

New York FFA
District President Selection Handbook
2018-2019 Year of Service



A Guide for Nominating Committee Members,
District President Candidates and FFA Advisors

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Introduction:

The New York FFA Association serves more than four thousand students in nearly one hundred schools teaching agricultural education. New York State is divided into ten geographic FFA Districts. Each of these FFA Districts is served by a District President who is elected from the chapters within the district. These District Presidents are called upon to serve FFA members and agricultural education programs in their district by acting as a voice on the FFA Governing Board, serving as a liaison and leader of district members and delegates during district activities; and planning and executing activities on the district level.

FFA District Presidents are afforded the opportunity to travel locally and to build quality relationships with students throughout the chapters in their district. They are given responsibility at certain State FFA events in order to help members from their district succeed. District Presidents can become connected to leaders in agribusiness, education and the New York State legislature on a local level. The engagement of students often begins at the chapter level and District Presidents can serve as one of the first connections students have with leadership opportunities above the chapter level.

In order to assure that the most deserving students are selected as officers, the officer selection process must be rigorous and relevant to their year of service. District Officer Candidates and Nominating Committee Members should both be well-informed and passionate about the officer experience, FFA, agricultural education and the selection process in general. This handbook is designed to educate candidates and committee members in a way that assures all students are enabled to perform to the best of their personal ability throughout the selection process.

The District President Selection process is designed to be equitable and to evaluate candidates on qualities they will need to use throughout their year of service to their district. It aims to provide a challenging and rewarding experience for all candidates while providing a clear framework for ranking process participants.

District President Job Description and Responsibilities:

District Presidents are selected to **represent** FFA members, NY Agricultural Education Students and FFA chapters in their district. They are required to possess a level of **maturity** that allows them to identify appropriate behavior and act professionally in all settings. District Presidents are expected to have a level of **self-confidence** and poise that transitions easily between situations where they may be loud and playful and those where they are engaging with government and industry leaders. District Presidents must be proficient in a variety of forms of **communication**, including but not limited to: public speaking, facilitation, group discussions, written communication, online communication and basic conversation skills.

District Presidents must master **time-management**. They are expected to balance academic and FFA responsibilities while missing school to travel to FFA events. District Presidents can expect to miss at least 5 days of school in addition to the week missed for National Convention in October and State Convention in May. Additional initiative must be taken by an elected officer to effectively communicate the value and relevance of their travels and to maintain positive relationships within their home schools. This same need to effectively manage time applies to extra-curricular and employment time commitments as well. **FFA may not be the only activity an officer participates in, but it needs to be a “top-three priority,” meaning an officer may need to miss meetings or practices of other organizations for certain FFA events.** The level of travel for a District President is less than that of a State Officer, but there is additional opportunity to serve on the local level through newsletters, school visits and planning district events.

District Presidents must be **committed** to upholding the responsibilities of their office. As a role model for over 4000 students in the state of New York, the success of a district president is found in how they build relationships and accomplish goals for the association. With the increased accessibility, the internet has provided through social networking, all District Presidents must be mindful that they are living a life that **communicates the FFA brand** of strong, character-driven students who are respectful and ambitious both in person and ‘off-the-job.’

District Presidents will receive training and coaching sessions that will help them to perform at their highest level. Successful officers will actively **seek improvement** and work to improve both as an individual and as a member of the state officer team. They will be **self-directed** in remaining in contact with members of their team, district and the state and they will exhibit a **passion for success** in the way that they **learn with curiosity** and strive to make **critical thinking connections** with members, partners and stakeholders.

In order to assure that officers are best equipped for their year of service and that socio-economic factors do not provide a barrier for New York’s best students, NY FFA will provide financial reimbursements and provide officers with many of the items of apparel they will need during their year of service. While mileage is reimbursable, District Presidents will need to have an understanding of how they can arrange transportation for themselves during their year of service. All travel must be pre-approved by the NYS FFA Director.

District President General Calendar of Events:

(Dates are tentative. Unless otherwise mentioned, officers are required at events. Dates that will require more than one day of school absence are bolded and in red to bring them to your attention.)

March 17:	District President Selection Process at your region's Sub-state competitions
May 17-19:	State FFA Convention (Election!)
June 24-26:	DP Training at Camp O TENTATIVE DATE
Aug 22-Sept 3:	New York State Fair in Syracuse (District Presidents must make and bring a district display to the fair prior to the start of the fair. DPs can attend the fair with their chapters and are able to volunteer if they are not competing).
Sept/Oct:	State Officer Tour (District Presidents attend regional activities)
Sept/Oct:	COLT Conference (District Presidents will have training during this time)
October 25-28:	National FFA Convention and Expo (Optional)
January 25-27:	212/360 Conference & Governing Board Meeting – DATE TENTATIVE – All officers required.
Feb/March:	District Competitions (Help facilitate this event)
March:	Sub-states – (Attend District's Sub-state)
May 2-4:	State FFA Convention Preparation (Syracuse, NY)

District President Unscheduled Activities:

- Monthly** – Write content for NY FFA Newsletter, including District News, a Member of the Month highlight and information about upcoming events. Submit to State Reporter each month by the deadline.
Submit monthly progress reports to the NYS FFA Director.
Maintain and update District social media presence on a regular basis.
Participate in personal growth activities as provided by the State FFA Office. (Readings, assessments, challenges, etc.).
- As Scheduled** – Travel with the State FFA Officers to visit schools within the district for official chapter visits (these may happen during the school day. Every effort is made to keep visits to as few days as possible).
Participate in local FFA chapter activities that occur outside of the school day.
Attend FFA banquets if invited. (Eligible for reimbursement only if invited as a speaker).
Help to plan and execute your district's CDE competitions.
Plan and execute a district activity (leadership event, winter weekend, rodeo, etc.) in cooperation with district advisors.
- Additional** – Optional to attend Business & Industry visits if they take place in the district.
Optional to attend Camp Oswegatchie for one week. District Presidents attend the week of their choice (with chapters from their districts) and will act as a CIT that week. They will receive a \$100 discount toward their campership during that week.
Optional to attend National FFA Convention with their chapter at own expense.
Additional UNREQUIRED opportunities may arise throughout the year in addition to those listed above.

District President Selection Process Description:

The District President Selection process is designed to evaluate candidates on eight core qualities necessary for success as an officer throughout an interview and slating process. Every task officer candidates are asked to do will be evaluated and contribute to their total score for the slating process.

Core Competencies: So what does it take to perform this job effectively? FFA has identified eight competencies, their builders and indicators required for fulfilling the job description of a district president.

Competency – a defined behavior, in combination with skills and knowledge that enables evaluation of the candidates.

Example: Competency #1 - Communication

Competency Builder – identifies specific attributes or skills to further define the behaviors of that competency.

Example: 1.1 – Demonstrates non-verbal skills

Indicators – a description of how someone might demonstrate the competency builder.

Example: Uses appropriate tone, gives full attention (eye contact) ...

Detailed Competency Descriptions

The following is a listing of the essential competencies required for serving as a District President. The officer selection process is designed to screen candidates to find those who demonstrate these competencies consistently. It is expected that officers continue to demonstrate these and also work to develop and refine their skill set in each area throughout their year of service. The competencies are listed in no particular order. The indicators provided are a sample of the indicators — they are provided for clarification only.

Competency #1 - Communication

Demonstrates the effective use of various forms of communication, i.e., non-verbal, listening, written, speaking, and facilitation to convey a message in both large group and one-on-one settings.

Communication Builders and Indicators:

1.1 – Non-verbal skills: Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).

1.2 – Listening skills: Recalls information; is attentive; utilizes appropriate wait times; listens for understanding; finds connections in the conversation.

1.3 – Writing skills: Uses correct spelling and grammar; delivers a clear and concise message; uses various forms of written communication appropriately (including formal letters, thank-you notes and emails); varies writing style based on audience.

1.4 – Speaking skills in a variety of settings (including classrooms, boardrooms, auditoriums, arenas, small groups or one-on-one) and audiences (including business/ industry, parents, school officials, FFA members,

elementary and secondary students): Uses appropriate examples; engages and motivates various audiences; speaks articulately without notes; can speak extemporaneously with comfort and ease.

1.5 – Facilitation skills in a workshop setting: Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; utilizes effective format in creating a delivering a facilitation outline (i.e., National FFA Magic Formula for Presentations, McCracken and Newcomb’s Instructional Plan Outline, etc.), and uses transitions appropriately.

Competency #2 - Team Player

Demonstrates the ability to work in a team setting, values diversity of opinion, works to be inclusive in the process and is willing to put others above self.

Team Player Builders and Indicators:

2.1 – Teamwork: Easily transitions between leader and follower role; seeks to be a positive influence on group; is aware of personality styles; and successfully manages team dynamics.

2.2 – Acceptance of differing viewpoints: Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.

2.3 – Put team before self: Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.

Competency #3 - Areas of Knowledge

Demonstrates the ability to articulate the systemic nature of food, fiber, agricultural and natural resources issues, FFA, educational issues and all respective current issues.

Areas of Knowledge Builders and Indicators:

3.1 – Agriculture knowledge: Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through agricultural career pathway (as outlined by the National Association of State Directors of Career and Technical Education Consortium, www.careerclusters.org, including: Food Products and Processing Systems; Plant Systems; Animal Systems; Power, Structural and Technical Systems; Natural Resources Systems; Environmental Service Systems; Agribusiness Systems); articulate the primary components of the integrated food chain from production to consumption.

3.2 – FFA knowledge: Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations ability to develop and to foster leaders for the industry of agriculture.

3.3 – American education and agricultural education systems knowledge: Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the U.S. Department of Energy career and technical education, federal funding and the issues connecting them.

Competency #4 - Organization

Demonstrates the ability to see the big picture, break large projects into smaller tasks, and appropriately prioritize multiple demands and use time management and organizational tools to produce quality results by identified deadline.

Organization Builders and Indicators:

4.1 – Time management: Has and uses a time management tool; handles multiple tasks with competing timelines; is able to prioritize; meets deadlines while producing quality results, and monitors time effectively.

4.2 – Planning and prioritization skills: Handles both large and small tasks with ease; can break down large tasks into manageable components; has defined long-term and short-term goals; and the ability to prioritize and delegate; and can plan a balance workshop of discussion and activities.

4.3 – Self-starter: Starts projects independently; meets deadlines independently; takes action when necessary.

Competency #5 - Character

Displays a disposition that is genuine, responsible, honest, mature, confident, respectful and has a positive outlook on life.

Character Builders and Indicators:

5.1 – Reliability, integrity and trust: Does the right thing even when it causes discomfort; takes responsibility for his/her actions; does what he/she commits to and more.

5.2 – Adaptable and flexible: Reacts well to changes; adjusts to new situations confidently.

5.3 – Positive attitude: Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them.

5.4 – Sincerity and compassion: Demonstrates the genuine welfare of others; communicates true self with tact (passion or vulnerabilities).

5.5 – Maturity: Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control.

5.6 – Coachable, life-long learning: Seeks constructive feedback and uses in proactive manner.

5.7 – Work ethic: Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances.

Competency #6 - Passion for Success

Displays personal attributes that are courageous and passionate while carrying out the FFA mission with contagious enthusiasm.

Passion for Success Builders and Indicators:

6.1 – Self-confidence: Demonstrates a strong desire to achieve in a fast-paced environment; willing to take risks to grow even when success is not guaranteed; desire to step outside of comfort zone; sticks to convictions and beliefs while demonstrating consideration toward others; and is well poised.

6.2 – Commitment to FFA: Support and advance the FFA mission daily through his/her words and actions.

6.3 – Energetic disposition: Maintains and displays a high level of energy even in a stressful environment; generates a positive buzz; has the stamina to maintain a consistent level of performance during continuous activity.

6.4 – Initiative: Recognizes appropriate time to take action; quick to respond to new tasks (i.e., volunteers for tasks readily); willingness to act on tedious or less glamorous activities; aware of necessity to take action.

6.5 – Commitment to service: Identifies service engagements outside of FFA in which he/she have participated; articulates in detail his/her role in these outside service opportunities; shows a clear understanding of his/her community needs; and expresses the impact his/her service had on himself/herself and the community.

Competency #7 - Influence

Demonstrates the ability to influence others through modeling expectations, building relationships and growing the organization.

Influence Builders and Indicators:

7.1 – Supports and motivates FFA members and partners: Communicates the value of being a member and the opportunities available in FFA; demonstrates support of individuals and groups through recognition, awards, letters and personal notes.

7.2 – Mentors and coaches others: Generate ideas for professional improvement for members and officers, serves as a role model.

7.3 – Member representation: Carefully weighs impact of decisions on FFA and its members; is not afraid to make tough decisions for the good of the organization.

7.4 – Builds Relationships: Employs strategies to learn about others; attempts to ask questions; shows enthusiasm; engages others; and finds common ground with others.

Competency #8 - Critical Thinking

Demonstrates the ability to seek solutions and resources when finding information.

Critical Thinking Builders and Indicators:

8.1 – Solve problems: Considers other points of view when developing solutions; considers multiple factors and their impact when addressing a problem; eagerly and promptly solves problems.

8.2 – Think critically and conduct research: Actively seeks information on agricultural and educational issues; uses correct and valid sources of information; takes time to consider all options.

Each question or task will be designed to assess a candidate's level of possession of one or more of the following competency areas.

Areas of Knowledge (Agriculture, Agricultural Education & FFA) – 10%

Character – 20%

Communication – 15%

Critical Thinking – 10%

Influence – 12.5%

Organization – 10%

Passion for Success – 12.5%

Team Player – 10%

These qualities are each important, however some are more important than others are. These competencies are weighted in the evaluation process to account for their value.

Application Process: Each candidate must complete the online application by February 15th of each year. The application can be found at <http://www.nysffa.org/apps/2015/9/23/leadership-awards-applications>.

Selection Process:

Application submitted online to State Office by February 15, 2018 (including writing sample)

Selection Process on March 17 at your regional Sub-State location

Written Test (50 Questions, Multiple Choice)

Stand and Deliver

Personal Interview

District President Slate announcement: TBD

District Elections at the District meeting during State Convention

Students who wish to run for State Line Officer can still do so. If a District President Candidate is selected as a State Line Officer, the next two highest scoring individuals will make up the slate presented to the delegates at the district meetings.

**Contract between FFA District President Candidates
And the New York Association of FFA
QUALIFICATIONS AND PREREQUISITES**

FFA District Presidents are required to perform on a vigorous and continuous basis. It is necessary, therefore, that those who aspire to become officers are highly qualified, able and willing to perform. Please read and study the major qualifications and prerequisites very closely. When you are fully convinced that you will be able to carry out the responsibilities of an officer position, sign and return the District President contract to the State FFA Office. This contract must be submitted to the State FFA Office with a postmark of no later than February 15. Please make one copy of all items for your records.

To be eligible for election to a District President a candidate must:

1. Be an active member of the New York State FFA Association.
2. Be in a position to devote the necessary time required to carry out the duties of the office.
 - a. See calendar of events for example of travel commitments.
 - b. Work to schedule chapter visits with all chapters in the district throughout the school year.
 - c. Plan a district wide event in cooperation with District Advisors beyond District Contests.
 - d. Write & distribute monthly district updates/news through the State FFA Newsletter, general publications and social media.
 - e. Submit monthly progress reports to the NYS FFA Director.
 - f. Devote time to personal preparation for upcoming FFA events.
 - g. Help facilitate the district leadership development event.
3. Be in good academic standing (75% or better) and able to maintain scholastic responsibilities while balancing district president commitments.
4. Have access to a reliable and regular source of transportation for all officer activities.
5. During the year of service, District Presidents will be:
 - a. A junior in a high school agricultural education program; or
 - b. A senior in a high school agricultural education program.

A District President is normally involved in FFA activities that require time away from home. While many of these days occur in the summer and on weekends, District Presidents can expect to travel for educational FFA purposes during several school days. The amount of school-day travel for District Presidents is significantly limited as compared to State FFA Officers. Beyond the activities of traditional membership (State Convention, National Convention, school field trips, etc.) District Presidents should plan to work with their school to miss the following amount of class time:

- National Officer Tour (1 day, late September)
- FFA Chapter Visits in the district (4-5 days, generally in the winter/spring)
- State Convention Preparation (1 additional day, the day before State Convention begins in May – total school missed for the State Convention would be 3 days.)

Other travel is expected, but the District President program is designed to minimize missed classes. District Presidents are expected to work with their teachers to plan for and make up missed coursework for all FFA trips, but flexibility from the school is greatly appreciated. In addition, correspondence and record keeping will require a number of days spent on FFA at home. The State Association will reimburse the travel expenses of District Presidents to approved State Association activities in accordance with the reimbursement policies.

If elected to a District President position, I will:

1. Be totally dedicated to the total program of agricultural education and the FFA.
2. Be willing to fulfill the commitment of District President activities.

3. Be willing and able to travel to FFA activities specified in the state calendar.
4. Recognize that required state FFA activities will need to be a priority over sports and other events. Athletic coaches should be approached about necessary travel at the beginning of any sports season. Being a District President is a full year, and not seasonal, commitment. It is still possible to play sports or be involved in other organizations as a District President, but communication is key.
5. Be free from military commitments that would interfere with my year of office.
6. Become thoroughly knowledgeable of agriculture, agricultural education and the FFA.
7. Work untiringly through preparation and practice to develop myself into an effective public speaker.
8. Project a desirable image of FFA at all times and hold true to the standards of our organization.
9. Regularly and promptly write letters, thank you notes, reports and other pieces of correspondence that are necessary and desirable.
10. Submit reimbursement forms monthly. Understand expenses reported more than three months after the expense has occurred are ineligible for reimbursement.
11. Act as a steward of FFA members' dues money when making fiscal decisions.
12. Act as a representative of New York FFA members' best interest when serving on the FFA governing board. This will manifest itself in thoughtful discussion, participation in committee report generation and respectful consideration of agendas, policies and the NY FFA constitution.
13. Work constantly to improve my ability to carry on meaningful and enjoyable conversations with individuals of all ages and lifestyles.
14. Accept and seek out constructive criticism and evaluation of my total performance.
15. Keep myself up-to-date on current events.
16. Evaluate constantly my personality and attitudes and make every effort to improve myself.
17. Maintain and protect my health.
18. Serve as a member of the team and always maintain a cooperative attitude.
19. Be willing to take and follow instructions as directed by those responsible for me.
20. Contact the State FFA Director on a regular basis to communicate through obstacles or challenges that may inhibit my ability to perform district president duties.
21. Follow the FFA Code of Ethics:
 - a. To abstain from the use of all alcohol and tobacco products— regardless of my age.
 - b. To abstain from the use of any illegal drug.
 - c. To treat all FFA members equally by not favoring one over another and by considering romance of any type as off-limits.
 - d. To behave in a manner that conveys and commands respect without an air of superiority.
 - e. To maintain dignity while being personable, concerned and interested in my fellow members.
 - f. To avoid places or activities that in any way would raise questions as to my moral character or conduct.
 - g. To consider girl or boyfriends as secondary to officer responsibilities when performing FFA activities or functions.
 - h. To use wholesome, tolerant and positive language in all speeches and informal conversations. All conversations and interactions with FFA members, teachers, state staff and public will remain professional at all times.
 - i. To be well groomed and maintain proper dress for all occasions.
 - j. To avoid participation in and actively discourage any conversations which belittle or downgrade fellow FFA members, officers or teachers at all times.

Suspension May Occur When:

1. Officer fails to attend two officer meetings or two Governing Board Meetings.
2. Officer does not complete or show progress toward completion of chapter visit goals established at start of year.
3. Officer repeatedly fails to comply with distribution expectations for district newsletters.
4. Officer misses a required event without prior notice.
5. Officer fails to comply with any part of the Qualifications & Prerequisites, particularly the State Officer Code of Ethics.
6. Officer is engaged in activities that raise suspicion about adherence to the Code of Ethics (ex: is present at events with underage drinking or drug use).

Implementation of Suspension:

A combination of the following people can temporarily suspend a student officer with notification of the student’s advisor: NYS FFA Director, State FFA Advisor, Chair or Vice Chair of the Board of Trustees and the District Advisor. A formal review will be set up by the Board of Trustees Executive Committee within 30 days of notice of temporary suspension.

Procedure as follows:

1. Obtain Facts
2. Meet with NYS FFA Director, State Advisor, Chair or Vice Chair of Board of Trustees and the District Advisor.
3. Inform student’s advisor, parents & administrator.
4. Review by executive committee.

**If a student is permanently suspended, they will be asked to return their District FFA jacket, District President FFA polos and any other materials the State Association may have provided the student in order to allow the student to best represent FFA as an officer.

I have read, understand and agree to all of the above listed conditions and qualifications. I also understand that a State FFA Officer can be disciplined or removed from office if he/she fails to abide by the above listed conditions.

Signed: _____ **Date:** _____
(Signature of Officer Candidate)

Signed: _____ **Date:** _____
(Signature of Parent/Guardian)

Certification by Candidate:

I have read, studied and understand the above points. I hereby agree to conduct myself at all times in a manner befitting an officer of the FFA; to perform the duties and responsibilities of my office to the best of my ability; and to work for the good of the State Association. I understand that the State Board of Trustees will remove me from office at any time if I do not completely adhere to these established standards for District Presidents. I have read “District President Selection Handbook” and understand my responsibilities. I have communicated to my parents the time commitment expected and discussed how the District President office will be a priority during the year I am elected.

Signed: _____
(District President Applicant)

Certification by Parents:

If my son or daughter should become a District President, I understand my cooperation will be needed in carrying out the responsibilities of the office. I understand that my child will be absent from home and from school at times. I recognize that the State FFA Association works hard to assure the trainings, experiences and contacts my son or daughter will receive will be a significant incentive and reward for their year of service. I have spoken with my child about making the office of District President a priority if they are elected and understanding the FFA code of conduct and its expectations.

I recognize that my child may travel with New York FFA staff and will represent the student association. If my child is elected, I will provide staff with any necessary health information and a consent form so my child may receive medical treatment if I am unavailable to provide consent. I also recognize that my child may be interviewed or photographed in his/her responsibilities as an officer and provide consent for use of their name and photo by the NY FFA Association on their website or in written publications.

Signed: _____
(Parent or Guardian)

Candidate Name and School: _____

Certification by School Administration:

I am aware of the importance of my school's agricultural education instructor in helping a student carry out his or her duties as a FFA District President. The agriculture teacher is expected to provide leadership and occasional assistance throughout the year as needed.

I certify that in my opinion, the candidate is qualified for a State FFA Office with a 75% or higher grade point average in all courses and that the candidate, as well as our school's teacher of agriculture, will be permitted the necessary time and travel required in carrying out the duties and responsibilities of this office.

Signed: _____ Date: _____
(Superintendent)

Signed: _____ Date: _____
(High School Principal)

Certification by FFA Advisor/Agricultural Education Instructor:

I read and understand the qualifications and requirements for a FFA District President and have made sure my candidate has done the same. I have spoken with my candidate to be sure that District President Office will be viewed as a priority during his/her year of service and that their family is aware of the time commitment of the District President experience. In my experience with the candidate, I have found him/her to be self-directed, poised, eager and appropriate. My administration is aware of the candidate's pursuit of a District President Office and the travel that will be required if they are elected. I certify that the candidate is an FFA member in good standing and is qualified for the designated office. The candidate is enrolled in agricultural education course and has achieved the necessary degrees according to our chapter records. Because of my experience with this student, I recommend them for consideration for a position as a District President.

As an advisor, I understand that my responsibilities as a District President Advisor will be to:

1. Assure transportation for my district officer to all meetings and functions designated by the State FFA Office.
2. Answer all correspondence without delay.
3. Assist District President in completing and reporting all assignments.
4. Assist District President in rehearsing parts in ceremonies and rituals.
5. Assist District President in preparing and delivering speeches.
6. Preparing and assisting District President in accomplishing goals set for their year in office.
7. Serve as a representative for communication and distribution of information to the advisors in my district, particularly regarding:
 - a. District level Leadership Development Event Materials
 - b. Degree and award judging and ranking by a state level panel
 - c. Membership Rosters
8. Set up, coordinate District LDEs, and send results to the State FFA Office within 3 days of the event by email to assure information is available for sub-state competitions.
9. Assist my District President in arranging at least one district-specific activity in cooperation with other chapter advisors in the district beyond District LDEs.
10. Assist District President with content suggestions for monthly newsletters and reports as necessary.

Signed: _____
(FFA Advisor)

Member Spotlight Description:

District Presidents have the responsibility of communicating with members and advisors in their district. The information they communicate varies based upon the time of year but each month District Presidents have the opportunity to promote individual members and celebrate their achievements. As part of both a district's social media presence and the NY FFA Newsletter, District Presidents are asked to select and recognize a member of the month (or sometimes week) from the chapters in their district.

For the Member Spotlight component of the District President Application, submissions should be approximately 250 words and should be based upon a REAL FFA member, not a fictional example. Submissions will be evaluated out of 100 points and will be evaluated in the following way:

Appearance/Professionalism (30 total)

- Spelling (0-10)

- Grammar (0-10)

- Looks professional (0-10)

Content: (50 total)

- Features a member from a different chapter than District President (0 or 10)

- Includes name, age and chapter (0 or 10)

- Includes a photo of the featured member (0-10)

- Identifies clearly why member is the member of the month (0-10)

- Interesting/engaging to read (1-10)

Representing the FFA Brand: (20 total)

- Includes SAE (0-7)

- Includes FFA activities (0-7)

- Includes leadership/service (0-6)

The Member Spotlight writing sample will be scored in advance of Sub-States and its points will count toward the total points earned by each candidate. The Member Spotlight is only one component of the total process.

Written Exam:

District Presidents are expected to be knowledgeable while representing FFA and Agricultural Education. As an assessment of areas of knowledge, every candidate will be required to take a 50 question multiple-choice test modeled after the National FFA exam administered to National Officer Candidates. It will target information district presidents should have at their disposal in the areas of FFA, Agriculture and Agricultural Education. The written exam will take place at the Sub-state Leadership Development Event and is only one component of the total process. Resources may include the FFA manual, the FFA website, the FFA student handbook, Farm Bureau's Farm Facts, Current Events, etc.

Sample Questions:

Agriculture:

Which of the following is not a commodity for which NY agriculture ranks nationally in the top five producers?

- A – Cabbage
- B – Maple Syrup
- C – Dairy
- D – Onions***

Approximately what percentage of Americans are employed within the agriculture industry?

- A – 2%
- B – 45%
- C – 19%***
- D – 33%

On average, Americans spend what percentage of their income on food?

- A – 37%
- B – 25%
- C – 10%***
- D – 42%

Agricultural Education:

Agricultural Education is described as being based on a “3 circle model. These circles are:

- A – Regents Exams, Written Assignments & Lecture
- B – Technology, Field Trips & Mentoring
- C – Career and Technical Education, College Prep & Hands-On
- D – Classroom Instruction, FFA & SAE ***

A major source of funding for Career & Technical Education comes from the Federal Government through:

- A – Perkins' Funding***
- B – USDA Grants
- C – New York Tech Prep Funding
- D – Teacher Salaries

How many students are enrolled in agricultural education on a national level?

- A – 1.5 million
- B – 4000
- C – 800,000***
- D – 500,000

FFA:

Which of the following is required for FFA membership?

- A – A SAE that aligns with a Proficiency Award area
- B – Enrollment in an Agriculture Class***
- C – Participation in at least one CDE annually
- D – Community Service

Who is the 2013-2014 National FFA Eastern Region Vice President?

- A – Kenny Quick
- B – Levy Randolph
- C – Wes Davis***
- D – Ashley Willits

Which of the following is not a CDE on the National level?

- A – Senior Creed Speaking***
- B – Senior Extemporaneous Speaking
- C – Livestock Evaluation
- D – Dairy Cattle Evaluation

Interview Description:

The Sub-state on-site interview will combine a Stand and Deliver and a Personal Interview with the entire committee.

Stand and Deliver is essentially a modified extemporaneous speaking exercise with the topics being known in advance and the speech being relevant to serving as a District President.

The ability to speak with poise and knowledge without a script is critical to success as a District President. The Stand and Deliver component of the State Officer selection is designed to allow officer candidates the opportunity to showcase their public speaking ability, their critical thinking skills and their areas of knowledge.

Candidates will be able to consider two potential stand and deliver topics prior to arrival at the sub-state selection rounds. A slightly more specific version of one of these topics will be provided to candidates during their specific, scheduled preparation time. Candidates will have 20 minutes to prepare a 3-minute speech on the selected topic.

Officers will be asked to begin their scheduled personal interview with their Stand and Deliver speech. They will enter the room and briefly introduce themselves to the committee before delivering their speech. Afterward, they will be asked three prepared questions regarding their speech on the assigned topic. Immediately after the speech portion, the personal interview will transition into a more interactive question and answer session between the candidate and the committee members.

Sample Stand and Deliver Topics:

Content Area – FFA

Topic 1 – Career Development Events

Topic 2 – Leadership Development Conferences

Assigned Topic (to be revealed during 20 minute prep time) –

Topic 2 – Leadership Development Conferences.

“After a chapter visit, the FFA advisor, Mr. Jones, asks you to speak quickly to the school board which is meeting just down the hall in the school auditorium. He has mentioned that his chapter would like to attend the upcoming FFA Leadership Conference – 360 – in Syracuse, but that his school board is hesitant to endorse any additional school field trips. Prepare a greeting to the school board that is no longer than three minutes and that emphasizes the value of students attending a leadership development conference not only to the students, but to the school itself.”

Successful officer candidates will be able to reference specific examples, draw conclusions that are audience appropriate and exercise exceptional speaking and listening skills during the Stand and Deliver portion of the evaluation.

2018 Stand and Deliver Content Area – FFA

Topic 1 – My Journey

Topic 2 – Living to Serve Grants

Personal Interview:

The personal interview is designed to specifically evaluate students based upon their possession or lack thereof the eight competency areas. Some evaluation may be based upon question and answer interaction and some evaluation may be based upon observed habits and characteristics.

Nominating Committee members will be encouraged to phrase their questions as open-ended, experience-based inquiries. Regardless of how a question is posed, however, successful officer candidates will be able to use examples and experiences to provide evidence that supports their answers. It will be extremely rare that any personal interview question could be answered with a yes or no answer.

The goal of the personal interview is not to trick or confuse a District President candidate. The intent is to get to know the best aspects of each candidate in order to best slate what is sure to be a very competitive group of young people.

Officer candidates are encouraged to take some time considering the eight competency areas they will be evaluated upon. Strong answers to personal questions will highlight experiences and strengths of the candidate – but they will still be clear, concise and powerful.

Questions to consider while preparing:

- Who are your role models and why?
- How have you handled conflict in the past?
- What is an example of failed communication?
- How do you stay motivated?
- Why do you want to be a District President?
- What do you want to accomplish as a District President?
- What characteristics do you think are critical for a leader to have?
- Do you consider yourself more decisive, or consensus seeking?
- What experiences have you had that have resulted in growth or change?
- When have you had to make a tough decision?
- What are some strengths that you can offer to the officer team? What will they do for FFA?
- What are some areas that you know you can improve in? How are you trying to improve?
- Where does FFA rank in your list of priorities?

District President Slate:

The district delegates can vote on ONLY officer candidates that participated in the selection process and are slated by the District President committee. The Nominating Committee will slate up to two candidates for each District President position. The District President slate will be listed in a ranked order. The first name on the slate is the committee's number one recommendation for the position. If a slated District President candidate is elected as a State Line Officer then the next highest ranked individual will complete the slate presented to the delegates at the business session at State Convention. **The slate reveal date and location is TBD.**

Election:

Each FFA District handles the order of business at their district meeting uniquely, however the election of District Presidents will happen in that meeting. Each Candidate will have the opportunity to address their districts and official delegates only will cast ballots provided by the current District President. After the election of the new District President, the current District President will ask them for assistance running the remainder of the meeting.

Newly Elected District Presidents must take the time to present themselves to the State Officer Headquarters (Typically, where sessions are held) briefly after their district meeting to inform State Staff of the results of the election.

Post-Election Responsibilities:

All elected District Presidents and their FFA advisors will be sent information about their upcoming year of service shortly after convention. They do not officially take office until July 1. Their first training, Base Camp, will be held at the end of June. See the District President calendar above.

After election, District Presidents are required to schedule a meeting with their school superintendent and their FFA advisor to thank them for their support and to inform them of their new position. All elected students will be provided with a packet of information for their parents, administrators and employers.

ALL District Presidents are required to attend District President training events. Candidates are agreeing, by signing the District President contract, that they will make FFA a priority and will be available for these critical trainings. It is implied that the candidates have read and understand the time commitment of the officer experience.

If a District President Candidate believes they have a viable conflict, they are encouraged to contact the State FFA Director at dhill@cornell.edu.

Resources for Candidates:

National FFA Website –

www.ffa.org

National FFA Recommended Officer Resources –

https://www.ffa.org/MyResourceDocuments/no_selection_process_handbook.pdf

https://www.ffa.org/MyResourceDocuments/no_2012_competency_rubric.pdf

- These are diverse resources and some may be more in depth than necessary for candidates.

American Farmland Trust –

<https://www.farmland.org/>

American Farm Bureau’s Farm Facts –

<https://www.dmsfulfillment.com/FarmBureau/DMSSStore/Product/Products>

- This is a link to purchase Farm Facts... you may have this available from your county.

New York Farm Bureau’s Resources on Agriculture –

<https://www.nyfb.org/resources>

United States Education Department –

<http://www.ed.gov/>

- Know the climate of the education movement in the US, particularly anything to do with programs and goals for schools or Career and Technical Education
- Candidates should be familiar with how Race to the Top relates to agricultural education.

Other resources include:

- FFA Manual & Student Handbook
- Current Events/ Major News related to Agriculture, Education or Student Leadership
- Leadership or Personal Growth texts
- School Guidance or English departments for assistance in preparing applications, resumes and written statements.
- FFA Advisors