

2026

Competitive Events Handbook

Jobs for America's Graduates

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JAG Career Association

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Preface

This edition of the National Career Association Competitive Events Guide updates our program and serves as a practical roadmap for Specialists to implement events at the state and local levels—ultimately preparing students for national recognition at the National Career Development Conference (NCDC). Inside, you'll find refreshed event descriptions, rules, timelines, and ready-to-use materials to support high-quality implementation.

States and Specialists have the flexibility to choose which events to run and are encouraged to use the resources in this handbook to ensure consistency and fairness. For the most recent information about our National Career Development Conference visit www.jag.org/ncdc.

We are adding two events this year, and annually, we will review and refine our offerings to keep pace with the changing world of life and work. We invite leadership to gather feedback from their teams and share it with JAG National so we can continue improving the experience for our youth.

About

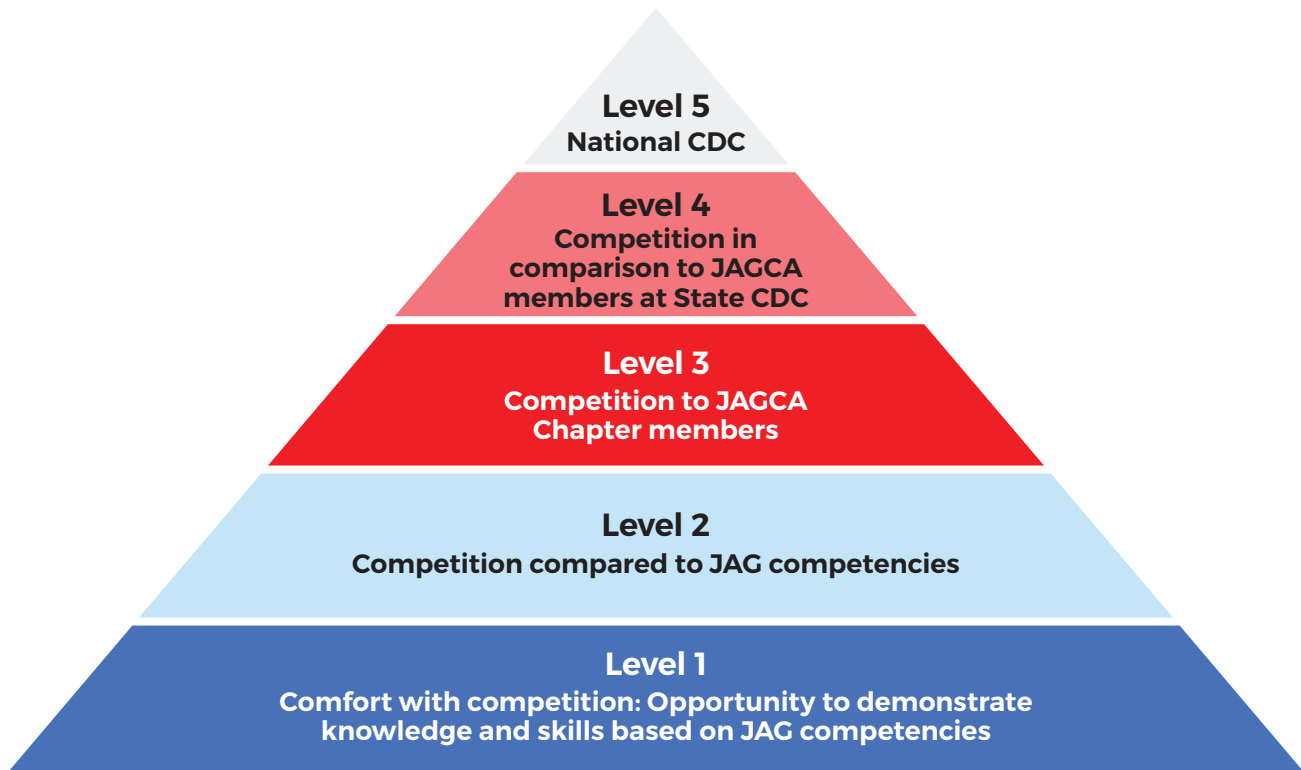
The National Career Association Competitive Events program is a valuable tool for JAGCA members and Specialists. It's linked to the Jobs for America's Graduates competencies, and it helps members by giving them direction and motivation, while also aiming for high achievements.

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 **prepare for the world of work**. The JAGCA 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 JAGCA Competitive Events Program has several goals:

- **Showcasing Skills:** It lets JAGCA members display the personal, leadership, and job-related skills they've learned from being part of the JAG program and the JAGCA 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 JAGCA 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 JAGCA 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

Each Affiliate has the right to decide which events they will run each year. JAG National encourages that states use the Events listed in this Handbook to ensure continuity. If an Affiliates is running a unique event in their state they should share the event and the materials with the JAG National team for future event consideration.


National Career Development Conference

The National Career Development Conference (NCDC) is the annual highlight providing an opportunity for all JAGCA 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 JAGCA members to demonstrate the competencies gained in the classroom through the JAGCA 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.

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 JAGCA 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: 2026 National Career Development Conference**
Date: April 30-May 2, 2026
Location: Salt Lake City, Utah



General Rules & Regulations

Who Can Take Part/ Eligibility

1. JAGCA's state associations arrange the JAGCA Competitive Events Program at the Regional and/or State levels. These events should follow the JAGCA 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.

▶ **Registration Deadline: March 15.**

2. States are permitted to send their 1st, 2nd, and 3rd place individual and team winners at the State level to Nationals. Those states that do not hold State competitions may send up to three individual participants, and up to three teams in each event. **CA members are not permitted to participate in more than one event.** CA members that are running for National Officer positions and/or serving as Voting Delegates are not permitted to participate in the Competitive Events.
3. To compete at the National CDC, a **participant** must be a JAGCA 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/Collegiate.
 - 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.
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 JAGCA 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, JAGCA 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:
 - JAGCA Service Project: One per chapter
 - JAGCA Outstanding Chapter: One per chapter
 8. All competitors must be active JAGCA members and follow the JAGCA Policies and Procedures.
 9. Voting Delegates serve in a vital role at the NCDC. Two representatives per affiliate represent their student body by voting for future JAGCA National Officers and motions brought up during the National Business Meeting. To be fully present for this role, Voting Delegates are not allowed to compete in competitive events.

Divisions of Competition

10. 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.
 - High School (HS): These are high school members, grades 9-12, who haven't gone to college or university before the State CDC.
 - Out-of-School/Collegiate (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

11. If JAGCA members have disabilities, 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 to events@jag.org by March 15.**

Accommodations (continued)

12. Using English. All national-level events will be conducted in English. This means everything you submit for judging, speaking, and presentations will be in English. Materials submitted in other languages will not be scored.

Ethics

13. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic or scenario for ANY event.
14. 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 others, 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 be deducted from your overall score and the Event Manager and the Director of Competitive Events will decide whether the work is to be accepted and scored..
15. JAGCA 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 potentially result in a disqualification from the event.

Team Events

16. 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 JAGCA 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
17. Only members who took part in the first round of the Knowledge Bowl competition can be in the second round.

How the Event Works

18. 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.
19. 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.

20. 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.
21. 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 JAGCA. This means that we can use these materials in our newsletters, websites, blogs, and social media to tell people about the JAGCA and its partners. But don't worry, we won't sell your info or materials to other companies.
22. 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 review the case with the Director of Competitive Events to determine whether the submission will be accepted and scored.

Scoring/Evaluations

23. Digital Event Submissions and Evaluations. As we continue to scale we want to leverage technology for our Competitive Events.

Pre-Submission & Pre-Judged Events:

- a) The Outstanding Chapter (OC), Service Project (SP) and Promo Video (PV) events will be submitted via the JAG Hub by March 15, then be evaluated and winners will be announced at the Awards Ceremony onsite.
- b) **Pre-Submissions & Partially Judged:** Employability Skills (ES), Business Plan (BP), Financial Budget (FB), Career Preparation (CP), Project-Based Learning (PB), L.O.V.E. Project (LP), materials for pre-evaluation will all be submitted via the JAG Hub by March 15, and presentations will occur onsite to complete the competition. Any materials involving audio/video will need to be submitted via USB at CE Headquarters with the label of the Competitive Event, Student Name, State, School, and Division.
- c) Onsite Events with No Pre-Submission: CA members in the following events will show up at the assigned time to compete and be judged. Financial Literacy (FL), Creative Decision Making (CD), Knowledge Bowl (KB), Prepared Speaking (PS)

The JAG Hub Competitive Events Headquarters

We highly recommend reviewing the [2026 Competitive Events HQ & Submission Site](#) by March 1 to ensure understanding and the submission process.

24. On-Stage Presentations and Recognition. Winning teams in the following events may be asked to come on-stage to discuss their work and highlight student achievements from

- a) During the opening ceremony: Outstanding Chapter (OC), Service Project (SP)
- b) During the Closing Ceremony: L.O.V.E. Project (LP), Project-Based Learning (PB), Business Plan (BP), JAG Promo Video (PV) and Creative Decision Making (CD).

* This is not guaranteed and will be decided based on student submissions and achievements.

- 25. Rating Sheets and Test Scores. The papers where judges rate your performance and your test scores belong to the JAGCA. They will not be given back to you or shown to you.
- 26. 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. The events that props and materials can be presented to judges are currently Project-Based Learning (PB), Business Plan (BP), L.O.V.E. Project (LP), and Career Preparation (CP).
- 27. Greetings to the Judges. Except for Business Plan (BP) and Employability Skills (ES) 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. 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.
- 28. 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

- 29. 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 JAGCA 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. An exception might be made for exceptional cases, like natural disasters, decided case by case by talking to the competitor, State Advisor, and JAGCA Management.

30. 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.

Sections

31. 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. In the Knowledge Bowl (KB) event, the Competitive Events team will try to ensure that state's do not face-off against each other in early rounds. However, depending on registration and team numbers this is NOT guaranteed.

32. Fair Evaluations. 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.

33. Different Sections. There will be separate sections for middle school, high school, and out-of-school/collegiate 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.

Test and Equipment Details

34. 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.

35. Using Calculators. Unless the event rules say otherwise, you can't use calculators during written tests. During the Financial Literacy (FL) exam calculators will be distributed.

36. Keeping Tests Safe. The tests for JAGCA competitions are made from a secure test bank. The tests belong to JAGCA and should never be taken, copied, or shared with other JAGCA 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.

37. 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.

38. Using the Podium. If there's a podium during an event, you can choose to use it or not.
39. Personal Items. When you're taking a test or in an event, your personal belongings like bags, phones, tablets, and smartwatches must stay in the holding room.
40. 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

41. 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 JAGCA 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.
42. Observers. Outside of the general sessions, observers will ONLY be permitted to see the semi-finals and finals of JAGCA 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.
43. How States Do Things. States are encouraged to follow the rules and guidelines used by the JAGCA for their competitions, but they can also run events their own way if it's better for their Affiliate. So, JAGCA members should check with their State Advisor to know the rules and changes happening at the regional or state level.
44. Special Situations. If something arises that is out of your control, you can appeal to the Competitive Events Management Team for special consideration.

We are thrilled to introduce the Financial Budget Presentation and JAG National Promo Video events into the 2026 National Career Development Conference Competitive Events offerings, as they align closely with essential competencies that are crucial for our graduates.

The **Financial Budget Development** event emphasizes financial literacy, which is fundamental in shaping students' futures. Participants will not only perform mathematical calculations and demonstrate time management but also identify how their self-value system affects their life choices. By creating a budget for the first year after graduation, students will base decisions on their values and goals, engaging in the process of decision-making that highlights their ability to assume responsibility for their actions. This event promotes the development of a healthy self-concept, encouraging students to manage their finances with confidence, which will be vital as they compete successfully with peers in the real world.

The **JAG National Promo Video** event will enable students to hone critical skills needed in the 21st century, particularly in the realm of effective communication and technology utilization. Through the creation of a promotional video, students will practice time management, demonstrate team membership and leadership, and convey messages that reflect their commitment to the JAG organization. This event challenges participants to utilize technology creatively while communicating their ideas effectively to a national audience. Additionally, students will explore how their self-value system influences their communication style and decisions, ensuring that they project a positive attitude in their work. By competing in this event, students will not only demonstrate their communication skills but also their ability to take responsibility for their actions and decisions, distinguishing themselves in an increasingly digital and competitive world.

Competitive Event Listing

| Competitive Event | Event Code | Event Type |
|---------------------------------|------------|--------------------|
| Business Plan | BP | Individual or Team |
| Career Preparation | CP | Individual |
| Creative Decision-Making | CD | Team |
| Employability Skills | ES | Individual |
| Financial Budget Development | FB | Individual |
| Financial Literacy | FL | Individual |
| JAG Promo Video | PV | Team |
| JAGCA Knowledge Bowl | KB | Team |
| JAGCA Service Project | SP | Chapter |
| Outstanding JAGCA 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 | | BP | CP | CD | ES | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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. | | | | | | | | | | | | | | |
| 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 | | BP | CP | CD | ES | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Provide participants with job search and job acquisition skills | | | | | | | | | | | | | | |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV | |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV | |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV | |
| 182. | Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate) | | | | | ✓ | | | | | | | | | |
| 183. | Practice Better Money Management Skills (Visa U.S.A.) | | | | | ✓ | | | | | | | | | |
| 184. | Demonstrate How to Start a Small Business (Allstate) | ✓ | | | | | | | | | | | | | |
| 185. | Be successful in dealing with law enforcement when they are enforcing the law. | | | | | | | | | | | | | | |
| 186. | Value Diversity | | | | | | | | | | | | | | |
| 187. | 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | FB | FL | KB | SP | OC | PB | PS | LP | PV |
|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | | BP | CP | CD | ES | FB | FL | KB | SP | OC | PB | PS | LP |
|--|--|----|----|----|----|----|----|----|----|----|----|----|----|
| 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. | | | | | | | | | | | | | |
| 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

Individuals or Teams of 3-4

Welcome to the exciting world of the Business Plan event! This is your chance to compete individually or join forces with your team and dive into the adventure of creating a proposal for your very own small business.

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? Or think about what kind of innovation or social change you would like to make as an entrepreneur. The possibilities are endless! This is where your creativity and teamwork come together. You as an individual competitor or as a member of a team 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.

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!

Event Summary:

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

Part 1: The Written Business Plan: Create a 10-page written proposal for a business plan and then present it to a panel of judges, following the guidelines below.

Part 2: The Business Pitch: Onsite at the NCDC Event you will pitch your business to a panel of judges, you can use slides or props to make this presentation come alive.

Submit your written business plan and slides as a PDF document to the the JAG Hub platform by March 15. 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 and logo
- Name of your JAG Program
- School address
- City, state, ZIP/postal code
- Your name or names of team members
- Date
- Title page mustn't have a page number.

Table of Contents should be its own page, without a page number and should reflect the different parts of the Business Plan Proposal.

Body of the Proposal

Your written proposal starts with Section I and goes in the order below. Each section should have a bolded title, and be written in 12 point font, single spaced, in the following order.. Points for each section are on the Judge Rating Sheet.

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 slideshow 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 show/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 and Oral Presentation separately as PDF files via the JAG Hub by March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

Final Scoring:

Written Business Plan proposal = 90 points

Presentataion = 90 points

180 total points

On-stage Presentation Opportunity: Winners should be prepared to present on-stage during our Closing Ceremony to share their Business Plan to the National network. A representative from JAG National will reach out after the event scoring is concluded to coordinate the stage presentation. This opportunity is not guaranteed, and will be selected based on the impact of the student achievement and the time available for our Awards Ceremonies.

Judge Rating Sheet

Written Business Plan



Name or 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



Name or 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 surfacelevel 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 or fell short of 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 maximum 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 strategies do you plan to use to reach your customers effectively?
5. What are the main challenges you foresee in launching or scaling your business?

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?



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.

For this event, you will research and investigate a career pathway that interests you, and then plan a presentation to share that career pathway, and why you'd be great at it, with the judges. Whether you're into tech, healthcare, fashion, or anything else, we've got you covered.

We're excited to hear about it! 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 JAGCA and be in good standing.
2. Eligible divisions to compete in the Career Preparation (CP) event:
 - Middle School
 - High School
 - Out-of-School/Collegiate
3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the JAGCA Competitive Events Program (GRR)."
4. All competitors shall report to the site of the event at the time designated for each round of competition.

Event Guidelines

Here's What You'll Do:

You're going to create an engaging 7-10 minute slideshow presentation about a career pathway of your choosing. Then share why this career is exciting and everything else that you have researched about this field.

Get Ready to Shine:

Before the March 15th deadline, send in your presentation titled Last Name, State, Career Title (Ex. Smith, KY, Boat Mechanic) as a PDF file to the JAG Hub at this link: <https://tinyurl.com/JAG-HUB-CE-Board>. We want to see your excitement and passion for your chosen career.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

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 JAGCA play in reaching your career goal?
- What excites you most about this selected career field?

Be Awesome:

This is your chance to shine and show why you're passionate about your future career. You can use props or other visuals that are related to your chosen career pathway to make your presentation more dynamic! Let's get you ready to conquer the job world with confidence!

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.

Event Guidelines *(continued)*

Showcasing Your Journey:

Your presentation will be like a journey:

Slide 1: Start with a cool title page – your career, your name, and what state you are from.

Slides 2-4: Share why you're interested in this career.

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

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 would you make and what opportunities for advancement are there?

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

Slide 10: Share your sources, thank the judges and ask them if they have any questions.

Judge Rating Sheet

Career Preparation

Name: _____

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> 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. | Competitor shares 0 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/ JAGCA experience. | Competitor explains why they may be good in this career, and shares ways that JAG/JAGCA 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/JAGCA 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 have 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 | Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentations. Movements were distracting. | 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 and prepared to share information about their future career of interest. | |
| 9. Meeting Time Requirements | The meeting significantly exceeded or fell short of 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 at the allocated minimum 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.



Creative Decision Making

Event Code

CD

Event Type

Team Event: 3-4 team members

Event Summary: 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!

Get Ready for Creative Decision Making

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.

Event Guidelines

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 create fun visuals to share your solution with the judges.

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 when preparing your presentation materials – there's a one-minute warning and then it's showtime. Once your 6-8 minutes are up, it's time to wrap up. The judges will have 3 minutes to ask questions and 3 minutes to evaluate your 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!

Stage Recognition Opportunity: Winners should be prepared to present on-stage during our Closing Ceremony to share their Creative Solution to the National network. A representative from JAG National will reach out after the event is completed to coordinate the stage presentation. This opportunity is not guaranteed, and will be selected based on the impact of the student achievement and the time available for our Awards Ceremonies.

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 | Speakers appear nervous and lacks confidence. | Speakers show some confidence, but with moments of hesitation. | Speakers appear confident and composed throughout. | Speakers exude exceptional confidence and composure. | |
| 4. Body Language | Poor use of body language, lack of eye contact. | Some effective 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 | Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentation. Movements were distracting. | Competitors appeared to be nervous and anxious during the presentation. It was evident they were excited and could benefit from more practice. | Competitors exhibited some level of confidence in his/her presentation ability but seemed a little nervous. | Competitors 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.



Employability Skills

Event Code

ES

Event Type

Individual Event

Event Summary: 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 an entry-level 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. Take it a step further by uploading your information by creating a profile on LinkedIn!

Your Game Plan:

To submit, put the two documents together in a single PDF titled, [Last Name, State, Employability Skills, Position Seeking Ex. Waitress] and submit to The JAG Hub at this link: <https://tinyurl.com/JAG-HUB-CE-Board> with your name, state, and school. No other formats will be accepted.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

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. Be prepared to chat about the job you're applying for – the judges will ask questions about it. But please remember to not share the secret questions the judges ask.

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

Name: _____

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

Name: _____

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, and email. | 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

Name: _____

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 proces • 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. | 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. | Competitor asked a question but it was not relevant to the position. | 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 | N/A | 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.



Financial Budget Development

Event Code

FB

Event Type

Individual Event

Event Summary

Hey future financial gurus! This event is all about showing off your skills in budgeting and making smart money choices. Get ready to prove that you can manage your finances like a pro, even before you've crossed the stage at graduation!

This event encourages JAGCA members to demonstrate skills related to financial literacy that could include – money management, budgeting, bank accounts, interest rates, basic investing, credit cards, saving money and financial safety.

Purpose:

The purpose of the Financial Budget Presentation event is to allow you to demonstrate your financial literacy and your ability to manage money wisely. This is your chance to show that you can plan for your future and make realistic financial decisions based on your goals after high school.

Dress Code

Competitors must be in official JAGCA uniform or in proper business attire.

Event Overview:

1. Creating Your Budget:

- You will create a budget that covers the 12 months right after your middle school or high school graduation. This budget should reflect your realistic plans, whether that's working a job, attending college, vocational school, joining the military, or another path you're planning to take.
- Use the Budget Templates: <https://tinyurl.com/4cssfh5f>. Make a copy of the Financial Budget Template, and choose from the options at the bottom which template is best for your needs. Fill in all of the fields, including the Notes column, and be prepared to discuss their choices at their competition in an interview with the judges.

2. Making Realistic Choices:

- Your budget should be based on realistic scenarios. For instance, if you currently work at a job that pays \$9 per hour, you can base your budget on continuing that job while attending school part-time. However, avoid unrealistic expectations like getting a job you're not qualified for or relying on winning the lottery.
- Your budget can include different tracks such as entering the workforce, attending college, or joining the military. Whatever path you choose, make sure your budget is realistic and backed up by sources.

3. Submission Process:

- Once your budget is complete, save it as a Google Sheets or Excel document, and submit it via the JAG Hub <https://tinyurl.com/JAG-HUB-CE-Board> titled "Last Name, State, FB" before March 15.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

4. Interview with the Judges:

- After submitting your budget, you'll have an interview with the judge(s) to discuss your choices. Be ready to explain why you made certain decisions and how you plan to manage your finances during your first year after graduation.
- You will have a maximum of 8 minutes to answer questions and provide details during the interview. This is your opportunity to impress the judges with your financial knowledge and planning skills!

Key Points to Remember:

- **Realism is Key:** Your budget should be based on your actual post-graduation plans and should be backed up with sources.
- **Be Prepared:** Know your budget inside and out, and be ready to explain the choices you made during the interview.
- **Submit on Time:** Make sure you submit your budget in PDF format via the correct platform before the deadline.
- **Interview Time:** You'll have 8 minutes to shine during your interview with the judges. Use this time wisely to showcase your financial literacy!

Let's Talk Money:

This event is your chance to show that you're ready to manage your finances and make smart decisions about your future. So, get started on that budget, plan carefully, and be prepared to impress the judges with your financial skills!

Judge Rating Sheet

Financial Budget Presentation

Name: _____

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.Income Accuracy | Income is poorly calculated or missing key elements. | Income is somewhat accurate but lacks detail. | Income is mostly accurate and well-detailed. | Income is fully accurate, detailed, and realistic. | |
| 2.Bill Payment Accuracy | Bills are not well-accounted for or are unrealistic. | Bills are somewhat accounted for but lack precision. | Bills are mostly accounted for and realistic. | All bills are fully accounted for with high accuracy. | |
| 3.Spending on Necessities | Necessary expenses are poorly managed or unrealistic. | Necessary expenses are somewhat managed but need work. | Necessary expenses are well-managed and realistic. | Necessary expenses are excellently managed and realistic. | |
| 4.Spending on Discretionary Items | Discretionary spending is excessive or poorly planned. | Discretionary spending is somewhat reasonable. | Discretionary spending is well-planned and reasonable. | Discretionary spending is very well-planned and reasonable. | |
| 5.Realism & Feasibility | Budget is unrealistic given the chosen lifestyle. | Budget is somewhat realistic but lacks feasibility. | Budget is realistic and feasible given the circumstances. | Budget is highly realistic, feasible, and well-considered. | |
| 6.Fiscal Decision-Making | Poor fiscal decisions or lack of clear reasoning. | Some fiscal decisions are reasonable but need improvement. | Fiscal decisions are well thought out and reasonable. | Fiscal decisions are excellent and show strong reasoning. | |
| 7.Financial Planning | No planning for financial emergencies. | Some planning for emergencies but lacks depth. | Good planning for potential financial emergencies. | Excellent planning for financial emergencies. | |
| 8.Budget Explanation | Poor explanation, lacks clarity and understanding. | Explanation is somewhat clear but needs more depth. | Explanation is clear and shows good understanding. | Explanation is thorough, clear, and demonstrates deep understanding. | |
| 9.Depth of Thought | Little thought went into creating the budget. | Some thought is evident but lacks | | | |

Total Score
Out of 90 total points.



Financial Literacy

Event Summary

To encourage JAGCA 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 JAGCA uniform or in proper business attire.

General Rules

1. Competitors in this event must be active members of JAGCA and be in good standing.
2. Eligible divisions to compete in the Financial Literacy (FL) event:
 - Middle School
 - High School
 - Out-of-School/Collegiate
3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the JAGCA Competitive Events Program (GRR).”
4. All competitors shall report to the site of the event at the time designated for the Financial Literacy Test.

Event Guidelines

This event is an individual financial literacy test. While there is a maximum time of 60 minutes to complete the test, this is not a race against the clock, there are no benefits to finishing before the time allotment is over.

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 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 and a #2 pencil for use during the test.
- At the National Career Development Conference, JAGCA will provide basic handheld calculators (no graphing calculators) for addition, subtraction, division, multiplication, and square root.
- 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

If there is a need for a tie-breaker the Tabulations team will weight the most difficult questions accordingly until a singular winner is chosen.

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 may have an essay tiebreaker or tiebreaker questions. Please print clearly.
- 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 30, 15, and 10 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 and put upside down under your chair with your personal belongings. 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



JAGCA Knowledge Bowl

Event Summary

JAGCA 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: **4 team members**

Dress Code

Competitors must be in official JAGCA uniform or in proper business attire. Teams who are not dressed appropriately may not be allowed to compete.

General Rules

1. Competitors in this event must be active members of JAGCA in good standing.
2. Eligible divisions to compete in the Knowledge Bowl (KB) event:
 - Middle School
 - High School
 - Out-of-School/Collegiate
3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the JAGCA Competitive Events Guide (GRR).”
4. All 4 competitors shall report to the check-in site at the designated time. Substitutions are permitted as per Rule 5b (page 8) at ONLY the beginning of this event. If a team, cannot find an eligible substitute, they will compete short-handed and no special accommodations will be made.
5. JAG National will randomly generate the Knowledge Bowl Bracket. We will work to ensure that teams from the same state do not compete against each other if it can be avoided. However, this is dependent on the number of teams competing in each division and therefore, not guaranteed.

Official References

Website and official JAG publications such as handbooks, workbooks, the JAGCA Bylaws and Policy & Procedure documents, brochures, and reports.

The 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 JAGCA Knowledge Bowl questions can be taken from any variations of these works.

Event Guidelines

This competitive event consists of multiple rounds. Teams consisting of 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, JAGCA, 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 the number, a “bye” to the second round may be provided to a team/s at random.
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 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. 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 #7. 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. The score will be updated on a visual display so the audience may keep track of the score.

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 can 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/moderator 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 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) and fourth (4th) place teams 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 JAGCA Bylaws?
2. What is the name of the JAG student member-led organization?
3. What JAGCA 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 JAGCA Chapter?
8. Who are the only two people to hold the title of Jobs for America's Graduates president?
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?



JAGCA Service Project

Event Summary

The JAGCA Service Project involves a nationally identified partner who JAGCA 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 JAGCA and be in good standing.
2. Eligible divisions to compete in the JAGCA Service Project (SP) event:
 - Middle School
 - High School
 - Out-of-School/Collegiate
3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the JAGCA Competitive Events Program (GRR).”

National Theme: Supporting Unhoused Individuals

At the 2024 National CDC, the JAGCA Delegate Assembly selected the 2024-2026 National Service Project theme to be Supporting Unhoused Individuals.

For more information about the theme and how to successfully plan your Service Project review this resource: <https://tinyurl.com/3bwx2246>

All volunteer hours and donations must be in connection to Supporting Unhoused Individuals in order to be considered for the JAGCA 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 JAGCA members to provide service learning by coming together collectively in support of the JAGCA National Service Project.

JAGCA Service Project recognition overview:

- Fill out this short form: <https://forms.gle/2pk3uYjHFbE8rqq88>
- 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. 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, 2025 through March 15, 2026.
- Activities must be entered and APPROVED by chapter advisors before submitting on the JAG Hub by midnight on March 15, 2026.
- 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 JAGCA via the JAG Hub will become the property of JAGCA. Permission given via the JAG Hub will become property of JAGCA.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

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.

Stage Recognition Opportunity:

- Winners should be prepared to present on-stage during our Opening Ceremony to share their accomplishments to the National network. A representative from JAG National will reach out before the event to coordinate the stage presentation. This opportunity is not guaranteed, and will be selected based on the impact of the student achievement and the time available for our Awards Ceremonies.

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 and submitted on the JAG Hub by the deadline.



Digital Outstanding Chapter

Event Summary

The purpose of the JAGCA Outstanding Chapter recognition is to encourage local chapters to achieve the JAGCA 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. Due to the cost prohibitive nature of our previous chapter books, the Outstanding Chapter will now be Digital Outstanding Chapter. The digital chapter “books” will showcase the same achievements and participant contributions whilst also providing students an opportunity to digitally design and share their work.

Event Code

OC

Event Type

Chapter Event

General Rules

1. Competitors in this event must be active members of JAGCA and be in good standing.
2. Eligible divisions to compete in the Digital Outstanding Chapter (OC) event:
 - Middle School
 - High School
 - Out-of-School/Collegiate
3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the JAGCA Competitive Events Program (GRR).”

Event Guidelines

JAGCA Digital Outstanding Chapter Book is a chapter-wide event where all members collaborate to document and showcase their achievements during the school year through a dynamic digital format. This event is designed to give chapters the opportunity to creatively display their accomplishments while also demonstrating their digital design skills. Chapters earn recognition by accurately and creatively documenting their activities, as outlined in the event rating sheet. Those who meet the required point threshold will be honored with the JAGCA Digital Outstanding Chapter Award.

Outstanding Chapter recognition overview:

- This event is not intended to pressure your chapter into submitting activities for every category. Instead, the focus should be on planning and executing meaningful activities, then effectively presenting them in the Digital Chapter Book. Emphasis should be on the quality and impact of your chapter's activities, rather than on elaborate embellishments.
- The Digital Chapter Book should prioritize the content that earns points, ensuring that the substance of your chapter's work is the main focus. While creativity is encouraged, it should serve to enhance the presentation of your chapter's achievements rather than detract from it.
- All entries must be submitted as a digital book in PDF format, **videos should not be submitted for this event**, via the the JAG Hub platform by March 15. This digital book should be well-organized and easy to navigate, with all materials formatted to ensure clarity and readability.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

- The Digital Chapter Book will include materials documenting chapter activities from July 1 through the National CDC of the school year. Be sure that all activities within this time frame are thoroughly and accurately recorded to reflect your chapter's efforts and achievements.
- There is no strict page limit, but chapters should aim to keep their digital book concise and focused. The recommended length is equivalent to no more than 100 physical pages. Be mindful of the overall presentation and avoid unnecessary clutter.
- The creation of the Digital Chapter Book must be the work of chapter members. While collaboration is key, ensure that the final product represents the efforts of the students themselves. All content should be original or properly cited if external sources are used.
- Upon submission, JAG National and the JAGCA will retain ownership of the digital creations, allowing them to be used for future publications or promotional materials.

Digital Chapter Book Layout:

- Cover Page (Page 1): The book should begin with a cover page that includes the following information:
 - Name of JAGCA Chapter
 - Division (Middle School, Secondary, or Out-of-School/Collegiate)
 - Name of School
 - City, State, and Zip Code
- Chapter Summary Page (Page 3): This should be a one-page summary of the JAGCA year, highlighting your chapter's achievements, activities, and any special moments. This page should give the reader a comprehensive understanding of your chapter's focus and accomplishments throughout the year.
- Activity Documentation: The remaining pages should be used to document your chapter's activities. There is no limit to the number of pages dedicated to a specific category, but the overall digital book should be concise and focused. The Chapter Book will contain materials from July 1 through the National CDC of the school year.
- To help the judges evaluate each category, each page must have a page heading aligned with the judge rating sheet. This will facilitate the judges in quickly finding the items to be evaluated on the rating sheet.

Digital Outstanding Chapter Judging and Presentations:

- Chapters recognized at the state level are eligible to participate in the National CDC's Outstanding Digital Chapter event. Only one member per chapter should register for this event, and only the chapter name will be announced during the awards session.
- Before the National CDC competition, the Digital Chapter Book will be evaluated by two judges, who will independently rate it based on the judge rating sheet. The judges scores will decide as to whether or not a Digital Outstanding Chapter book earns the 43 points needed to be recognized as an Outstanding Chapter.
- Outstanding Chapters will be slotted for an optional 15-minute presentation of their books in the main Expo Hall at NCDC. The schedule will be sent out directly to the Specialist before the event, and be posted on the Sched app. Their submissions will be on the screen in the Expo Hall when their time slot begins. No additional technology is needed.
- On-stage Presentation Opportunity: Winners should be prepared to present on-stage during our Opening Ceremony to share their Digital Outstanding Chapter to the National network. A representative from JAG National will reach out before the event to coordinate the stage presentation. This opportunity is not guaranteed, and will be selected based on the impact of the student achievement and the time available for our Awards Ceremonies.

Digital Outstanding Chapter Book Layout

Use this form as a supplemental resource that allows you to self-assess your Digital Book before submitting via the JAG Hub.

| Category | Page Numbers | Score (1-4) |
|--|--------------|-------------|
| 1. Cover Page: Begin with a cover page that includes the name of your JAGCA Chapter, Division, School Name, City, State, and Zip Code. Use design tools like Canva to create a visually appealing cover that represents your chapter. | | |
| 2. Membership List: Compile a comprehensive list of all chapter members. Google Sheets or Microsoft Excel are excellent tools for creating and organizing this list, which can then be easily integrated into your Digital Chapter Book. | | |
| 3. Chapter Summary: Write a one-page summary highlighting the key achievements and activities of your chapter throughout the year. Tools like Google Docs or Microsoft Word can be used for drafting, while infographics can be added using Piktochart. | | |
| 4. Chapter Description: Describe your chapter's purpose, vision, and unique aspects. Enhance your description with visuals using Canva or Adobe Premiere Rush to create multimedia content. | | |
| 5. Chapter Officers: List the chapter officers, their roles, and contributions. Tools like Canva can help create a visually engaging officer directory with photos and bios. | | |
| 6. Program of Work: Document the chapter's planned activities and goals. Use Trello or Asana to track and organize these activities, then export and integrate them into your Digital Chapter Book. | | |
| 7. Membership Events: Highlight events focused on membership growth and engagement. Create timelines or event summaries using tools like Tiki-Toki or TimelineJS. | | |
| 8. Career Awareness: Detail your chapter's career exploration activities. Prezi or Google Slides can help you present this information in a dynamic and engaging way. | | |
| 9. Community Service: Document your chapter's community service projects. Create video summaries with Animoto or Adobe Spark Video to make these projects come to life. | | |
| 10. School Service: Showcase your chapter's contributions to the school community. Use photo galleries with Google Photos or Flickr to visually represent these activities. | | |

Supporting Resource

Chapter Book Layout



| Category | | Page Numbers | Score (1-4) |
|----------|--|--------------------------------|-------------|
| 11. | Publicity: Highlight your chapter's efforts to publicize its activities. Incorporate social media analytics and screenshots using tools like Hootsuite or Buffer. | | |
| 12. | JAGCA Newsletter: Include newsletters created by your chapter. Use Mailchimp or Canva for professional designs, and embed PDFs or links in your Digital Chapter Book. | | |
| 13. | National Service Project: Document your chapter's involvement in the JAGCA National Service Project. Create video or photo essays using WeVideo or PicMonkey. | | |
| 14. | JAGCA Week: Highlight activities conducted during JAGCA Week. Use tools like Storify or Adobe Spark Page to create an interactive narrative of the week's events. | | |
| 15. | Industry Partnerships: Detail collaborations with local industries or businesses. Use Google Slides or Microsoft PowerPoint to create presentations showcasing these partnerships. | | |
| 16. | Leadership Development: Document leadership development activities. Record reflections or events using Zoom or Loom, and include these recordings in your book. | | |
| 17. | Presentations: Include presentations or speaking engagements made by chapter members. Platforms like Zoom or Microsoft Teams can record and share these presentations. | | |
| 18. | Other Chapter Activities: Highlight additional chapter activities. Create a digital portfolio or collage using Canva or Google Sites. | | |
| 19. | State Career Development Conference: Document your chapter's participation in the State Career Development Conference, including any awards received. Compile these recognitions using Pathbrite or Google Sites. | | |
| | | | |
| | | Anticipated Judge Score | |

Judge Rating Sheet

Digital 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/Collegiate), 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 JAGCA 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 JAGCA year exists | | | | |
| Chapter Description Include a short description of the JAGCA 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

Digital Outstanding Chapter

| | 4 points | 3 points | 2 points | 1 point | Judge Score |
|--|--|---|---|--|-------------|
| Membership Activities that encourage membership in the JAGCA chapter. | Four or more activities that promoted membership in the JAGCA chapter. | Three activities that promoted membership in the JAGCA chapter. | Two activities that promoted membership in the JAGCA chapter. | One activity that promoted membership in the JAGCA 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 JAGCA members to one or more different professions. | Three activities that expose JAGCA members to one or more different professions. | Two activities that expose JAGCA members to one or more different professions. | One activity that exposes JAGCA members to one or more different professions. | |
| Community Service Community service is a donated service or activity by JAGCA 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 JAGCA 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 JAGCA chapter's goals, purpose and/or activities. | Three examples of publicity that communicates the JAGCA chapter's goals, purpose and/or activities. | Two examples of publicity that communicates the JAGCA chapter's goals, purpose and/or activities. | One example of publicity that communicates the JAGCA chapter's goals, purpose and/or activities. | |
| JAGCA Newsletter | Chapter produces a newsletter. Sample provided. | | | | |
| Service Project Guidelines found in JAGCA Competitive Events Guide | Chapter participates in National Service Project. Documentation provided. | | | | |

Judge Rating Sheet

Digital Outstanding Chapter



| | 4 points | 3 points | 2 points | 1 point | Judge Score |
|--|--|---|--|--|-------------|
| JAGCA Week The JAGCA Week proclamation and suggestions are on the JAGCA website. Chapters can select any week to be JAGCA Week for their school. | Chapter participates in JAGCA 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 JAGCA and/or the partnering organization. | Evidence of three partnerships that supports the goals of JAGCA and/or the partnering organization. | Evidence of two partnerships that supports the goals of JAGCA and/or the partnering organization. | Evidence of one partnership that supports the goals of JAGCA and/or the partnering organization. | |
| Leadership Development An organized leadership training event for chapter members. This may include a JAGCA 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 JAGCA 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 JAGCA 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 JAGCA. | Three activities that clearly support the goals of JAGCA. | Two activities that clearly support the goals of JAGCA. | One activity that clearly supports the goals of JAGCA. | |
| 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: | | | | | |



Project-Based Learning

Event Code

PB

Event Type

Team Event: 3-4 team members

Event Summary: 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 should be between 5-7 minutes. Submit as a PDF via the the JAG Hub platform by March 15 at the following link: <https://tinyurl.com/JAG-HUB-CE-Board>. Use your school name and project title for the file name – that's all you need.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

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 the JAG Hub 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!

Pay close attention to the criterion listed in the Judge Rating Sheet, while the judges want to hear about your project's outcomes, they also want to learn about the process of working on something that matters.

On-stage Presentation Opportunity:

Winners should be prepared to present on-stage during our Closing Ceremony to share their projects to the National network. A representative from JAG National will reach out after the event scoring is concluded to coordinate the stage presentation. This opportunity is not guaranteed, and will be selected based on the impact of the student achievement and the time available for our Awards Ceremonies.

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 did not capture the attention of the judge panel. | 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 | N/A | 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.



JAG Promo Video

Event Code

PV

Event Type

Team Event: 3-4 team members

Event Description:

Chapters will create a 45-second to 1.5-minute commercial that promotes Jobs for America's Graduates (JAG) at the State/Affiliate level (ex. Jobs for Ohio's Graduates). The video should be designed to attract and recruit students for your program. This event encourages chapter members to explore the importance of JAG while gaining experience in marketing and communications.

Purpose:

To inspire chapter members to understand the value of JAG and to develop skills in marketing and communications by creating a promotional video for recruiting purposes.

Eligibility/Entries:

- Entry Limit: **Each state can submit 1 entry into this competition.** State directors/CSA can evaluate using the Rating Sheet to determine which video entry will be best to represent their state.

Competition Rules:

1. Video Requirements:

- The chapter must create a commercial with both audio and video components.
- The commercial should promote the Jobs for America's Graduates program at the State/Affiliate level and be suitable for students ages 14-24.
- The commercial should be between 45 seconds and 1.5 minutes in length. Entries exceeding or falling short of this range will incur point deductions.

2. Submission Process:

- Chapter commercials must be uploaded to YouTube.
- The YouTube link should be submitted via the the JAG Hub platform.

Submit documents via The JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

3. Content Guidelines:

- All entries must be appropriate, with no use of inappropriate language, imagery, profanity, or slang (including in music selections).
- While music and content should appeal to the target audience of students and be in line with current trends, the music must be original work or available in the public domain with no copyright restrictions.

4. Originality and Student Involvement:

- The commercial must be 100% student-created, including both filming and editing.
- If the commercial is not student-created, it will be disqualified.
- Students are allowed to use external sources, such as music or clips from TV shows or movies, but these must be properly cited at the end of the video.
- External clips cannot make up more than 50% of the total commercial time.

5. Video Production:

- Students can use any video recording device, including video cameras, cell phones, webcams, tablets, or iPads.
- The commercial can also be animated, including digital animation, especially if required due to social distancing measures.

6. Evaluation:

- Commercials will be rated based on the criteria in the judges' rating sheet.

7. Naming Convention:

- Materials should be submitted using the following naming convention: Title, State, Team Members' Last Names (e.g., "JAG Promo, Missouri, Smith-Jones").

This event provides a fantastic opportunity for students to showcase their creativity while promoting the JAG program to a national audience. Good luck, and may the best commercial win!

Judge Rating Sheet

JAG Promo Video



Team: _____

State: _____

Division: _____

Judge: _____

Judge Signature: _____

| Criteria | Fair 0-2 | Average 3-5 | Good 6-8 | Excellent 9-10 | Judge Score |
|---|--|--|--|---|----------------|
| 1. Clear identification of Jobs for America's Graduates (JAG) | JAG's National organization is not clearly identified. | JAG's National organization is mentioned but lacks emphasis. | JAG's National organization is clearly identified and described. | JAG's National organization is prominently and effectively identified. | |
| 2. Appropriateness for Recruiting | Content is not appropriate for students or recruiting. | Content is somewhat appropriate but lacks focus on recruiting. | Content is appropriate and targets students effectively. | Content is highly appropriate and effectively designed for recruiting students. | |
| Recording Quality | | | | | |
| 3. Audio Clarity | Audio is unclear or difficult to understand. | Audio is somewhat clear but has issues. | Audio is clear and understandable. | Audio is exceptionally clear and enhances the message. | |
| 4. Editing Quality | Editing is choppy and detracts from the message. | Editing is basic but does not detract. | Editing is smooth and enhances the message. | Editing is exceptionally clean, creative, and significantly enhances the message. | |
| Selling Power | | | | | |
| 5. Promotion of Jobs for America's Graduates | The commercial does not promote JAG effectively. | The commercial promotes JAG somewhat positively. | The commercial promotes JAG in a positive manner. | The commercial promotes JAG in an exceptionally positive and compelling manner. | |
| 6. Encourages Viewer Interest | Does not inspire viewer interest in learning more about the program. | Somewhat encourages viewer interest but lacks strong appeal. | Encourages the viewer to learn more about the program. | Strongly encourages and inspires the viewer to learn more about the program. | |
| 7. Distinctive Qualities (Imagination & Innovation) | Lacks creativity and does not stand out. | Shows some creativity but lacks innovation. | Demonstrates imaginative and innovative qualities. | Exceptionally imaginative, innovative, and distinctive from other programs. | |
| 8. Distinguishes the National Career Association | Fails to distinguish the JAGCA from other programs. | Slightly distinguishes the JAGCA from others. | Distinguishes the JAGCA effectively from other potential programs. | Exceptionally distinguishes the JAGCA, making it stand out among other programs. | |

Total Score
Out of 80 total points.



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 JAGCA topic. The topic changes each year to match the JAGCA theme that's revealed after the Career Development Conference.

Topic: If you could thank Jobs for America's Graduates (JAG) for one thing it's given you, what would it be and why?

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. 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



Name: _____

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 | Struggles with time; significant deviations; lacks awareness. | Generally adheres; minor deviations; occasional hesitations. | Effectively manages time; well-paced transitions; good awareness. | Exceptional time management; precise control; seamless transitions; strong awareness. | |
| 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 | N/A | 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.



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 more equitable (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 create and showcase a creative piece of art or a product that will help inspire community members to share their voices and discuss equity in their communities. This can be anything like a slam poem, painting, Instagram account, or TikTok video that aligns with your civic awareness and equity work. 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 what can you create to make it better?

Your presentation should include:

- History and Context: Explain the issue you're addressing.
- Product Explanation: How does your art or product raise awareness about this issue?
- Impact: What impact did your product have?
- Reflection: Share any key takeaways from your project.

Submit documents via the JAG Hub March 15. <https://tinyurl.com/JAG-HUB-CE-Board>

Showtime:

Your presentation should be at least 4 minutes and not more than 6 minutes long. Send your slides in via the JAG Hub by March 15. Use your school name and project title for the file name – no other formats will work.

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:

Feel free to unleash your creativity with the revamped L.O.V.E. Project event, we want to see what you all can do to creatively enact change in your communities online and in the world. Bring or perform your artwork / show your product when you are in-person in front of the judges!

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!

On-stage Presentation Opportunity:

Winners should be prepared to present on-stage during our Closing Ceremony to share their creative product to the National network. A representative from JAG National will reach out after the event scoring is concluded to coordinate the stage presentation. This opportunity is not guaranteed, and will be selected based on the impact of the student achievement and the time available for our Awards Ceremonies.

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. 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. | |
| 3. 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. | |
| 4. Engaging Presentation | The presentation and content failed to captured the attention of the judge panel. | 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 | |

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 |
|------------------------------|--|--|--|--|----------------|
| 5. 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. | |
| 6. 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. | |
| 7. Meeting Time Requirements | N/A | 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.