page limit, double spaced, one inch margins, page numbers, required headings (-1 point per missing item)	10	
Proposal is Relevant to Scenario Entire narrative focuses on addressing client's specific public communication needs.	10	
Executive Summary Adequately explains the plan without reading the entire document	10	
Introduction Provides adequate background of the issue; clearly states the problem and need for plan; describes how the plan will benefit the client	15	
Description of Audience Clearly describes (including demographics) who is targeted with the media plan	15	
Detailed Strategic Plan Clearly states objectives; explains how objectives will be met; explains why chosen mediums are appropriate to meet objectives; describes how plan will be executed	30	
Timeline Explains duration of plan and timing of media tactics	10	
Method of Evaluation Proposes methods to determine if the objectives were met	15	
Budget Explains all costs associated with implementing the media plan	20	
Conclusion	10	
Appendices Quality of communications documents. Three required	30	
Quality of writing Grammar, spelling, punctuation, capitalization, sentence structure	25	
TOTAL POINTS	200	

Agricultural Communications CDE Presentation Rubric - 125 points

Indicators	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not present 1-0	Points Earned	Weight	Total Score
A. Examples	<i>Examples are vivid, precise and clearly explained.</i> <ul style="list-style-type: none"> Examples are original, logical and relevant. 	<i>Examples are usually concrete, sometimes needs clarification.</i> <ul style="list-style-type: none"> Examples are effective, but need more originality or thought. 	<i>Examples are abstract or not clearly defined.</i> <ul style="list-style-type: none"> Examples are sometimes confusing, leaving the listeners with questions. 		X 3	
B. Speaking without hesitation	<i>Speaks very articulately without hesitation.</i> <ul style="list-style-type: none"> Never has the need for unnecessary pauses or hesitation when speaking. 	<i>Speaks articulately, but sometimes hesitates.</i> <ul style="list-style-type: none"> Occasionally has the need for a long pause or moderate hesitation when speaking. 	<i>Speaks articulately, but frequently hesitates.</i> <ul style="list-style-type: none"> Frequently hesitates or has long, awkward pauses while speaking. 		X 2	
C. Tone	<i>Appropriate tone is consistent.</i> <ul style="list-style-type: none"> Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent. 	<i>Appropriate tone is usually consistent.</i> <ul style="list-style-type: none"> Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague. 	<i>Has difficulty using an appropriate tone.</i> <ul style="list-style-type: none"> Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear. 		X 1	
D. Being detail-oriented	<i>Is able to stay fully detail-oriented.</i> <ul style="list-style-type: none"> Always provides details which support the issue; is well organized. 	<i>Is mostly good at being detail-oriented.</i> <ul style="list-style-type: none"> Usually provides details which are supportive of the issue; displays good organizational skills. 	<i>Has difficulty being detail-oriented.</i> <ul style="list-style-type: none"> Sometimes overlooks details that could be very beneficial to the issue; lacks organization. 		X 2	
E. Speaking unrehearsed	<i>Speaks unrehearsed with comfort and ease.</i> <ul style="list-style-type: none"> Is able to speak quickly with organized thoughts and concise answers. 	<i>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure.</i> <ul style="list-style-type: none"> Is able to speak effectively, has to stop and think and sometimes gets off focus. 	<i>Shows nervousness or seems unprepared when speaking unrehearsed.</i> <ul style="list-style-type: none"> Seems to ramble or speaks before thinking. 		X 2	
F. Connecting and articulating facts and issues	<i>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</i> <ul style="list-style-type: none"> Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues. 	<i>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</i> <ul style="list-style-type: none"> Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues. 	<i>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</i> <ul style="list-style-type: none"> Possesses some knowledge base but is unable to articulate information regarding related facts and current issues. 		X 2	
G. All team members participated	<ul style="list-style-type: none"> All team members took an active role in the presentation. 	<ul style="list-style-type: none"> Two team members took an active role in the presentation. 	<ul style="list-style-type: none"> One team member took an active role in the presentation. 		X 2	
I. Use of Visual Aids	<ul style="list-style-type: none"> Visual aids add clarity and support what is being said during the presentation. 	<ul style="list-style-type: none"> Visual aids add some clarity and support to what is being said during the presentation. 	<ul style="list-style-type: none"> Visual aids add little to no clarity and support to what is being said during the presentation. 		X 2	
J. Media Plan	<ul style="list-style-type: none"> Key elements of the media plan are clearly communicated. Strong understanding of chosen media is present. 	<ul style="list-style-type: none"> Key elements of the media plan are vaguely communicated. Vague understanding of chosen media is present. 	<ul style="list-style-type: none"> Key elements of the media plan are not communicated. Little to no understanding of chosen media is present. 		X 2	
H. Questions and Answers	<ul style="list-style-type: none"> Is able to correctly respond to judges' questions. Answers show familiarity with subject matter. 	<ul style="list-style-type: none"> Is somewhat able to correctly respond to judges' questions. Answers show vague familiarity with subject matter. 	<ul style="list-style-type: none"> Is unable to correctly respond to judges' questions. Answers do not reflect any familiarity with subject matter. 		X 7	
Total Points						

**Agricultural Communications CDE Scorecard
Writer Practicum**

Name: _____

Chapter: _____

State: _____

Member #: _____

	Possible Score	Member Score
Lead/Focus	15	
Accuracy of information and quotes	15	
Clarity and conciseness	10	
Correct style (AP)	10	
Depth of coverage	10	
Header/Headline	10	
Grammar, spelling, punctuation and word choice	10	
Organization and format	10	
Accomplishment of purpose	10	
Total Possible:	100	

**Agricultural Communications CDE Scorecard
Electronic Media Practicum**

Name: _____

Chapter: _____

State: _____

Member #: _____

	Possible Score	Member Score
Effective use of medium	20	
Technical skills specific to activity • Outlined in event specifications	20	
Power of expression	15	
Creativity	15	
Clarity of communication (writing)	10	
Organization and format	10	
Accuracy of information	10	
Total Possible:	100	

**Agricultural Communications CDE Scorecard
Design Practicum**

Name: _____

Chapter: _____

State: _____

Member #: _____

	Possible Score	Member Score
Overall aesthetics of design	20	
Technical skills specific to activity • Outlined in event specifications	20	
Use of graphic design principles	15	
Neatness and creativity	15	
Choice and placement/cropping of photo(s) and graphic(s)	15	
Writing and editing (specific to activity)	15	
Total Possible:	100	

**Agricultural Communications CDE
Team Scorecard**

Name: _____ Chapter: _____

State: _____ Team #: _____

	Possible Score	Team Score
Practicum Scores	300	
Media Plan Proposal	200	
Media Plan Presentation	125	
Test Scores • Communications Quiz – 75 pts. (25pts/member) • Editing Exercise – 75 pts. (25pts/member)	150	
Total Possible:	775	

Appendix A: AFNR Career Cluster Content Standards

	Performance Measurement Levels	Event Activities Addressing Measurements	Related Academic Standards
CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.			Social Studies: 4d and 4h
	CS.01.01.01.c. Work independently and in group settings to accomplish a task.	All (media plan, presentation, practicums, quiz)	
	CS.01.01.03.c. Implement an effective project plan.	Media plan	
	CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.	Media plan and practicums	
	CS.01.01.06.c. Develop strengths and talents of team members so that all can achieve success.	Media plan and presentation	
	CS.01.01.07.b. Use a variety of strategies to evaluate goals. (e.g., observe, apply and demonstrate).	All (media plan, presentation, practicums, quiz)	
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.			Language Arts: 12 Social Studies: 4h
	CS.01.02.02.b. Utilize communication skills to collaborate in a group setting.	Media plan and presentation	
	CS.01.02.04.b. Establish team ground rules for expected individual behaviors on the team.	Presentation	
CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.			Social Studies: 4a, 4d and 4h
	CS.01.03.01.b. Utilize visioning skills to develop a plan.	Media plan	
	CS.01.03.02.c. Create a plan of action to complete a task based on a conceptualized idea.	Media plan	
CS.01.05. Performance Indicator: Awareness: Desire purposeful understanding related to professional and personal activities.			Language Arts: 1; Social Studies: 1e, 4e, 10b and 10j
	CS.01.05.01.c. Articulate current issues that are important to the local, state, national and global communities.	Media plan, presentation, practicums	

CS.01.06. Performance Indicator: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.		Science: A4; Language Arts: 8; Social Studies: 4h
	CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.	Media plan and presentation
	CS.01.06.04.b. Evaluate the effectiveness of current technologies.	Media plan and practicums
CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.		Language Arts: 12; Social Studies: 1e
	CS.02.02.02.c. Present oneself appropriately in various settings.	Presentation
CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.		Language Arts: 12; Social Studies: 4a
	CS.02.03.01.a. Explore various career interests/options.	Practicum
CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.		Math: 6C; Science: A4; Language Arts: 4, 8
	CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.	Practicums
	CS.02.04.02.c. Implement effective problem solving strategies.	Media plan
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
	CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.	Media plan and practicums
	CS.03.01.03.c. Make effective business presentations.	Presentation
CS.03.02. Performance Indicator: Decision Making –Analyze situations and execute an appropriate course of action		Science: A1 and A5; Social Studies: 1c and 4h
	CS.03.02.01.c. Make decisions for a given situation by applying the decision - making process.	Media plan
	CS.03.02.02.c. Use problem-solving skills.	All (media plan, presentation, practicums, quiz)

CS.09.02. Performance Indicator: Apply skills with computer software to accomplish a variety of business activities.		Math: 6C; Science: A3
	CS.09.02.01.b. Use basic software systems such as spreadsheet and word processing to complete a task.	Media plan and practicums
CS.09.03. Performance Indicator: Use technology to demonstrate the ability to network and interface with technology.		Science: A3 and E2
	CS.09.03.01.c. Demonstrate the use of technology in linking information from various sources.	Presentation and practicums

Appendix B: Related Academic Standards

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

Mathematics

6. Standard and Expectations: Problem Solving

- 6C. Apply and adapt a variety of appropriate strategies to solve problems.

Science

A. Content Standard: Science as an Inquiry

- A1. Identify questions and concepts that guide scientific investigation.
- A3. Use technology and mathematics to improve investigations and communications.
- A4. Formulate and revise scientific explanations and models using logic and evidence.
- A5. Recognize and analyze alternative explanations and models.

E. Content Standard: Science and Technology

- E2. Understanding about science and technology.

Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Social Studies

1. Thematic Strand: Culture

- 1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
- 1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

4. Thematic Strand: Individual Development and Identity

- 4a. articulate personal connections to time, place and social/cultural systems;
- 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior perception and personality;
- 4e. examine the interactions of ethnic, national or cultural influences in specific situations or events;
- 4h. work independently and cooperatively within groups and institutions to accomplish goals;

10. Thematic Strand: Civic Ideals and Practices

- 10b. identify, analyze, interpret and evaluate sources and examples of citizens' rights and responsibilities;
- 10j. participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.