



2023-2024

Competitive Events Handbook

Jobs for America's Graduates

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National Career Association

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Contents

Preface.....	4
About & Goals	5
Levels of Competition	6
General Rules and Regulations.....	8
Event Listing.....	14
Competency Matrix.....	15
High School.....	15
Middle School	21
Out-of-School	24
Competitive Event Guidelines	25
Business Plan (BP)	25
Career Preparation (CP)	33
Creative Decision-Making (CD)	38
Employability Skills (ES)	42
Financial Literacy (FL)	48
NCA Knowledge Bowl (KB)	53
NCA Service Project (SP)	58
Outstanding NCA Chapter (OC)	61
Project Based Learning Showcase (PB)	69
Prepared Speaking (PS)	73
L.O.V.E. Project (LP)	76



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Preface

This edition of the National Career Association–Competitive Events Guide is designed to serve the Specialist in providing learning activities for the classroom that support JAG competencies with a Competitive Events Program that has the potential to provide recognition for NCA members. It will be up to the local Specialist and individual states to evaluate the merits of each competitive event and recommend changes when improvements are needed.

As our Competitive Events programs continue to evolve, so does this handbook (for the most recent information about our National Career Development Conference visit www.jag.org/ncdc). Annually, we will assess our event offerings, introducing new opportunities and refining existing ones to ensure their relevance. We wholeheartedly encourage state associations to adapt these events to fit within the constructs of your program offerings and appreciate any suggestions for the events for future consideration.

About

The National Career Association Competitive Events program is a valuable tool for NCA members and Specialists. It's linked to the Jobs for America's Graduates competencies, and it helps members by giving them direction and motivation, while also aiming for high achievements.

This program lets members be recognized locally, statewide, and nationally, which encourages them to work harder in preparing for life! While the words "competition" and "recognition" push for improvement, competition is also a part of how our fast-paced market-economy works. We envision our events as an opportunity for our participants to compete and strive for personal best, and professional development. The NCA Competitive Events program is designed to help members develop their personal, leadership, and job-related skills. This way, they will be more prepared when starting a new job, furthering their education, or pursuing opportunities beyond school.

The NCA Competitive Events Program has several goals:

- **Showcasing Skills:** It lets NCA members display the personal, leadership, and job-related skills they've learned from being part of the JAG program and the NCA chapter.
- **Understanding Competition:** It helps members see how competition matters in an economy that's influenced by the market.
- **Skill Improvement:** It gives members a chance to improve their skills before they start working, or further develop them to receive a promotion.
- **Recognizing Excellence:** It offers a way to acknowledge outstanding individual and team performance.
- **Boosting Confidence:** It allows members to build their self-confidence by speaking at business and community gatherings.
- **Leadership Development:** By understanding what to expect in the workplace, members gain valuable communication and team-building skills they will learn how to be leaders in the workplace.

LEVELS OF COMPETITION



Level 5: National CDC

Level 4: State CDC

Level 3: Competition to State/Local NCA Chapter members

Level 2: Competition compared to JAG Competencies

Level 1: Comfort with competition: Classroom opportunities to demonstrate knowledge and skills based on JAG Competencies.

There are five levels of competition in the JAG Classroom and NCA chapters. It's important not to move to the higher levels (Levels 3, 4, and 5) unless you're fully ready. If you're not prepared, competing might actually make you lose confidence instead of gaining it. Your chapter advisors must make sure you meet the minimum standards for Levels 1 and 2 before you compete.

Overview

Being a Competitor

When you take part in a competition, remember that the goal is to use it as motivation to do your best. Winning or losing isn't the main focus. The aim is to perform at your highest level. Don't feel bad if you don't win – instead, you should be acknowledged for being willing to compete and show your skills. By participating in chapter competitions, you'll become more comfortable with competing in different situations. This will help boost your confidence before you enter the workforce, where competition and doing your best are a big part of the environment. If you want to know which competitive events are available in your state competition, reach out to your state advisor.

State Competitive Events

Individual Affiliates prepare their own events each year. Every state Affiliate can create their own set of competitive events. It's important to know what events are there for local, regional, and state competitions.

National Competitive Development Conference

The National Career Development Conference (NCDC) is the annual highlight providing an opportunity for all NCA members to participate in general sessions, competitive events, educational workshops, leadership development training, and college and career exploration.

The NCDC also serves as a recognition opportunity for NCA members to demonstrate the competencies gained in the classroom through the NCA National Recognition and Competitive Events Program and participation in other NCDC activities.

JAG offers the National Career Development Conference for members who wish to compete for the coveted title of JAG National Champion for 2023/2024.

Our National Career Development Conference is rooted in three main concepts; Confidence, Competencies, and Connections. NCDC attendees will leave having developed a newfound self-confidence from the experience of travel and attending our events. Throughout the week there will be many opportunities for attendees to demonstrate JAG competencies whether they are competing in events, networking in the expo, or participating in the democratic process of electing our next set of NCA officers. Lastly, attendees will leave the event having made lifelong connections with friends, presenters, and judges throughout the week that they can stay connected with. More information can be found on the JAG website at <https://jag.org/ncdc/>.

Event: 2024 National Career Development Conference

Date: April 18-20, 2024

Location: St. Louis, Missouri



2023-2024

Competitive Events Handbook



General Rules & Regulations

Who Can Take Part/ Eligibility

1. NCA's state associations arrange the NCA Competitive Events Program at the Regional and/or State levels. These events should follow the NCA Competitive Events Guidelines that come out every year in the fall. It's suggested that state Affiliates organize their State Career Development Conference in enough time to meet the National CDC registration deadline, which is March 15, 2024.

▶ Registration Deadline: March 15.

2. State Affiliates can send a maximum of three competitors or teams per event per division, except for Recognition events mentioned in Rule #7 of the General Rules and Regulations. If there are ties or challenges at the association level, the associations must come up with a way to pick which three competitors or teams per division can register for the National Career Development Conference.
3. To compete at the National CDC, a delegate must be an NCA member and officially registered as part of a Jobs for America's Graduates program. There are three divisions of competition; High School, Middle School, and Out-of-School.
 - a. State Affiliates decide and announce specific deadlines for competition eligibility.
 - b. All participants have to meet the eligibility requirements laid out in the specific Competitive Event Guidelines.
 - c. Members can't compete at the National CDC if they are not already part of the National Career Association before their State CDC.
4. Competitors in the competitive events need to be registered and their entries submitted for the National Career Development Conference (NCDC) by March 15. Participants can be changed or replaced with other eligible members until the state advisor finishes registering the state Affiliates for competitive events at the National CDC. Everyone is considered officially entered when the State Advisor (or their chosen representative) confirms the state association's registration. If a State CDC happens after the March 15 deadline, an Affiliate may register members for the conference to hold their names and then provide updates/changes as the conference approaches. (Ex. Affiliate registers 25 members whose names will be determined after their state event concludes.)

5. Individual and team participants must have competed in the same competitive event at the State CDC as the one they're entering at the National CDC. This competition must have taken place in the school year just before the NCA Career Development Conference. (Substitutes on a team don't have to compete in the event at the State CDC.)
 - a. 1 substitution will be permitted for a 3 person team.
 - b. 2 substitutions will be permitted for a 4 person team.
6. At the National CDC, NCA members can take part in as many recognition events as they want; but they are only allowed to enter ONE regular competitive event.
7. For Recognition events, each state affiliation can register the following number of competitors:
 - NCA Service Project: One per chapter
 - NCA Outstanding Chapter: One per chapter
8. All competitors must be active NCA members and follow the NCA Policies and Procedures.

Divisions of Competition

9. Competition Divisions: Here's what we mean by different groups for competitions:
 - Middle School (MS): These are members in grades 6-8 who are part of the JAG Program and haven't moved up to high school (grades 9-12) before the State CDC.
 - Multi-Year (MY): These are high school members, grades 9-12, who haven't gone to college or university before the State CDC.
 - Senior Only (SO): Seniors in our JAG program preparing for graduation.
 - Out-Of-School (OOS): These are members in a state-approved program working towards a high school diploma or its equivalent, or attending a JAG College Success program before the State CDC.

Accommodations

10. If NCA members have disabilities or don't speak English well, they will be given fair accommodations during the Competitive Events. This might mean changing the event a bit to make it fair for them. They might also be allowed to use their own special equipment if we can't provide it. To get these accommodations, they need to request it on the registration form by the March 15 deadline. We'll give the same help that was provided during the State CDC for eligibility to attend the NCDC.



Accommodation Requests submitted by March 15.

Accommodations (continued)

11. Using English. All national-level events have to be done in English. This means everything you submit for judging, speaking, and presentations will be in English. If you don't submit materials in English, they might not get scored. If you need a translator, you can ask your State Advisor to arrange that. Translators can help with translating tests or events where speaking isn't scored.

Ethics

12. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic or scenario for ANY event.
13. Everything submitted for the event, like presentations, projects, and portfolios, must be your own work, and the tools and applications that you use to develop your work should be given their due credit.
 - a. AI tools, including ChatGPT and Google Bard, can help develop ideas and obtain information. However, members must disclose that they have used these tools. They are also responsible for verifying any factual information that the AI tool has provided to ensure it is correct. Final submissions must be member-created work with all resources adequately attributed. If work is handed in that is primarily the work of AI, the Event Manager will suggest 50 penalty points will be deducted from your overall score and determine if further action is necessary.
14. NCA members are expected to act ethically and with honor. That means no copying other people's work, breaking copyright rules, or making up information. Trying to cheat or get an unfair advantage is not permitted and will have serious consequences.

Team Events

15. Substitutions. In team events, substitutions are permitted from the winning team at the state level. Other qualified members can be added to fill the rest of the team spots. Qualified means they are active NCA members, and this might include members from different chapters.
 - a. Clarification: 3-person teams may provide 1 substitute, 4-person teams may provide 2 substitutes
16. Only members who took part in the first round can be in the second round.

How the Event Works

17. Independent Work. Except for team events, competitors have to work by themselves. Competitors can't get help from judges, Specialists, other members, or people watching. Trying to get an unfair advantage is against the rules and the ethics code.
18. Choosing What to Include. When deciding what to talk about or show in your event, it's important to be thoughtful. Avoid topics that might hurt feelings or are very personal. Materials like presentations, demonstrations, displays, or speeches with content that could be seen as insensitive or too private should be left out.

19. Changing Your Event Content. As you move on to higher levels of competition, like from state to national events, you're allowed to make changes and improvements to your speech, notebook, portfolio, or anything else you're presenting. This is all part of the competition unless the rules say otherwise. Just make sure you make these changes before the deadlines in the event guidelines.
20. Sending Your Materials. Unless stated differently in the event rules, all the copies and materials you give at the National CDC as part of the Competitive Events become the property of the NCA. This means that we can use these materials in our newsletters, websites, blogs, and social media to tell people about the NCA and its partners. But don't worry, we won't sell your info or materials to other companies.
21. Using Different Content Each Year. For all competitive events, the ideas and content you talk about or show must be new every year. You can't use the same materials you used in previous years. The idea is to come up with fresh materials and content every time. If you repeat content without significant modification, the Event Manager will suggest that 35 penalty points will be deducted from your overall score.

Scoring/Evaluations

22. Rating Sheets and Test Scores. The papers where judges rate your performance and your test scores belong to the National Career Association. They will not be given back to you or shown to you.
23. Talking to Judges. You cannot share materials like samples, presents, or thank-you notes with judges, unless they are explicitly stated in the event guidelines. During the competition, you can only show the judges materials that the rules explain you can show, like your portfolio, props, photos, and so on. Showing them extra items not listed in the guidelines may cause you to lose points.
24. Greetings to the Judges. Except for Business Plan and Employability Skills events, competitors are not allowed to shake hands with judges. But in these specific events, handshakes are allowed both at the start and end of the event. Because NCA competitions are fast-paced, there isn't enough time for handshakes between competitors and judges. Even though G.N.A.P. is mega important, we request that you find time to network and meet our judges outside of the Competition Rooms.
25. Getting Introduced. In events where there are judges, the Competitor/Team Leader will introduce the competitors/teams to the judges. During the NCDC, in individual events, competitors are introduced by their names to judges. In team events, after the Event Staff introduces the competitor/team.

Individual: First initial, last name, high school

A. Meyers, Liberty High School

Team: High School and last names only

Liberty High School Team of Caldwell, Meyers, Thunder Elk,
Langdeaux

Point Deductions

26. Being on Time: Competitors need to be at their competitive event at the right time and place.

- For events that aren't tests, if a competitor is more than 5 minutes late, they will be deducted ten (10) penalty points.
- For written tests, a late competitor can still take the test, but they won't get the full time to finish.
- In NCA Knowledge Bowl, where teams face off, if a team is over 5 minutes late, the team cannot compete.

It's the competitor's job to show up on time as per the schedule in the CDC Program. There won't be any extra chances for being late, like for missed buses, routes, or reading the schedule wrong. An exception might be made for exceptional cases, like natural disasters, decided case by case by talking to the competitor, State Advisor, and NCA Management.

27. Each event specifies time limits, competitors will be notified of the time left in their presentations and should not go over time. If they go over their time, anything shared will not be scored.

28. Other Penalty Points: If judges think a rule wasn't followed and it's not written down, they can decide to take away points after talking with NCA CE Management.

Sections

29. How Events are Divided. The Competitive Events Management Team will decide how many sections each Competitive Event will have at the NCDC based on how many people registered.

30. Making It Fair. For events with multiple sections, a math formula called "standard deviation" helps make evaluations fair. The computer adjusts the judge's scores to make sure it's standard for everyone. This makes sure that even if there are different sections and judges, it's fair for all.

31. Different Sections. There will be separate sections for middle school, high school, and out-of-school unless it says otherwise. Competitors or teams might have the same section number or be judged by the same judges, but different groups won't compete against each other. Individual and team numbers will be randomly given by a computer.

Test and Equipment Details

32. Thinking Skills in Tests. The written tests will check what you know and understand, from remembering content to using what you know and even analyzing materials. The exams might also include more advanced thinking skills.

33. Using Calculators. Unless the event rules say otherwise, you can't use calculators during written tests.

34. **Keeping Tests Safe.** The tests for NCA competitions are made from a secure test bank. The tests belong to NCA and should never be taken, copied, or shared with other NCA members or chapter advisors. These tests are only meant for state associations that are in good standing to use during their competitions and at the NCDC.
35. **Plan and Resources.** The plan and list of resources in the guidelines help you get ready for the test. If a resource says “latest edition,” it’s the newest one as of September when the guidelines were written. Any editions that come out after that will be used for the next year’s list. Guidelines are only changed if there’s a mistake or if something big needs fixing.
36. **Bringing Pencils.** You need to bring your own pencils for all written tests. It’s best not to use mechanical pencils for Scantrons.
37. **Using the Podium.** If there’s a podium during an event, you can choose to use it or not.
38. **Personal Items.** When you’re taking a test or in an event, your personal belongings like bags, phones, tablets, and smartwatches must go under your chair or stay in the holding room. You can’t use anything from them until the test or event is done. Event staff won’t take care of your personal belongings during the event.
39. **Study Materials.** You can not take study materials into the testing rooms, but they are okay to have in the holding rooms.

Other Important Points

40. **Inquiry Process.** You can fill out a “Competitive Event Inquiry Form” and give it to the Competitive Events Headquarters to share any commentary or concerns regarding our events. . It needs to be signed by you and your NCA State Advisor. Make sure to do this within two hours after your event is done. If you have suggestions or questions about the competition, there’s a way to share them.
41. **Observers.** Outside of the general sessions, observers will ONLY be permitted to see the semi-finals and finals of NCA Knowledge Bowl. The Event Photographer may enter/leave the competition rooms in the course of his/her work. We ask that ONLY competitors at their designated event time enter Waiting Areas, Holding Rooms, and Competition spaces.
42. **How States Do Things.** States are encouraged to follow the rules and guidelines used by the NCA for their competitions, but they can also run events their own way if it’s better for their Affiliate. So, NCA members should check with their State Advisor to know the rules and changes happening at the regional or state level.
43. **Special Situations.** If something arises that is out of your control, you can appeal to the Competitive Events Management Team for special consideration.

Competitive Event Listing

Competitive Event	Event Code	Event Type
Business Plan	BP	Team
Career Preparation	CP	Individual
Creative Decision-Making	CD	Team
Employability Skills	ES	Individual
Financial Literacy	FL	Individual
NCA Knowledge Bowl	KB	Team
NCA Service Project	SP	Chapter
Outstanding NCA Chapter	OC	Chapter
Project Based Learning Showcase	PB	Team
Prepared Speaking	PS	Individual
L.O.V.E. Project	LP	Team

Competency Matrix

A. Career Development Competencies

Assist participants in selecting and constructing a path to a future career that is appropriate for them based on their interests, aptitudes, abilities, and desired lifestyle.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
A1. Identify occupational interests, aptitudes, and abilities	✓	✓		✓							
A2. Relate interests, aptitudes, and abilities to appropriate occupations	✓	✓		✓							
A3. Identify desired lifestyle and relate to selected occupations	✓	✓		✓							
A4. Develop a career path for a selected occupation	✓	✓		✓							
A5. Select an immediate job goal	✓	✓		✓							
A6. Describe the conditions and specifications of the job goal	✓	✓		✓							

B. Job Attainment Competencies

Provide participants with job search and job acquisition skills

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
B7. Construct a resume				✓							
B8. Conduct a job search				✓							
B9. Develop a letter of application				✓							
B10. Use the telephone to arrange an interview											
B11. Complete application forms				✓							
B12. Complete employment tests											
B13. Complete a job interview				✓							

Competency Matrix

C. Job Survival Competencies

Allow young people to develop realistic survival skills for dealing with the day-to-day work environment and for gaining success on the job.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
C14. Demonstrate appropriate appearance	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
C15. Understand what employers expect of employees				✓							
C16. Identify problems of new employees											
C17. Demonstrate time management			✓		✓						
C18. Follow directions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C19. Practice effective human relations				✓							
C20. Appropriately quit a job											

D. Job Survival Competencies

Develop basic skills critical to success both on-the-job and in everyday life.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
D21. Comprehend verbal communications	✓		✓			✓					
D22. Comprehend written communications	✓				✓			✓			
D23. Communicate in writing	✓	✓	✓	✓				✓			
D24. Communicate verbally	✓	✓	✓	✓		✓			✓	✓	✓
D25. Perform mathematical calculations					✓						

E. Leadership and Self-Development Competencies

Enable participants to advance their leadership skills and function effectively in team and group projects and activities on the job or in an organizational context.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
E26. Demonstrate team membership	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
E27. Demonstrate team leadership			✓					✓	✓		✓
E28. Deliver presentations to a group	✓	✓	✓			✓			✓	✓	✓
E29. Compete successfully with peers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E30. Demonstrate commitment to an organization	✓		✓			✓	✓	✓	✓	✓	✓

Competency Matrix

F. Personal Skills Competencies

Encourage personal awareness, responsibility, and decision-making skills. Implementation of these competencies additionally instill self-confidence and build self-esteem.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
F31. Understand types of maturity											
F32. Identify a self-value system and how it affects life										✓	
F33. Base decisions on values and goals	✓										
F34. Identify process of decision making	✓	✓									
F35. Demonstrate ability to assume responsibility for actions and decisions											
F36. Demonstrate a positive attitude	✓			✓							
F37. Develop healthy self-concept for home, school, and work											

G. Life Survival Skills Competencies

Essential skills for learners in their day-to-day roles as citizens, family members, employees, members of a group, leaders, or followers.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
G38. Evaluate a career plan to determine appropriate postsecondary educational options		✓									
G39. Identify how best to achieve market able occupation skills for an entry level job		✓									
G40. Conduct a job analysis		✓									
G41. Apply critical thinking skills	✓	✓			✓						
G42. Demonstrate effective study skills			✓		✓	✓					
G43. Demonstrate how to use group dynamics techniques	✓		✓								
G44. Explain the roles and function of a value-added organization											
G45. Understand the essential elements of high performing work teams	✓		✓			✓					
G46. Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations	✓										
G47. Demonstrate techniques for building commitment by others											
G48. Demonstrate an openness to change											

Competency Matrix

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
G49. Provide constructive feedback			✓								
G50. Negotiate solutions to conflicts											
G51. Demonstrate politeness and civility			✓			✓					
G52. Demonstrate an ability to adapt to people and situations			✓								
G53. Exhibit work ethics and behaviors essential to success		✓									
G54. Set and prioritize goals and establish a timeline for achieving them	✓										
G55. Apply the problem-solving process to complex problems	✓			✓							
G56. Demonstrate an ability to analyze the strengths and weaknesses of self and others											
G57. Design and justify solutions by tracking and evaluating results				✓							
G58. Identify ways to build mutual trust and respect											
G59. Prepare a short- and long-term personal budget											

H. Workplace Competencies

Competencies that are expected of successful and productive employees.

	BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
H60. Demonstrate punctuality and good attendance practices.	✓										
H61. Demonstrate initiative and proactivity.	✓										
H62. Demonstrate how to work effectively with others.	✓		✓			✓					
H63. Demonstrate an attitude that attracts the attention of management.											
H64. Demonstrate an ability to communicate and work with customers to satisfy their expectations.	✓										
H65. Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed.			✓			✓					
H66. Demonstrate an ability to follow and give directions.											
H67. Demonstrate good reasoning skills which result in thinking first, then taking action.	✓		✓			✓					

Competency Matrix

		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
H68.	Demonstrate integrity and honesty in dealings with internal and external customers.											
H69.	Demonstrate a willingness to accept responsibility for one's own actions.											
H70.	Demonstrate a commitment in completing work assignments accurately and in a timely fashion.			✓								
H71.	Demonstrate an ability to satisfy the purposes of a delegated task.			✓								
H72.	Demonstrate an ability to prioritize and manage time effectively in the workplace.											
H73.	Demonstrate enthusiasm for work.											
H74.	Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.											
H75.	Demonstrate an understanding of the work to be accomplished.											
H76.	Demonstrate familiarity with a variety of technologies.											
H77.	Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.											
H78.	Demonstrate basic computer operation skills.											
H79.	Demonstrate an ability to learn from past experiences and from others.											
H80.	Demonstrate an ability to send, receive and organize e-mail messages.											
H81.	Demonstrate an ability to search for information on the Internet.											

Competency Matrix

I. Economic Empowerment Competencies		Includes curriculum materials to improve the financial literacy and economic opportunities for JAG graduates										
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
I82.	Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate)											
I83.	Practice Better Money Management Skills (Visa U.S.A.)											
I84.	Demonstrate How to Start a Small Business (Allstate)	✓										
I85.	Be successful in dealing with law enforcement when they are enforcing the law.											
I86.	Value Diversity											
I87.	Risky Business											

Competency Matrix

Middle School Competencies

J. Self-Understanding		These competencies help participants understand and manage their inner and outer selves.										
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
J101.	Identify, understand, and apply knowledge of social roles.			✓			✓					
J102.	Participate in assessments and utilize results.			✓								
J103.	Articulate personal values.										✓	
J104.	Identify, understand, and effectively manage emotions.											
J105.	Demonstrate ability to make healthy choices.											
J106.	Identify and understand personal interests, aptitudes, and abilities.											

K. Communications		These competencies help middle schoolers communicate effectively and appropriately.										
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
K107.	Differentiate between opinion and fact.			✓								
K108.	Identify and demonstrate key communication skills..			✓			✓					
K109.	Express needs and wants.											
K110.	Listen and contribute appropriately in a group situation.			✓			✓					

L. Organizational Skills		These competencies assist participants with time management, organizational skills, and goal setting.										
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
L111.	Use a method of time management.			✓								
L112.	Establish long-and short-term goals.											
L113.	Demonstrate organizational skills.											

Competency Matrix

M. Study Skills

These competencies help participants improve academically through effective study skills.

		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
M114.	Use basic study skills effectively.						✓					
M115.	Use knowledge of personal learning style in study habits.						✓					
M116.	Explain the value of completed homework.											

N. Decision Making

These competencies promote good decision-making skills that are proactive instead of reactive.

		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
N117.	Demonstrate an understanding of decision making.			✓								
N118.	Explain the importance of taking responsibility for actions and behaviors.											
N119.	Demonstrate appropriate anger control techniques.											
N120.	Demonstrate appropriate conflict resolution techniques.											
N121.	Develop and implement a Personal Development Plan.											
N122.	Define and demonstrate empathy.											

P. Character Development

These competencies develop participants character, attitude, and leadership skills.

		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
P123.	Explain the significance of respect for self, others, and rules.											
P124.	Explain the value of good character.											
P125.	Explain the benefit of positive attitude.											
P126.	State the benefits of being perceived as a person of good character.											
P127.	Demonstrates effective leadership skills.			✓								

Competency Matrix

Q. Dreamwork												
These competencies assist students in planning for their futures.												
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
Q128.	Understand types of maturity		✓									
Q129.	Identify a self-value system and how it affects life		✓									
Q130.	Base decisions on values and goals											
Q131.	Identify process of decision making											
Q132.	Demonstrate ability to assume responsibility for actions and decisions											
Q133.	Demonstrate a positive attitude											
Q134.	Develop healthy self-concept for home, school, and work											

S.	Negotiations											
	These competencies instruct participants in advocating for themselves.											
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
S135.	Define "negotiation" and give examples of everyday negotiations that take place in a participant's life and society.											
S136.	Explain the reasons for and benefits of negotiation related to self and counterpart.											
S137.	Describe the process of negotiation.											

T.	Career Based Learning											
	These competencies encourage career planning.											
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
T138.	Explain the difference between a job and a career.											
T139.	Demonstrate an understanding of skills and abilities necessary for success in a job.											
T140.	Identify skills necessary for career choice.											
T141.	Demonstrate understanding of the job application process.											
T142.	Explain the value of job shadowing.											

Competency Matrix

Out-Of-School Competencies

0. Out-of-School		These competencies are designed to meet the needs of the Out-of-School participants; they provide skills in career development, job attainment, workplace success, communication skills, goal setting, and financial management.										
		BP	CP	CD	ES	FL	KB	SP	OC	PB	PS	LP
0.1.	Occupational Interests, Aptitudes & Abilities		✓		✓							
0.2.	Professional Resume & Cover Letter				✓							
0.3.	Conduct a Comprehensive Job Search		✓		✓							
0.4.	Appropriate Use of Social Media											
0.5.	Job Application & Required Employment Test				✓							
0.6.	Job Interviewing Skills				✓							
0.7.	Dress Appropriately for A Job Interview				✓							
0.8.	Assess Your Position Description & Expectations		✓		✓							
0.9.	Evaluate Job Related Skills											
0.10	Work Cooperatively with Others/Members of a Team			✓					✓	✓	✓	✓
0.11	Conflict Resolution											
0.12.	Effective Decision-Making & Problem Solving			✓								
0.13.	Positive Attitude, Work Ethic & Behaviors			✓								
0.14.	Overcome Barriers & Accept Responsibility for Actions											
0.15	Adaptability to New Conditions or Others' Actions											
0.16	Avoid Actions with Prior Undesirable Consequences			✓								
0.17	Questions to Deepen/Clarify Understanding with Listening											
0.18	Set & Prioritize Goals											
0.19	Plan to Climb the Professional Ladder											
0.20	Effective Money Management					✓						



Business Plan

Event Code

BP

Event Type

Team Event: 3-4 team members

Welcome to the exciting world of the Business Plan event! This is your chance to join forces with your team and dive into the adventure of creating a proposal for your very own small business. Imagine, you get to come up with an idea for any kind of business you like – it's like dreaming up your own mini empire!

Think about it: What kind of business sparks your passion? Is it a cozy café, a cutting-edge tech startup, or a trendy fashion boutique? The possibilities are endless! This is where your creativity and teamwork come together. You and your teammates will brainstorm, plan, and craft a detailed proposal for your dream small business.

It's not just about numbers and words on paper. It's about turning your vision into a reality. You'll learn how to think like an entrepreneur, make strategic decisions, and present your ideas with confidence. This is the perfect opportunity to showcase your innovation and business savvy.

So, let your imagination run wild, collaborate with your teammates, and create a business plan that could spark the next big thing. Who knows? Your proposal might just be the blueprint for a successful small business that changes the world!

Business Plan Overview:

Get ready for an exciting challenge in the Business Plan event!

1. Your goal is to create a 10-page written proposal for a business plan and then present it to a panel of judges, following the guidelines below.
2. Your written proposal must have a maximum of 10 pages, including any appendix you might need. This doesn't include the title page or table of contents.

Submit your written business plan and slides as a PDF document by March 15 to nca@jag.org. Remember to title it with your School Name and Business Name.

Your written business plan will be evaluated before the NCDC event begins, be sure to follow the attached rubrics for both the written business plan and the oral presentation.

During the oral presentation, you'll speak for at least 7 minutes and no more than 10 minutes. The timekeeper will show cards to remind you when you hit 7 minutes, and when 1 minute remains.

After your presentation, you'll have 3 minutes for a question-and-answer session with the judges. The judges will also take 3 minutes to evaluate your public speaking, and presentation skills, and how well you handle their questions.

Event Guidelines - Written Proposal

Get ready to dive into the world of business planning! Your written proposal is your chance to show off your creative business ideas and strategic thinking. Here's how to make it great:

Title Page

Start with a title page that includes:

- Business Plan proposal
- Name of your business
- Name of your JAG Program
- School address
- City, state, ZIP/postal code
- Names of your team members
- Date
- Title page mustn't have a page number.
- Table of Contents

Body of the Proposal

Your written proposal starts with Section I and goes in the order below. Each section must have a title and be in this order. Points for each section are on the Written Entry Evaluation Form.

Executive Summary: A one-page summary of your business model.

Problem: Explain the main problems your product/service is solving.

Customer Segments: Who are your target customers?

Unique Value Proposition: What makes your product/service special and worth buying?

Solutions: Describe the top features of your product/service that solve the problem.

Channels: How will you reach your customers?

Revenue Streams: What's your financial plan? How much will you earn and how much will it cost?

Cost Structure: What are the costs of getting customers, running the business, and more?

Key Metrics: What are the important aspects to measure for your business?

Competitive Advantage: What makes your product/service hard to copy or buy?

Conclusion: Sum up key points and ask for financing.

Bibliography: List the sources you used for your info.

Appendix (optional): Add extra sources and appendices here, like sample questionnaires, letters, and more.

Page Numbers: Title page and table of contents don't have page numbers. Start numbering from page 1.

Graphics: Focus on clear and complete graphics, not how pretty they are.

Remember, your written proposal is worth a max of 90 points. Now, let's move on to the exciting oral presentation part!

Business Pitch/ Oral Presentation

You'll present your business plan to the judges in a 7 to 10-minute talk.

You will send in your presentation by March 15, and the Events team will have your presentation cued up when you step into the room. Set up time will be a quick review to make sure that competitors have everything they need.

Here's how:

1. Start right after your introduction by the Event Manager.
2. Use only visuals you can carry/set-up/pass out easily.
3. You can bring a copy of your proposal or notes to help.
4. Judges get 3 minutes to ask questions.
5. No big setups or electronics (other than the projector).
6. You can hand materials to the judges, but nothing super valuable.
7. If any rules are broken, judges must tell the Event Manager.
8. Make sure to follow the General Competitive Event Guidelines and the specific Event Guidelines.

 **Submit Business Plan as a PDF by March 15 to nca@jag.org**

Final Scoring:

Written Business Plan proposal = 90 points

Presenataion = 90 points

180 total points

In the event of a tie, a tiebreaker will be determined by the areas on the scoring rating sheet section(s) with the highest point value in descending order.



Judge Rating Sheet

Written Business Plan

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Executive Summary	Lacks key information.	Partially presents goals.	Clearly outlines goals and opportunity.	Expertly summarizes plan concisely, highlighting key goals and market potential.	
2. Problem Statement	Unclear or shallow problem.	Somewhat defined issue.	Clearly defines problem with context.	Expertly defines problem, providing context, impact, and supporting data.	
3. Customer Segments	No target customers identified.	Basic customer segments.	Clearly defines primary segments.	Expertly defines multiple segments, illustrating unique characteristics and needs.	
4. Value Proposition	Missing or unclear proposition.	Partially defined proposition.	Defines clear value proposition.	Expertly defines compelling value proposition, emphasizing distinct benefits and customer solutions.	
5. Solutions	Vague or inadequate solutions.	Presents basic solutions.	Presents feasible solutions.	Presents creative, feasible solutions with clear advantages and potential outcomes.	
6. Marketing & Revenue	No channels or revenues explained.	Basic channels and revenues.	Clear marketing and revenues.	Expertly detailed marketing strategies and diverse revenue streams, showing a deep understanding of target audience engagement.	
7. Cost & Metrics	No cost or metrics understanding.	Lists basic costs/metrics.	Presents clear costs/metrics.	Expertly details all costs, including startup, operational, and marketing expenses, and justifies chosen key metrics with a long-term vision.	
8. Competitive Advantage	Ignores competitive landscape.	Limited or unclear advantage.	Clear and relevant advantage.	Expertly defines strong competitive advantage, detailing how it will position the business uniquely and sustainably.	
9. Grammar & Professionalism	Numerous errors, unprofessional.	Some errors, somewhat professional.	Few errors, generally professional.	Exceptionally polished grammar, impeccable professionalism in tone and formatting.	

Comments and Questions:

Total Score
Out of 90 total points.

Judge Rating Sheet

Presentation



Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Preparation	Little to no evidence of planning or preparation for presentation.	Some evidence of planning and preparation for presentation that mildly gains interest from potential investors.	Evidence of thorough planning and preparation for presentation that piques interest of investors.	Evidence of extensive planning and preparation for presentation that includes capturing investors attention, and exciting them about the potential.	
2. Clarity of Business Idea	Business idea is unclear and difficult to understand.	Business idea is somewhat clear but needs more explanation.	Business idea is clearly defined and easy to understand.	Business idea is expertly defined and thoroughly explained.	
3. Market Analysis	Little to no evidence of market analysis or understanding of the target audience.	Limited evidence of market analysis and understanding of the target audience.	Adequate evidence of market analysis and understanding of the target audience.	Comprehensive evidence of market analysis and understanding of the target audience.	
4. Marketing Strategy	Marketing strategy is poorly defined and lacks detail and/or connection to target market.	Marketing strategy is somewhat defined but needs more detail that better aligns to target market.	Marketing strategy is well defined and includes relevant details that mostly align to the target market.	Marketing strategy is expertly defined and includes extensive relevant details that fully align to the target market.	
5. Financial Plan	Financial plan is unclear and lacks detail. Financial concepts are not presented or presented incorrectly.	Financial plan is somewhat clear but needs more detail. Financial concepts are shared but their understanding is unclear.	Financial plan is well defined and includes relevant details. Financial concepts are utilized and understanding of the terms and application is somewhat demonstrated.	Financial plan is expertly defined and includes extensive relevant details. In-depth knowledge of financial theory and practice is evident.	

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
6. Persuasive Presentation Skills	Little to no evidence of effective persuasive presentation skills. The Presentation provided limited evidence of Team's point of view and was not very persuasive.	Some evidence of effective persuasive presentation skills. The Presentation was somewhat persuasive and provided some reasons to agree with the Team's point of view.	Effective use of persuasive presentation skills. The Presentation was persuasive and provided good reasons to agree with the Team's point of view	Expert use of persuasive presentation skills. The Presentation is exceptionally persuasive and convincing. The Team provided good evidence that reinforced their position on the plan.	
7. Overall Impression	Presentation is unclear, poorly planned, and poorly executed. Information provided was mostly surface level and the Team missed key points of the plan.	Presentation is somewhat clear, planned, and executed. The quality of the information was limited to support the plan.	Presentation is well-planned, clear, and executed. Overall, the coverage of the plan was good. Included sufficient detail relevant to the plan. Information seemed to be in-depth.	Presentation is expertly planned, clear, and executed. Overall, the coverage of the business plan was excellent. Information was in-depth and beyond the obvious, revealing new insights.	
8. Meeting Time Requirements	The meeting significantly exceeded the allocated time.	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
9. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Comments and Questions:

Total Score
Out of 90 total points.

Sample Questions

The sample questions are provided to give competitors an idea of what questions the investors (judges) may ask during the three minute window at the end of the oral presentation.

Market

1. How big is the market opportunity?
2. Who exactly will be your best customer?
3. What current business do you hope to aspire to be like?
4. What current business do you least aspire to be like?
5. What is your greatest fear in launching your business plan?

Competition

1. Who do you feel will be your most challenging competitors?
2. What do you believe are your strengths over your competitors?
3. What are your weaknesses considering your competitors?
4. What is unique about your proposed business?
5. How will you exceed your competition on satisfying customers?

Financials

1. How much capital will you need to launch your business?
2. How much will you be able to invest in the business?
3. How much will you need from investors?
4. How long do you estimate it will take to become profitable?
5. What are the key metrics your team is focused on to evaluate your business?

Intellectual Property

1. What is unique about your proposed business?
2. What big problem will your business solve?
3. What legal risks does your team anticipate?
4. What regulatory requirements do you expect with your business?
5. Are you anticipating any product liability risks with your business?

Use of Funds

1. How will you allocate investor funds?
2. What if you are unable to raise sufficient investor funds?
3. What are the biggest risks to my investment?
4. What are your milestones in judging the progress of the business?
5. How much are you estimating your monthly personal expenses?

Business Model

1. What specific marketing channels are you planning on using?
2. What profit margins are you planning on operating?
3. How will scaling impact profit margins?
4. What pivots are you anticipating as you move forward?
5. Who in this business cannot be replaced?

Corporate Structure

1. How is the business currently organized?
2. Are you planning a board of advisors? Who would you want to serve?
3. Where will the company be registered?
4. What unique skills and talents does the founders possess?
5. Who is the registered agent on record?

Additional Questions

1. What is the exit goal? (i.e., IPO, Merger & Acquisition, other)
2. What is the time frame for an exit strategy?
3. What are you hoping that investors will provide beyond money?
4. What is the next milestone that investments will take the business?
5. What talent will be of the greatest interest to your proposed business?



2023-2024

Competitive Events Handbook



Career Preparation

Event Code

CP

Event Type

Individual

Event Summary: Get Ready for Career Preparation!

Hey there, future career rockstars! This event is all about getting you ready to shine in your dream job interviews. Imagine having all the skills and info you need to impress any employer.

Here's the deal: you'll dive into a career you love, and we'll help you get super ready to talk about it. Whether you're into tech, healthcare, fashion, or anything else, we've got you covered.

Our goal is to boost your confidence. We want you to feel awesome when you talk about why your dream job is a perfect fit for you. Think of it as your chance to show off how amazing you are in your chosen career path.

So get excited to learn, practice, and rock those interviews! You're on your way to becoming a career superstar!

General Rules:

1. Competitors in this event must be active members of NCA and be in good standing.
2. Eligible divisions to compete in the Career Preparation (CP) event:
 - Middle School
 - High School
 - Out-of-School/College Success Programs
3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)."
4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds.

Event Guidelines

Step into Your Future with Career Preparation!

Welcome to the awesome world of Career Preparation! This event is all about diving into a career you're curious about, researching it, and then showing off your knowledge to the judges.

Here's What You'll Do:

You're going to create an engaging career presentation that's at least 7 minutes long but not more than 10 minutes. It's like putting together your own mini talk show about your chosen career.

Get Ready to Shine:

Before March 15, send in your presentation as a PDF to nca@jag.org. We want to see your excitement and passion for your chosen career.

 **Deadline for presentation submissions by March 15.**

Example questions that the judges may ask:

- In what parts of the selected career are you interested?
- How did you become intrigued by the selected career?
- What is a future career goal of yours?
- What role can NCA play in reaching your career goal?
- Why are you excited about in the selected career field?

Ethics

Professional ethics demand that competitors DO NOT discuss or reveal any judge questions for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per the General Rules & Regulations.

Judging

The judges will have three-minutes to evaluate the presentation focusing on the effectiveness of public speaking, presentation content, and how well the participant responded to questions that the judges ask during the presentation.

Event Guidelines *(continued)*

The Presentation:

Imagine you're on stage – Event personnel will show you flash cards at 7 minutes and another when there is 1 minute left. After your presentation, you'll have 3 minutes to chat with the judges and answer their questions.

Showcasing Your Journey:

Your presentation will be like a journey:

Slide 1: Start with a cool title page – your career, your name, and more.

Slides 2-4: Share why you're interested in this career and how you got into it.

Slide 5: Talk about the career – what you'll do, where you'll work, and more.

Slide 6: Education, experience, and training – show how you'll prepare for this career.

Slide 7: Job outlook – what's the demand for this career?

Slide 8: Salary – how much could you make and where could you go?

Slide 9: Share a personal statement – why are you the perfect fit for this career?

Slide 10: Wrap it up with your sources – where did you get your info?

Be Awesome:

This is your chance to shine and show why you're passionate about your future career. Let's get you ready to conquer the job world with confidence!



Judge Rating Sheet

Career Preparation

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Introductions / Opening <i>Who are you and why are you interested in pursuing this career field?</i>	The opening only minimally answers the question.	The opening attempts to answer the question but there is a significant need for more information	Opening answer to the question leaves the judges wanting more information	The opening includes an excellent and thoughtful introduction to the competitor. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is.	
2. Relevant Career Description <i>Explain the career and the aspects that you are excited about including:</i> <i>1. specific roles and responsibilities needed for success in the field,</i> <i>2. an in-depth description of the working environment and</i> <i>3. potential employers in the field.</i>	Competitor shares 0 or 1 of the relevant points of this criterion at a basic level.	Competitor shared 1 of the 3 relevant points of this criterion.	Competitor shared 2 of the 3 relevant points of this criterion.	Competitor covers all three relevant points of this criteria: 1. specific roles and responsibilities needed for success in the field, 2. an in-depth description of the working environment and 3. potential employers in the field.	
3. Relevant education / experience needed for the field	Competitor does not demonstrate an understanding of the education or experience necessary for this career.	Competitor has covered the basics for this criterion but their responses leave doubt on how they will achieve these necessary job requirements.	Competitor shares detailed information about requirements for job entry and explains their plan to achieve them.	Competitor uses research to provide detailed information about education, experience, and credentials necessary to succeed in this job.	
4. Future forecast of this job sector	Competitor's response lacks a detailed response to this section which lacks long-term and technology related topics.	Competitor shares short term or long term advancements/ challenges to the field but fails to share how technology may play a role.	Competitor covers short term changes, long term changes, and technology but their answers lack depth.	Competitor demonstrates an in-depth understanding of the career/field and how it may change in the short-term and long term and how advancements in technology may effect the career/field.	
5. Explanation of competitors preparation for this role / field	Competitors response lacks information about their preparation for this career/field.	Competitor minimally explains their potential in this career, but their response is limited in knowledge and does not effectively link their JAG/ NCA experience.	Competitor explains why they may be good in this career, and shares ways that JAG/NCA experiences formed these skills.	Competitor makes a compelling argument about why they would be an ideal candidate for this career and shares how their JAG/NCA experience helped them reach their goal.	

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
6. Presentation Materials	Presentation materials has multiple errors in grammar and spelling, and does not help the overall presentation.	Presentation materials are not engaging and the competitor is reading directly from the presentation slides.	Presentation materials are engaging but lack professionalism due to spelling/grammar errors. The competitor seems to be relying on the presentation.	Presentation materials are engaging and professional with no grammar/spelling errors. The competitor uses the presentation effectively to complement their verbal presentation.	
7. Presentation Skills	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentation. Movements were distracting.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor maintained adequate posture and nondistracting movement during the presentation. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the presentation.	Movements & gestures were purposeful and enhanced the delivery of the presentation and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	
8. Overall Impression	The competitor appeared to be nervous and anxious during the presentation. It was evident they were excited; they just need more practice with presentations	The competitor exhibited some level of confidence in his/her presentation ability but seemed a little nervous.	The competitor presented with confidence. They were excited to share information about their future career of interest	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentation. Movements were distracting.	
9. Meeting Time Requirements	The meeting significantly exceeded the allocated time.	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
10. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 100 total points.



2023-2024

Competitive Events Handbook



Creative Decision Making

Event Code

CD

Event Type

Team Event: 3-4 team members

Unleash Your Creativity with Creative Decision-Making!

Hey there, future problem solvers! This event is all about using your awesome brainpower to solve tricky problems in a super creative way. Get ready to work with others and generate solutions to real-world problems our partners face. This type of thinking is just what employers are looking for in a job applicant!

What's the Scoop?

Imagine you're in a world where you get to tackle challenging problems. You'll work together with your team to come up with cool solutions to tricky situations. It's like being a problem-solving superhero!

Let's Break It Down:

You'll dive into the world of decision-making. You'll learn how to analyze problems and work as a team to figure out the best solutions. You get to put on your thinking cap and work with others to make smart choices.

Get Excited:

This is your chance to use your creativity and teamwork to shine! You'll be amazed at how your brain can come up with amazing ideas to solve problems. Get ready to think outside the box and show off your problem-solving superpowers!

Event Guidelines

Get Ready for Creative Problem-Solving

This event is all about using your brainpower to tackle tricky problems in a creative way. Get ready to team up and show off your awesome thinking skills!

What's the Deal?

Picture this: You and your team will face a mystery problem. You'll work together to come up with a clever solution that no one else has thought of!

Let's Break It Down:

You're in for one round of exciting problem-solving. With your team of 3-4 members, you'll be given a secret problem to solve. You'll have 30 minutes to analyze it and brainstorm a solution. Then present that solution to a panel of judges.

Rules of the Game:

Remember, it's all about fairness and respect. You can't spill the beans about the secret problem until everyone's had their turn. If you do, there'll be consequences as per the rules.

Your Toolbox:

In the prep room, you'll find index cards, paper, and markers – everything you need to rock your solution. Just bring your thinking cap and pencils, nothing else.

Showtime:

When you're ready, you'll have 8 minutes to present your solution to a panel of judges. Use the notes and visuals you prepared earlier, but remember, no extra materials are allowed in the presentation room.

Game On!

Keep an eye on the time – there's a one-minute warning and then it's showtime. Once your 8 minutes are up, it's time to wrap up. The judges will have 3 minutes to ask questions and 3 minutes to evaluate creative solution and how you present it.

Team Power:

All team members need to shine during the presentation. It's a team effort, and everyone's skills matter.

Get ready to impress with your creativity and teamwork!



Judge Rating Sheet

Creative Decision Making

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Content	Content is unclear and lacks depth.	Some relevant content, but lacks organization and depth.	Well-organized and relevant content.	Exceptionally organized, relevant, and insightful content.	
2. Engagement	Little to no audience engagement, monotone delivery.	Limited audience engagement, some variation in delivery.	Engages the audience with varied delivery and interaction.	Captivates the audience with dynamic delivery and interactive elements.	
3. Confidence	Speaker appears nervous and lacks confidence.	Speaker shows some confidence, but with moments of hesitation.	Speaker appears confident and composed throughout.	Speaker exudes exceptional confidence and composure.	
4. Body Language	Poor use of body language, lack of eye contact.	Some use of body language, inconsistent eye contact.	Effective use of body language and sustained eye contact.	Expert use of body language, enhancing the presentation impact.	
5. Transitions	Transitions between ideas are unclear and abrupt.	Transitions are somewhat smooth, with some hesitations.	Smooth transitions between ideas.	Seamless and polished transitions enhance flow.	
6. Time Management	Presentation significantly exceeds or falls short of allotted time.	Presentation slightly exceeds or falls short of allotted time.	Presentation is well-timed within the given time frame.	Expertly timed presentation hits the mark perfectly.	

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
7. Audience Awareness	Little to no adaptation to audience reactions or needs.	Some awareness of audience reactions, with partial adaptation.	Adapts to audience reactions and engages their needs.	Expertly reads and responds to audience, creating a tailored experience.	
8. Originality	Presentation lacks originality and creativity.	Some elements of originality, but not consistently maintained.	Displays originality and creative elements throughout.	Demonstrates exceptional originality and creativity in all aspects.	
9. Overall Impression	The competitor appeared to be nervous and anxious during the presentation. It was evident they were excited and could benefit from more practice	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentation. Movements were distracting.	The competitor exhibited some level of confidence in his/her presentation ability but seemed a little nervous.	The competitor presented with confidence. They were excited to share information about their solution.	
10. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 100 total points.



2023-2024

Competitive Events Handbook



Employability Skills

Event Code

ES

Event Type

Individual Event

Let's Ace the Employability Skills Event!

Hey there, future job seekers! This event is your chance to shine by showing off your job application skills. Get ready to create a cover letter, resume, and rock an employment interview!

What's the Buzz?

Imagine you're applying for a real job – that's the deal here. You'll learn about the whole process, from writing a cover letter and resume to acing an interview.

Step by Step:

First things first, think about a job you're either trained for or getting trained for. It's gotta be a job you could actually apply for. Then, put together a one-page cover letter and a one-page resume. Make sure they are all about your real and actual work experience and education.

Your Game Plan:

Just put them together in a single PDF (Page 1: Cover Letter, Page 2: Resume) and send it to nca@jag.org with your name, state, and school. No other formats will be accepted.



Submit documents to nca@jag.org by March 15.

The Big Day:

Before you meet the judges, the event personnel will introduce you by name. Your 10-minute interview begins right after that. Keep an eye on the time – there'll be a one-minute warning. After your interview, the judges will have 3 minutes to rate your performance.

Show Your Best Side:

Handshakes are encouraged at the start and finish of the event. But please remember to not share the secret questions the judges ask. Be prepared to chat about the job you're applying for – the judges will ask questions about it.

Ready to Shine:

The evaluations on your cover letter, resume, and interview skills make up your score. The better you perform across all aspects the better your chances of winning!

Judge Rating Sheet

Cover Letter



Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Criteria	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Content and Relevance	Lacks relevant information and is poorly organized. Fails to address the job requirements.	Contains some relevant information but lacks focus and coherence. Partially addresses the job requirements.	Clearly presents relevant qualifications, experiences, and skills tailored to the job. Addresses the job requirements effectively	Exceptionally well-structured and tailored to the job, highlighting qualifications, experiences, and skills perfectly matched to the position.	
2. Clarity and Conciseness	Poorly written with numerous grammatical errors and overly verbose. Difficult to understand.	Some grammatical errors and wordiness, making it somewhat challenging to read.	Well-written with minor grammatical errors, concise, and mostly clear.	Flawlessly written with impeccable grammar, highly concise, and exceptionally clear.	
3. Introduction and Conclusion	Weak or missing introduction and conclusion. Fails to engage the reader or summarize key points.	Has a basic introduction and conclusion but lacks impact. Provides a rudimentary summary.	Engaging introduction and conclusion that capture the reader's attention and summarize key points	Exceptionally engaging introduction and conclusion that leave a lasting impression and effectively summarize key points.	
4. Demonstrated Interest	Lacks evidence of research on the company and the position. Fails to express genuine interest in the job.	Provides limited evidence of research on the company and the position. Shows some interest but not strongly expressed.	Demonstrates good research on the company and the position. Expresses genuine interest in the job opportunity.	Demonstrates extensive research on the company and the position. Expresses strong enthusiasm and a deep understanding of the job opportunity.	
5. Customization	Generic and not tailored to the specific job. Could be used for any application.	Somewhat customized to the job but contains generic elements.	Clearly customized to the job with specific references to the company and job requirements.	Exceptionally customized to the job, with highly specific references that demonstrate a deep understanding of the company and its needs.	
6. Overall Impression	Lacks professionalism, clarity, and relevance. Fails to make a positive impression.	Shows effort but has room for improvement in terms of professionalism, clarity, and relevance.	Professionally presented and reasonably clear and relevant. Makes a positive impression.	Highly professional, clear, and relevant, leaving a strong, positive impression.	

Total Score
Out of 60 total points.

Judge Rating Sheet

Resume



Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Criteria	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Formatting and Layout	Poorly formatted and cluttered. Lacks clear headings and organization.	Somewhat organized but could benefit from better formatting and structure.	Well-organized with clear sections, headings, and bullet points.	Exceptionally well-formatted, clean, and easy to navigate.	
2. Contact Information	Missing or incomplete contact information	Includes basic contact information but may have some errors.	Complete and accurate contact information, including phone, email, and address.	Contact information is perfectly presented and error-free.	
3. Objective Statement	Missing or poorly written objective statement that lacks focus.	Objective statement is present but vague or not well-aligned with the job.	Clear and well-focused objective statement that aligns with the job applied for.	Exceptionally well-crafted objective statement that precisely matches the job's requirements.	
4. Education	Lacks information about education or includes errors.	Provides some information about education but lacks detail.	Clearly presents educational history, including school names, graduation dates, and GPAs (if applicable).	Exceptionally detailed and accurate presentation of educational history, including relevant coursework or achievements.	
5. Work Experience	Missing or minimal work experience details.	Includes basic work experience but lacks depth and relevant details.	Clearly outlines work experience with specific job titles, dates, and responsibilities.	Exceptionally detailed work experience, highlighting accomplishments and skills gained.	

Judge Rating Sheet

Resume



Criteria	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
6. Skills	Lacks a skills section or includes irrelevant skills.	Includes some skills, but they are not well-defined or relevant to the job.	Clearly presents relevant skills, both hard and soft, that match the job requirements.	Exceptionally detailed skills section showcasing a diverse range of highly relevant skills.	
7. Achievements and Awards	Missing achievements or awards.	Includes some achievements or awards but lacks detail.	Presents relevant achievements and awards with descriptions and dates.	Exceptionally detailed achievements and awards section with clear descriptions and impact.	
8. Professionalism	Contains multiple errors, including grammar, spelling, and punctuation.	Contains some errors but is generally clear and understandable.	Few grammar, spelling, or punctuation errors.	Flawless grammar, spelling, and punctuation throughout.	
9. Overall Impression	Lacks professionalism, clarity, and relevance. Fails to make a positive impression.	Shows effort but has room for improvement in terms of professionalism, clarity, and relevance.	Professionally presented and reasonably clear and relevant. Makes a positive impression.	Highly professional, clear, and relevant, leaving a strong, positive impression.	

Total Score
Out of 90 total points.



Judge Rating Sheet

Employability Skills Interview

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Introduction <i>Utilized JAG's GNAP Process (Greeting, Name, Affiliation, Purpose)</i>	Competitor completed 1 of 4 of the skills.	Competitor completed 2 of 4 of the skills.	Competitor completed 3 of 4 of the skills.	Competitor properly introduced themselves: <ul style="list-style-type: none"> • Introduce yourself using JAG's GNAP process • Firm handshake • Eye contact • Voice volume 	
2. Content of answers <i>Competitor shows willingness to volunteer information.</i> <ul style="list-style-type: none"> • Responds appropriately to every question. • Relates strengths and skills for the job. • Sounds professional in choice of vocabulary and description of personal strengths 	Competitor's responses were not relevant or did not connect to relevant skills and experience.	Competitor provided relevant responses, but did not use examples or tie responses to their relevant skills.	Competitor effectively responded to questions by sharing relevant skills and examples and demonstrated moderate enthusiasm.	Competitor effectively and enthusiastically responded to questions by sharing relevant: <ul style="list-style-type: none"> • Skills • Examples 	
3. Verbal Communication Skills <ul style="list-style-type: none"> • Volume • Tempo • Clear Communication • Proper Grammar 	Competitor utilized 0 or 1 of 4 skills consistently.	Competitor utilized 2 of 4 skills consistently.	Competitor utilized 3 of 4 skills consistently.	<ul style="list-style-type: none"> • Competitor effectively and enthusiastically responded to questions by sharing relevant: <ul style="list-style-type: none"> • Skills • Examples 	
4. Non-Verbal Communication Skills <ul style="list-style-type: none"> • Eye contact • Purposeful Gestures • Open Stance 	Competitor did not properly utilize non-verbal communication skills.	Competitor utilized 2 of 3 skills consistently	Competitor utilized each skill but used them inconsistently throughout the interview.	The competitor efficiently utilized the three skills: <ul style="list-style-type: none"> • Displays comfortable eye contact, • Displays confidence in their demeanor; • Stand/sits up straight throughout the interview 	

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
5. Closing	Competitor did not ask any questions and the judges were left with minimal impression of job candidate.	N/A	N/A	Competitor asked at least one question that was relevant to the position, or a relevant follow-up to judges questions and left the judges with an overall positive impression.	
6. Overall Impression	The competitor appeared to be nervous and anxious during the presentation. It was evident they were excited; they just need more practice with presentations	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentation. Movements were distracting.	The competitor exhibited some level of confidence in his/her presentation ability but seemed a little nervous.	The competitor presented with confidence. They were excited to share information about their future career of interest	
7. Meeting Time Requirements	The meeting significantly exceeded the allocated time.	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
8. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 80 total points.



2023-2024

Competitive Events Handbook



Financial Literacy

Event Summary

To encourage NCA members to develop skills related to financial literacy that could include – money management, budgeting, bank accounts, interest rates, basic investing, credit cards, saving money and financial safety.

Event Code

FL

Event Type

Individual Event

Dress Code

Competitors must be in official NCA uniform or in proper business attire.
Bonus points are awarded for proper dress.

General Rules

1. Competitors in this event must be active members of NCA and be in good standing.
2. Eligible divisions to compete in the Financial Literacy (FL) event:
 - Middle School
 - Secondary
 - Out-of-School/Collegiate Divisions
3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Program (GRR).”
4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor’s photo ID must be presented prior to ALL competition rounds.

Official References

None.

Event Guidelines

This event is an individual financial literacy test.

Financial Literacy event overview:

- The written test will consist of 50 multiple choice questions.
- A maximum of 60 minutes is allowed for the test.
- There will be a verbal announcement when there are 60 minutes, 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.
- All competitors will receive two (2) 8.5x11" sheets of blank paper for use during the test.
- **Competitor must bring their own #2 pencil.**
 - At the National CDC answers will be collected on a Scantron form which requires competitors to fill-in their responses with a #2 pencil. (At the Competitive Event Guidelines Financial Literacy (2023) FL 2 State CDC, when a paper/pencil test is used or the test is administered on a computer, the competitor will write in or key in the response for each question.)
 - At the National Career Development Conference, NCA will provide basic handheld calculators (no graphing calculators) for addition, subtraction, division, multiplication, and square root.
 - Competitors may NOT use the summary page or any type of conversion chart or resource during the test.
 - Converting between measurement systems will often render a different answer depending upon which systems and conversions are being used. The answer to a calculation problem will ultimately be the same answer after appropriate rounding.
 - When rounding decimal numbers to the nearest tenths, hundredths, or thousandths, look to the immediate right of the digit located in the position to be rounded. If the number to the direct right is 5 or larger, round to the position up one number and drop everything that follows. If the number to the direct right is 4 or smaller, leave the position being rounded as is and drop everything that follows.
- The test plan includes questions based on the following financial literacy areas:
 - ◇ Practical Money Skills
 - ◇ Basic Budgeting Skills
 - ◇ Credit Card Basics
 - ◇ Debit Card Basics
 - ◇ Identity and Finances Protection
 - ◇ Prepaid Card Basics
 - ◇ Credit Score Control
 - ◇ Money Management and Living Independently

- ◇ Retirement Basics
- ◇ Financial Life Events, such as:
 - Going to College
 - Buying a Car
 - Renting an Apartment
 - Buying a Home
 - Elder Care
 - Handling the Unexpected
 - Health Care
 - Family Life

Final Scoring

A series of ten (10) complex, multi-step tie breaking questions will be administered with the original test. In case of a tie, successive tie-breaker questions will be used until a winner is determined. In the tiebreaker, correct spelling is required for an item to be considered accurate.

Written Test Instructions

Check your Test Booklet and Scantron

- Do you have the right test?
- Is the pre-printed information on the Scantron correct?
- Write your competitor ID on the test booklet and tiebreaker page (if applicable) and mark the competitor division you are registered in.

Write On your Scantron

- Write your test number on the Scantron in the appropriate “box” (area). Stray marks in the margin or edges may make your Scantron unreadable for the computer.
- On the evaluation form, please mark the event code for this event.

Testing Tips

- You MAY write on back of pages and margins of test as scratch paper.
- Use a #2 pencil, fill in the bubble on Scantron completely that corresponds with your chosen answer. If you skip a question, be sure to skip the corresponding number on Scantron.
- If the table has a tablecloth, place your Scantron on top of the test booklet before bubbling.
- Mechanical pencils are discouraged for use on Scantron.

About Your Test

- This is a 50-item multiple-choice test. Read each question carefully as there is only one best answer and answer every question. There is no penalty for guessing, so answer all questions.
- Select tests have an essay tiebreaker or tiebreaker questions. Please print clearly. Do not remove the tiebreaker page from the test booklet.
- When you are finished, please follow the directions given to you by your event personnel for returning your test materials and completing the event evaluation.
- There will be a verbal announcement when there are 15 minutes remaining. You have 60 minutes to complete this test.

Personal Belongings

- Place all of your personal belongings under your chair.
- Cell phones, Smart Devices, & Watches should be in the OFF position, lying face down on the table in front of you. DO NOT TOUCH during testing.

HELP

- If you have personal needs once the test has begun, please raise your hand. If you must use the restroom, there is no extra time given for the completion of the test. You may remove your blazer/jacket if needed.

Sample Test Questions

1. The following are expenses that you should be aware of when owning a car EXCEPT:
 - A. Auto insurance
 - B. Back up camera tax
 - C. Vehicle registration
 - D. Gasoline costs
 - E. Emission fees
2. Rates for auto insurance are established by the federal government and companies must adhere to national regulations on what they can charge.
 - A. True
 - B. False
3. Tiffany is in the market to purchase a new car. She has \$1,000 to make as a down payment on a new vehicle. Her current vehicle is worth \$500. The car that she has picked out is selling for \$6,000 plus 7% tax. She was fortunate enough to find a dealership that is offering her a 0% interest rate over 60 months. What would Tiffany's monthly payment be if she used her cash and trade in vehicle and spread out what is left over 60 months?
 - A. \$60
 - B. \$74
 - C. \$82
 - D. \$110
 - E. \$119
4. What is an expense that stays the same from month to month?
 - A. Flexible expenses
 - B. Fixed expenses
 - C. Disposable income
 - D. Government expenses
5. What is the recommended amount of time that is suggested to have saved for an emergency fund?
 - A. 1 year
 - B. 30 days
 - C. 3-6 months
 - D. 26 weeks
 - E. 325 days



2023-2024

Competitive Events Handbook



NCA Knowledge Bowl

Event Summary

NCA Knowledge Bowl provides members with the opportunity to gain knowledge and skills on various topics and situations in business, industry, and parliamentary procedure.

Event Code

KB

Event Type

Team Event: 3-4 team members

Dress Code

Competitors must be in official NCA uniform or in proper business attire. Bonus points will be awarded for proper dress. All team members must be properly dressed to receive the bonus points. Teams who are not dressed appropriately may not be allowed to compete.

General Rules

1. Competitors in this event must be active members of NCA in good standing.
2. Eligible divisions to compete in the Knowledge Bowl (KB) event:
 - Middle School
 - High School
 - Out-of-School/Collegiate Divisions
3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Guide (GRR)."
4. All competitors shall report to the site of the event at the time designated for each round of competition. At CDC, competitor's photo ID must be presented prior to ALL competition rounds.

Official References

The references for the Knowledge Bowl competition will be content from the JAG Website and official JAG publications such as handbooks, workbooks, brochures, and reports.

The 2023-2024 question pool will be expanded to include recognized industry and career information in the following works:

- **What Color is Your Parachute? - by Richard N. Bolles**
- **The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey**

Note: Both of these resources are freely available in various formats online and the NCA Knowledge Bowl questions can be taken of many variations of these works.

Event Guidelines

This competitive event consists of multiple rounds. Teams consisting of 3-4 members compete by giving appropriate responses to items presented by a moderator in a “buzzer style” round. These items may be in the form of questions, incomplete statements, and/or definitions and may be multi-answer items. Winners will be determined by a series of elimination rounds as described in the event tournament bracket. This event aims to inspire members to be proactive career professionals and motivate them to participate in teams, while learning about employment opportunities, NCA, JAG, and parliamentary procedure topics.

Knowledge Bowl event details:

1. Buzzer competition requires a paired match-up. If a team is more than 5 minutes late to their appointed time, the team forfeits their right to compete in accordance with the General Rules and Regulations.
2. The number of teams in the bracket tournament is determined by the number of entries. Depending on that number, a “bye” may be provided at random to the second round.
3. Teams must report to and remain in the holding room until their numbers are called for them to compete.
4. During competition, two teams are seated at a table facing the moderator. Each individual team member has a buzzer to respond to the moderator’s question. Before each round begins, each team member should be asked to check their buzzer to confirm it is working correctly.
5. Each of the team members (3-4 members) will be identified as “Team Member A, Team Member B, Team Member C, and Team Member D.” Letter identification cards will be drawn by each team member prior to the start of each round and will be placed on the table in front of each team member.

6. For two (2) minutes, Team Member A from each team will compete head-to-head. The second two (2) minutes, Team Member B from each team will compete head-to-head. The third two (2) minutes, Team Member C from each team will compete head-to-head. The fourth two (2) minutes, Team Member D will compete head-to-head. The last two (2) minutes are open to all four team members and the entire team will be competing against the other team. During these final two (2) minutes, any of the four (4) team members may buzz and answer questions. This process will also be used during any tiebreaker(s). Subsequent rounds will be 10 minutes and include 50 questions.
7. The moderator presents one item and then:
 - a. Five (5) seconds is allowed after the moderator has finished presenting each item for a team member to push his/her buzzer.
 - b. The team member who pressed his/her buzzer has five (5) seconds to respond.
 - c. If a team member pushes the buzzer prior to the completion of the question, the moderator will stop reading immediately and the competitor must answer in five (5) seconds. If a team member buzzes in when it is not their turn, it will be treated like a wrong answer, and the other team will be given a chance to respond according to rule #7F.
 - d. Only the first answer given by the team member is to be judged. If the team member has started to respond when the 5 second timer buzzes, the judges may allow the team member to complete his/her response.
 - e. If answered correctly, the team earns one point.
 - f. If the answer is incorrect, or if the team member does not respond in five (5) seconds, the question will be reread in full for the other team, and the other team will have five (5) seconds to buzz in, NCA Competitive Event Guidelines NCA Knowledge Bowl (2023) KB 3 following the same steps noted in 8A and 8B. This is the only instance in which an item may be repeated unless the judges specifically ask for an item to be re-read.
 - g. If no team member pushes the buzzer before five (5) seconds have passed, no points are given, and the next question will be read.
8. Team members may talk to one another during the final two (2) minutes of the round only, however, they are cautioned to speak softly enough to avoid being overheard by the other team, and to be mindful of the timing noted in rule #8. Teams are not permitted to use or write notes.
9. The same list of questions is asked of each team in each section during a round starting with question 1A. The team that has the highest number of points in a ten (10) minute match is declared the winner of that match. The timekeeper will announce when there is one minute remaining in the round. If the ten (10) minute time is completed in the middle of an answer, the team is allowed to respond to the item. If missed, the other team is allowed to answer per rule 7F.
10. The points shall be kept by the judges on a rating sheet. Scorekeepers and chalkboards may also be used so that the team and the audience can see the scores.

11. In the event of a tie score, five (5) tiebreaker items are asked. First question will be asked of Member A, second question of Member B, third question of Member C, fourth question of Member D, and the last question of the entire team. The team with the highest score is the winner. This process may be repeated if necessary.
12. The moderator will not give the correct response to an item if neither team cannot answer correctly.
13. The winning team members of each match, round and section are not allowed to observe and must return to the holding room until recalled. Waiting winning teams are not allowed to communicate with other teams.
14. The questions shall not be given to a participating team prior to the competitive event. Judges will be given a copy of the questions. Judges make all rulings. A lead judge will respond to the competitors' answer by saying correct or incorrect. Only judges are allowed to challenge answers (competitors may not challenge any answer or the event process). Judges will call time to make a ruling.

Final Scoring

1. **SEMI-FINAL ROUNDS:** When there are 4 teams remaining in the event, the semifinal rounds begin. There will be two matches. The winning team from each match returns to the holding room to face each other in the championship round. The two losing teams return to holding to face each other to determine 3rd and 4th place in the consolation match of the final round.
2. **FINAL ROUND:** The two semi-final losing teams play each other. The winner is 3rd place, and the losing team is 4th place. Following the consolation match, the two undefeated teams play each other in the championship match.
3. During the semi-final and final rounds only, audience members may observe. Communication between the audience and team members or event personnel is NOT permitted. Audience members are:
 - NOT allowed to enter or leave the room while teams are in competition (only between matches).
 - NOT permitted to record, document, or communicate anything, and will be removed from the room if suspected of doing so, at the discretion of event personnel.
 - Allowed to applaud teams only at the completion of the match.
4. The ten (10) finalists will be the eight (8) teams remaining at the beginning of Round 4 plus the two teams that did not advance from Round 3 with the highest test average score from Round 1. The placing of the 5th through 8th and 9th and 10th place finalists will be determined by the Round One test score. The third (3rd) place team will be determined by playing a consolation round between the losing semi-finalist teams. The first (1st) and second (2nd) place will be determined in the final round.

Sample Test Questions

1. What percent of the Voting Delegate Assembly can amend the National Career Association Bylaws?
2. What is the name of the JAG student member-led organization?
3. What NCA Officer ensures that all meetings are conducted in accordance with Robert's Rules of Order, Newly Revised?
4. In what year was the original JAG Model launched?
5. According to Robert's Rules of Order Newly Revised, how many times can an amendment be amended?
6. In what state was Jobs for America's Graduates founded?
7. The JAG Specialist leads the classroom; who leads the NCA Chapter?
8. Who is the only President of Jobs for America's Graduates?
9. Who is the current Chair of the JAG National Board of Directors?
10. Who is responsible for interviewing the national officer Candidates and slating them for the election process?
11. In R. Bolles book, Commandment 10 of the Job Interview suggests to do what after your interview?



2023-2024

Competitive Events Handbook



NCA Service Project

Event Summary

The NCA Service Project involves a nationally identified partner who NCA chapters can choose to support through volunteer service and fundraising.

This event is designed as a recognition opportunity.

Event Code

SP

Event Type

Chapter Event

General Rules

1. Competitors in this event must be active members of NCA and be in good standing.
2. Eligible divisions to compete in the NCA Service Project (SP) event:
 - Middle School
 - Secondary
 - Out-of-School/Collegiate Divisions
3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Program (GRR).”
4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor’s.

National Partner

At the 2022 National CDC, the NCA Delegate Assembly selected the 2023-2025 National Service partner: Habitat for Humanity.

All volunteer hours and donations must be in connection to Habitat for Humanity in order to be considered for the NCA Service Project Recognition.

Tracking Hours and Funds Raised

Local chapters plan service-learning projects to support the selected organization. Chapters document their involvement and submit documentation for the opportunity to earn recognition at the state and national levels. This event aims to encourage NCA members to provide service learning by coming together collectively in support of the NCA National Service Project.

NCA Service Project recognition overview:

- Members and chapter advisors will submit hours and money raised by their chapter via this website: <https://jag.org/nspsubmission/>.
- Members should record their volunteer hours individually.
- Donations should be noted on just ONE chapter member's account.
 - ◊ *For example, if a chapter raised \$150 in five hours of volunteer time, each member who participated should record five hours in the online NCA Activity Tracking System. But only ONE member of the chapter should enter the \$150 donation total. If all five members entered \$150, this would inflate the actual amount of money raised.*
- For national recognition, this event may include activities from June 1, 2023 through March 20, 2024.
- Activities must be entered and APPROVED by chapter advisors on the website by midnight on March 20, 2024.
- The list of activities in the system is what will be used to identify recognition levels at the National Career Development Conferences.
- Information submitted to NCA via the proposed online NCA Activity Tracking System will become the property of NCA. Permission is given to NCA to share project ideas with organizations and in NCA publications.

 **Submit documents to nca@jag.org by March 15.**

Recognition Levels and Process

At the national level, the following recognition categories are awarded:

- Certificates of Recognition will be awarded to all chapters contributing a minimum of \$100 or 100 hours of community service in partnership with the service organization. The monetary and time requirements are not to be combined to reach this minimum. Once a chapter reaches \$100 or 100 hours, they will receive the Certificate of Recognition.
- Certificates of Merit will be awarded to all chapters contributing a minimum of \$500 or 500 hours of community service in partnership with the service organization. The monetary and time requirements are not to be combined to reach this minimum. Once a chapter reaches \$500 or 500 hours, they will receive the Certificate of Merit.

Other Recognition

Other outstanding service awards may be presented by the selected organization in recognition for outstanding contributions by individual chapters. State outstanding service awards, if available, will be announced by the states' respective State Advisor. Chapter names may be posted on the website. To be listed online, the chapter MUST have at least 100 hours or \$100 or 500 hours or \$500 APPROVED in the proposed NCA Activity Tracking System by the deadline.



2023-2024

Competitive Events Handbook



Outstanding Chapter

Event Summary

The purpose of the NCA Outstanding Chapter recognition is to encourage local chapters to achieve the NCA goals by implementing a plan of work with a focus on the development of leadership skills, career opportunities, and service learning among chapter members, and to document achievements in the form of an annual Chapter Book.

This event is designed as a recognition opportunity.

Event Code

OC

Event Type

Chapter Event

Dress Code

Competitors must be in official NCA uniform or in proper business attire for the drop off and project display time. Bonus points will be awarded for proper dress.

General Rules

1. Competitors in this event must be active members of NCA and be in good standing.
2. Eligible divisions to compete in the Outstanding Chapter (OC) event:
 - Middle School
 - Secondary
 - Out-of-School/Collegiate Divisions
3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)."
4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds.

Event Guidelines

NCA Outstanding Chapter is a chapter event in which all members of the chapter participate. For this event, chapter members create a Chapter Book to record and preserve the chapter's achievements during a single school year. Chapters earn points for properly documenting chapter activities as described in the event rating sheet. Chapters who earn the required number of points are recognized with the NCA Outstanding Chapter Award.

Outstanding Chapter recognition overview:

- This event is not designed to require your chapter to submit an activity in each category. Instead, focus on planning meaningful activities, then, successfully provide proof of your achievements in the Chapter Book. The focus should be on the quality of the chapter activities.
- The book should focus on those elements that earn points (content) and not fancy additions or embellishments that take up time and expense but do not add meaning to the chapter activity. The focus is on accomplishments and not the appearance of the Chapter Book.
- **All entries must be submitted in an official NCA Outstanding Chapter Book and pages from Awards Unlimited** (<http://www.raustore.com/ncascrapbook.aspx>), which may include sheet-protected pages.
 - ◇ Sheet protectors must not obscure the materials to be judged.
 - ◇ Lamination may NOT be used.
 - ◇ This book is limited to 100 pages or less, with only one side of the page used.
 - ◇ Each page must be numbered sequentially.
 - ◇ One bonus point will be added when the scrapbook is correctly picked up at the designated time.
- An activity or program may be claimed and judged in only one (1) category. (Many activities could accurately work for one or more categories. Competitors who are creating the Chapter Book must determine the best fit for each activity. Similar programs will only be judged once—for example: a fall blood drive and spring blood drive would not be considered two activities.) Exceptions: Activities in the Publicity and State CDC categories.
- Chapter members should create a Chapter Book that is clear, concise, and easy to evaluate. Layers on pages are permitted but discouraged. They should be used for multiple page membership rosters, pamphlets, or programs but not to circumvent the 100-page rule. If layers are used, sheet protectors should not be used.

- The creation of the Chapter Book must be the work of a chapter member or members.
- All content must be typed or clearly handwritten. Photocopies may be used.
- The Chapter Book will contain materials from July 1 through the National CDC of the school year.
- The NCA Outstanding Chapter Book is the property of the local NCA chapter. Regardless of how many members participate in the creation of the book, the book is to remain with the local NCA chapter as record of the chapter's achievements.

Chapter Book Layout

- Each book will have a cover page (page 1) with the following information:
 - ◊ Name of NCA Chapter
 - ◊ Division (Middle School, Secondary or Out-of-School/Collegiate)
 - ◊ Name of School
 - ◊ City, State, and Zip Code
- Page 3 is a Chapter Summary page. This should be a one-page summary of the NCA year: highlights, accomplishments, and anything special the chapter wants to emphasize. Someone reading this page should gain a good understanding of the chapter and what members focused on throughout the membership year.
- Each of the remaining 97 pages (or less) will be used to document chapter activities.
- There is no limit to the number of pages for a specific category, however, the total Chapter Book is limited to 100 pages.
- To help the judges evaluate each category, each page must have two important items – a page heading (at the top of the page) and a page number (bottom right corner). This will facilitate the judges quickly finding the items to be evaluated on the rating sheet.

Outstanding Chapter event details:

- If the NCA Outstanding Chapter event is conducted at the state level, all chapters recognized at the State CDC are eligible to participate in the Outstanding Chapter event at the National CDC.
- At the Career Development Conference, each chapter should only register ONE member for the NCA Outstanding Chapter event. Only the CHAPTER name will be announced at the Awards Session, if the book qualifies for recognition.

- The competitor(s) will also complete and submit the “Chapter Assessment” page that reflects the anticipated score for each category, based on the evidence provided in the Chapter Book, and the corresponding page numbers. The Chapter Assessment page should be paper clipped to the Cover Page of the Chapter Book.
- At the National CDC competition, the Chapter Book is submitted by one chapter member and the contents are evaluated by two judges.
- The Chapter Book (limited to one entry per chapter) must be turned in at the designated time. The chapter member who turns in the Chapter Book at the NCDC can be any eligible member from the chapter at the conference.
- Chapter Books will be judged using the judge rating sheet (rubric).
- Judges will rate the Chapter Book independently, and the judge scores will be averaged to calculate the chapter’s final score. If the two judge scores are more than 5 points apart, the judges may discuss their ratings and adjust their scores if deemed appropriate.
- Competitors are not present during the judging but are required to pick up the Chapter Book at the end of judging. A time will be shared with the competitors at drop-off.
- Competitors have the choice of sitting with their Chapter Book during the project display time where the Chapter Book is on display for viewing by NCDC delegates. Competitors must take Chapter Books with them at the conclusion of the project display time. Members are strongly encouraged to display their Chapter Book.

The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.

Final Scoring

All Chapter Books that earn a minimum of 43 points at the National CDC will be recognized with a chapter plaque.



Judge Rating Sheet

Chapter Assessment

Chapter ID#: _____

This page is to be completed by the chapter member(s) submitting the book for judging. It must include the corresponding page numbers for each category to assist the judges in evaluating the chapter's activities. It must also include a projected score by the competitor(s), based on how successfully evidence of each activity was creatively and accurately documented in the Chapter Book.

This assessment provides a form of communication with the judges. Paperclip the Chapter Assessment to the Cover Page of the NCA Outstanding Chapter Book. Complete the Chapter Assessment form as honestly as possible. This will help you evaluate your work and anticipate the score you should expect from the judges.

Category		Page Numbers	Score
1.	Cover Page		
2.	Membership Page		
3.	Chapter Summary		
4.	Chapter Description		
5.	Chapter Officers		
6.	Program of Work		
7.	Membership		
8.	Career Awareness		
9.	Community Service		
10.	School Service		
11.	Publicity		
12.	NCA Newsletter		
13.	National Service Project		
14.	NCA Week		
15.	Industry Partnerships		
16.	Leadership Development		
17.	Presentations		
18.	Other Chapter Activities		
19.	State Career Development Conference		
20.	Quality of Work (overall quality of book)	N/A	
		Anticipated Judge Score	



Judge Rating Sheet

Outstanding Chapter

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

	4 points	3 points	2 points	1 point	Judge Score
Cover Page Required Information: Name of Chapter, Type of Program (Middle, Secondary or Out-of-School), Name of School, City, State, Zip	The project overview does not share relevant information to explain why the project launched.				
Chapter Summary Reflection A one-page summary of the NCA year: highlights, accomplishments, and anything special the chapter wants to emphasize. Someone reading this page should get a good sense of the chapter and what they focused on throughout the year.	A one-page summary of the NCA year exists				
Chapter Description Include a short description of the NCA chapter (setting, advisor(s), type of school, demographics, etc.) and documents that prove the chapter's achievements.	Describe the location of the school and chapter; school and chapter demographics; selection process; and overall list of classroom, chapter, conference, and community achievements.				
Chapter Officers	Photos, names, and duties of officers.				
Program of Work The Program of Work runs from July 1 to June 30 of the membership year and serves as a calendar or written plan of chapter activities for the year.	Program of work that includes month and activities.				



Judge Rating Sheet

Outstanding Chapter

	4 points	3 points	2 points	1 point	Judge Score
Membership Activities that encourage membership in the NCA chapter.	Four or more activities that promoted membership in the NCA chapter.	Three activities that promoted membership in the NCA chapter.	Two activities that promoted membership in the NCA chapter.	One activity that promoted membership in the NCA chapter.	
Career Awareness Career awareness activities are specifically designed to promote learning about a variety of professions. Examples may include but are not limited to, a guest speaker, attending a career fair, touring business, etc.	Four or more activities that expose NCA members to one or more different professions.	Three activities that expose NCA members to one or more different professions.	Two activities that expose NCA members to one or more different professions.	One activity that exposes NCA members to one or more different professions.	
Community Service Community service is a donated service or activity by NCA chapter members that benefits the public in the local community. Service learning integrates meaningful community service with instruction to enrich the experience.	Four or more activities that provide a service to members of the community	Three activities that provide a service to members of the community.	Two activities that provide a service to members of the community.	One activity that provides a service to members of the community.	
School Service School service provides a benefit or service to the students or faculty at a school.	Four or more activities that provide a service to members of the school.	Three activities that provide a service to members of the school.	Two activities that provide a service to members of the school.	One activity that provides a service to members of the school.	
Publicity Publicity by the NCA chapter through a website, newsletter, local newspaper, TV, or other form of media, which is not part of their school, to the general public.	Four or more examples of publicity that communicates the NCA chapter's goals, purpose and/or activities.	Three examples of publicity that communicates the NCA chapter's goals, purpose and/or activities.	Two examples of publicity that communicates the NCA chapter's goals, purpose and/or activities.	One example of publicity that communicates the NCA chapter's goals, purpose and/or activities.	
NCA Newsletter	Chapter produces a newsletter. Sample provided.				
Service Project Guidelines found in NCA Competitive Events Guide	Chapter participates in National Service Project. Documentation provided.				



Judge Rating Sheet

Outstanding Chapter

	4 points	3 points	2 points	1 point	Judge Score
NCA Week The NCA Week proclamation and suggestions are on the NCA website. Chapters can select any week to be NCA Week for their school.	Chapter participates in NCA Week. Documentation provided.				
Industry Partnerships Partnerships with community professionals or organizations. These may include but are not limited to involvement with the local business, job shadowing or internships.	Evidence of four or more partnerships that supports the goals of NCA and/or the partnering organization.	Evidence of three partnerships that supports the goals of NCA and/or the partnering organization.	Evidence of two partnerships that supports the goals of NCA and/or the partnering organization.	Evidence of one partnership that supports the goals of NCA and/or the partnering organization.	
Leadership Development An organized leadership training event for chapter members. This may include a NCA CDC, fall conference, leadership training with another CTSO, or a local leadership development experience for members.	Chapter members participated in four or more Fall Leadership Workshops, and/or other leadership development opportunities.	Chapter members participated in three NCA Fall Leadership Workshops, and/or other leadership development opportunities.	Chapter members participated in two NA Fall Leadership Workshops, and/or other leadership development opportunities.	Chapter members participated in one NCA Fall Leadership Workshop, and/or other leadership development opportunity.	
Presentations Program presented by the chapter that promotes business education, professional, or skilled careers – to school groups, community groups, or other stakeholders.	Provides four or more presentations that promote business education, professional, or skilled careers.	Provides three presentations that promote business education, professional, or skilled careers.	Provides two presentations that promote business education, professional, or skilled careers.	Provides one presentation that promotes business education, professional, or skilled careers.	
Other Chapter Activities Any chapter activity that does not fit in another category or is an additional activity from another category.	Four or more activities that clearly support the goals of NCA.	Three activities that clearly support the goals of NCA.	Two activities that clearly support the goals of NCA.	One activity that clearly supports the goals of NCA.	
State Career Development Conference To be added AFTER the state CDC.	Evidence of chapter participation in the state CDC.				
Quality of Work Evidence of high quality of work and creativity throughout the book.	Exemplary quality of work.			Meets requirements as listed within the guidelines.	
Total Score:					



2023-2024

Competitive Events Handbook



Project-Based Learning

Event Code

PB

Event Type

Team Event: 3-4 team members

Get Ready to Showcase Your Learning with PBL!

It's time to shine a spotlight on your Project-Based Learning (PBL) journey. Show us how you used PBL to learn and make a difference!

Let's Break it Down:

You and your team will share about a PBL project you did at school or in your community this year. Everyone on the team gets to talk a bit, and together, you'll show how PBL made learning awesome and real community impact.

The Big Idea:

Tell us all about your PBL journey. What was the project about? How did it start? What did you create? And most importantly, how did it help you and others learn?

Show Your Impact:

Share what you learned and how your PBL project made a positive impact. Did it make your school, community, or organization better? Let's hear how you rocked it!

Time to Shine:

Your presentation must be at least 5 minutes and not more than 7 minutes. Send it in as a PDF to nca@jag.org by March 15. Use your school name and project title for the file name – that's all you need.

▶ **Submit PDF to nca@jag.org by March 15.**

Stay on Track:

The timekeeper will help you stay on time. They'll flash cards to show when you're at 6 minutes, and then they'll let you know when the 7 minutes are up.

Be Creative:

You're encouraged to be creative and have fun with your presentation. Make it unique and awesome!

Tech Tools:

Submit your PDF presentations to the JAG account by March 15, our team will have the presentation booted up for you when your team is called.

Don't Forget the Basics:

You can use note cards to help you speak, but don't read everything word-for-word. You're also allowed to use props like costumes, handouts, and more to make your presentation even more exciting.

Showcase Your PBL Journey:

Your PBL project deserves the spotlight. Get ready to share, inspire, and show how PBL rocked your learning journey!

Judge Rating Sheet

Project Based Learning



Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Project Overview	The project overview does not share relevant information to explain why the project launched.	The project overview describes the need in vague terms and doesn't explain the expected impact of the project.	The project overview covers the need and desired impact but lacks detail.	The project overview shares detailed information about the need and the desired impact that created the environment for the project to launch.	
2. Research/Learning	Little to no evidence of research or understanding of the topic was presented.	Limited evidence of research and understanding of the topic.	Adequate evidence of research and understanding of the topic was presented that clearly shows that learning took place.	Comprehensive evidence of research and understanding of the topic and multiple examples of classroom and real-world learning are demonstrated.	
3. Planning with Student Voice and Choice	Little to no evidence of student voice and choice in the planning or organization of the project.	Some evidence of student voice and choice planning and organization of the project.	Evidence of thorough student voice and choice in the planning and organization of the project.	Evidence of extensive planning and organization. This project was a student-led initiative with minimal input from staff.	
4. Collaboration both in project and presentation.	Little to no evidence of collaboration with peers or mentor in both the project itself and the presentation.	Some evidence of collaboration with peers or mentor in either the presentation or the project but not both.	Effective collaboration with peers or mentor in both the project and the presentation.	Expert collaboration with peers or mentor in both the project and the presentation.	
5. Public Product	A public product or showcase was not used.	Public product somewhat aligns/meets project goals.	Public product was completed, aligns to project goals, and shared the projects impact.	Public product was inclusive, and exceptional in sharing the projects impact with a greater audience.	



Judge Rating Sheet

Project Based Learning

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
6. Engaging Presentation	The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme.	The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme.	The presentation did a good job capturing the attention of the judge panel. The presentation stood out and evoked emotion. The presentation was interesting and thoughtful.	The presentation did an extraordinary job of captivating the attention the judge panel and activating a clear message that evoked emotion. It translated into an important presentation	
7. Reflection & Impact	Little to no evidence of reflection on the project process and learning.	Some evidence of reflection on the project process and learning which included an understanding of whether or not they succeeded in their projects objectives.	Effective reflection on the project process and learning which included detailed information on the projects impact.	Expert reflection on the project process and learning, included detailed information and data about the projects impact, and an understanding of how to repeat or iterate the project in the future.	
8. Overall Impression	Project was incomplete, poorly planned, and poorly executed.	Project was somewhat complete, mediocrely planned, and minimally executed.	Project is well-planned, complete, and executed with a great degree of success/learning/ impact.	Project is expertly planned, complete, and executed. The learners embodied the phrase "learning by doing," and made an impact on those around them.	
9. Meeting Time Requirements	The meeting significantly exceeded the allocated time.	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
10. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 100 total points.



2023-2024

Competitive Events Handbook



Prepared Speaking

Event Code

PS

Event Type

Individual Event

Time to Shine with Prepared Speaking!

Hey there, future speakers! Get ready to boost your speaking skills with Prepared Speaking. It's all about improving your oral communication skills in a powerful way, employers find roles for good communicators!

Let's Break it Down:

In this event, you'll be creating a speech about a special NCA topic. The topic changes each year to match the NCA theme that's revealed after the Career Development Conference.

2023-2024 Topic: How has Jobs for America's Graduates (JAG) supported you in looking towards and preparing for the future?

The Main Event:

Your speech will be no longer than five (5) minutes. That's just enough time to share your thoughts and ideas on the topic.

Stay Connected:

All competitors will talk about the same topic, so you'll be part of a big conversation. And guess what? You won't need microphones or props for this – just your prepared speech!

Keep it Handy:

Feel free to use index cards for notes during your speech. If you're into technology, you can use electronic notecards on devices like tablets or laptops – but remember, you can't show them to the judges.

Time to Shine:

The timekeeper will give you a heads-up when you have just one minute left. And when your five minutes are up, it's time to wrap it up. Judges will then take three minutes to rate your speech.

Get Ready to Speak Up:

Prepared Speaking is your chance to impress with your thoughts and delivery of ideas. Remember, no props, just your voice and your amazing speech. Let's make it memorable!



Judge Rating Sheet

Prepared Speaking

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Delivery	Competitor seems uncomfortable and disengaged from the audience.	Competitor shows some discomfort and lack of engagement with the audience.	Competitor is confident and engaging with the audience.	Competitor is poised, confident, and engaging with the audience.	
2. Organization	Speech lacks structure and coherence.	Speech has some structure and coherence, but is difficult to follow.	Speech is well-organized and easy to follow.	Speech is expertly organized and flows seamlessly.	
3. Content	Speech lacks substance and relevance to the topic.	Speech includes some relevant content, but lacks depth.	Speech includes relevant and well-researched content.	Speech includes expertly researched, relevant, and compelling content.	
4. Delivery Techniques	Limited use of vocal variety, gestures, and eye contact.	Some use of vocal variety, gestures, and eye contact.	Effective use of vocal variety, gestures, and eye contact.	Expert use of vocal variety, gestures, and eye contact.	
5. Time Management	Speech is significantly over or under the allotted time.	Speech is slightly over or under the allotted time.	Speech is within a reasonable time frame.	Speech is expertly timed and within the allotted time.	
6. Language Use	Speech includes multiple grammar, pronunciation, and vocabulary errors.	Speech includes some grammar, pronunciation, and vocabulary errors.	Speech includes few grammar, pronunciation, and vocabulary errors.	Speech includes expertly executed grammar, pronunciation, and vocabulary.	

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
7. Engagement	Little to no evidence of engagement with the audience.	Some evidence of engagement with the audience.	Effective engagement with the audience.	Expert engagement with the audience.	
8. Overall Impression	Speech is ineffective, poorly planned, and poorly executed.	Speech is somewhat effective, planned, and executed.	Speech is effective, well-planned, and executed.	Speech is expertly effective, well-planned, and executed.	
9. Meeting Time Requirements	The meeting significantly exceeded the allocated time.	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
10. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 100 total points.



2023-2024

Competitive Events Handbook



L.O.V.E. Project

Event Code

LP

Event Type

Team Event: 3-4 team members

Unleash Your Voice for Equality with L.O.V.E. Project

Hey changemakers! The Lifting Our Voices for Equity (L.O.V.E.) Project is all about you and your crew coming together to make your community better and fairer. Get ready to show how you're tackling inequalities and making a positive impact!

Let's Break it Down:

You and your team will talk about your L.O.V.E. Project that you did in your school or community this year. Each team member gets to share a part of the project, and everyone pitches in for the whole thing.

The Big Idea:

You'll create a presentation that answers this question:

Where do you see unfairness in your community, and how are you making it better? Tell us all about the events and activities you did to make a positive change.

Show Your Impact:

Talk about how your NCA Chapter made a real difference in your community or school. Focus on the good aspects that happened because of your project.

Submit PDF to nca@jag.org by March 15.

Showtime:

Your presentation must be at least 7 minutes and not more than 10 minutes long.

Send it in as a PDF to nca@jag.org by March 15. Use your school name and project title for the file name – no other formats will work.

Timing is Key:

Keep an eye on the time! The timekeeper will give you a heads-up when you are close to 6, 7, and 1 minute left. After your presentation, you'll have 3 minutes for questions from the judges.

What Judges Look For:

The judges will watch how well you speak, your presentation skills, and how you answer their questions. If you go over, anything shared beyond time will not be evaluated.

Tools of the Trade:

Submit your PDF presentations to the JAG account by March 15, our team will have the presentation booted up for you when your team is called.

Be the Star of the Show:

You can use note cards if you want, but don't read your speech word-for-word. And remember, no props like costumes, music, or handouts—just your awesome presentation skills!

Let's Spread the L.O.V.E.

Your L.O.V.E. Project is your chance to shine and make your community better. Get out there, inspire change, and rock that presentation!

Judge Rating Sheet

L.O.V.E. Project



Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Project Overview	The team did not think through the need or the impact of the project.	The team adequately identified a need and demonstrated the need for the project. Their project lacked creativity and a clear community connection.	The team adequately identified a need and demonstrated the need for the project. Their project was creative but was not unique to their specific needs.	The team incorporated a thoughtful strategy to identify a need and described why the project was needed, and the impact/ response of the project. Their project was creative and unique to their community needs.	
2. Research/Learning	Little to no evidence of research or understanding of the topic was presented.	Limited evidence of research and understanding of the topic.	Adequate evidence of research and understanding of the topic was presented that clearly shows that learning took place.	Comprehensive evidence of research and understanding of the topic and multiple examples of classroom and real-world learning are demonstrated.	
3. Planning with Student Voice and Choice	Little to no evidence of student voice and choice in the planning or organization of the project.	Some evidence of student voice and choice planning and organization of the project.	Evidence of thorough student voice and choice in the planning and organization of the project.	Evidence of extensive planning and organization. This project was a student-led initiative with minimal input from staff.	
4. Team Collaboration both in project and presentation.	Little to no evidence of collaboration with peers or mentor in both the project itself and the presentation.	Some evidence of collaboration with peers or mentor in either the presentation or the project but not both.	Effective collaboration with peers or mentor in both the project and the presentation.	Expert collaboration with peers or mentor in both the project and the presentation.	
5. Collaboration with Community Expert	Experts were not included in the project delivery.	Experts were included on one occasion throughout the project.	Experts were included 2 or more times throughout the delivery of the project	Experts were included three or more times throughout the project and added to the overall impact of the outcome.	

Judge Rating Sheet

L.O.V.E. Project

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
6. Public Product & Response	A public product or showcase was not used. were included 2 or more times throughout the delivery of the project	Public product somewhat aligns/meets project goals. were included 2 or more times throughout the delivery of the project	Public product was completed, aligns to project goals, and shared the projects impact. were included 2 or more times throughout the delivery of the project	Public product was inclusive, and exceptional in sharing the projects impact with a greater audience. Excellent description on how the project will change the public's opinion, action, or feelings on the topic. A strong emotional connection was present.	
7. Engaging Presentation	The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme.	The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme.	The presentation did a good job capturing the attention of the judge panel. The presentation stood out and evoked emotion. The presentation was interesting and thoughtful.	The presentation did an extraordinary job of captivating the attention the judge panel and activating a clear message that evoked emotion. It translated into an important presentation	
8. Reflection & Impact	Little to no evidence of reflection on the project process and learning.	Some evidence of reflection on the project process and learning which included an understanding of whether or not they succeeded in their projects objectives.	Effective reflection on the project process and learning which included detailed information on the projects impact.	Expert reflection on the project process and learning, included detailed information and data about the projects impact, and an understanding of how to repeat or iterate the project in the future.	
9. Overall Impression	Project was incomplete, poorly planned, and poorly executed.	Project was somewhat complete, mediocrely planned, and minimally executed.	Project is well-planned, complete, and executed with a great degree of success/learning/ impact.	Project is expertly planned, complete, and executed. The learners embodied the phrase "learning by doing," and made an impact on those around them.	
10. Meeting Time Requirements	The meeting significantly exceeded the allocated time.	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
11. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 110 total points.