



JAG CAREER ASSOCIATION

Competitive Events Handbook

2027 NCDC Theme: Ignite the Leader Within

National Career Development Conference

Thursday, April 29–Saturday, May 1, 2027

Orlando, Florida

2027 Edition

JOBS FOR
AMERICA'S
GRADUATES

Copyright © 2027 JAG Career Association. All rights reserved under International and Pan-American Copyright Conventions. No portion of this publication may be reproduced in any form without permission in writing from Jobs for America's Graduates, Inc., except by a local or state affiliate in implementing JAG Model programs.

PUBLISHED BY

Jobs for America's Graduates, Inc.

1600 Duke Street, Suite 210 · Alexandria, VA 22314

Tel: 703.684.9479 · jag.org

This 2027 Competitive Events Handbook is the single source of truth for national competition at the 2027 National Career Development Conference.

NCDC Competitive Events 2027 Update

This update highlights the most important changes to the 2027 National Career Development Conference competitive events. It is not exhaustive—review the complete handbook for eligibility, submission, event, and scoring requirements. Unless an event states otherwise, national registration and submissions are due March 15, 2027, at 11:59 p.m. Pacific Time.

Financial Budget Is Now an Interview

Financial Budget has changed from a prepared presentation to the Financial Budget Interview. Competitors submit the official Excel budget spreadsheet for pre-scoring and then participate in a 6–8 minute onsite interview about the choices, assumptions, and financial reasoning reflected in that budget. There is no prepared presentation in this event.

New and Improved Judge Rating Sheets

Judge rating sheets have been redesigned with clearer performance bands and evidence-based descriptors. Judges score competitors against the published criteria rather than against one another, use only evidence demonstrated in the submission or event, and may not add or deduct points for unpublished expectations.

More Visibility in the Exhibition Hall

JAG Promotional Videos will be scheduled and displayed automatically throughout Exhibition Hall hours, giving affiliate work greater visibility without requiring an onsite presentation. Outstanding Chapter designees may participate in an optional, unscored 8–10 minute Exhibition Hall showcase. JAG National will communicate schedules and onsite details before NCDC.

Employability Skills Adds the Candidate Interview Form

Employability Skills now requires three separate submission steps: the online Candidate Interview Form, a one-page resume PDF, and a one-page cover letter PDF. The form gives onsite judges the position, employer, industry, and responsibilities connected to the competitor's interview. The resume and cover letter are pre-scored separately.

Professional Introductions, G NAP, and Handshakes

G NAP—Greeting, Name, Affiliation, Purpose—is scored only in Employability Skills. A brief professional introduction may be encouraged in other presentation events but is not separately scored. Handshakes are permitted only in Employability Skills and Business Plan; competitors should not initiate handshakes in other events.

ADDITIONAL HANDBOOK-WIDE UPDATES

- A student may enter only one regular competitive event, individually or as part of a team; this restriction does not apply to recognition events.
- Standard national entry limits are stated per affiliate, per division, with event-specific exceptions identified in the handbook.
- Uploaded files use the naming structure State_Division_Event_Names, and event submission pages identify required formats and deadlines.
- The Competitive Event Inquiry Form is the official process for raising event concerns.

WHERE TO FIND CURRENT INFORMATION

The complete handbook, required forms, implementation resources, and submission fields are available through the Competitive Events Headquarters and Submission Site on the JAG Hub. Check official JAG communications throughout the year for confirmed schedules and operational updates.

Contents

PROGRAM & RULES

2027 Updates	3
Preface	5
About & Goals	6
Levels of Competition	7
The 2027 NCDC & State Competitive Events	8
How to Use This Handbook & Event Listing	9
General Rules and Regulations	10
Competency Matrix	17
High School	17
Middle School	22
Out-of-School/Collegiate	25
How Judges Use the Rating Sheets	26

COMPETITIVE EVENTS

Business Plan (BP)	27
Career Preparation (CP)	33
Creative Decision-Making (CD)	38
Employability Skills (ES)	42
Financial Budget Interview (FB)	49
Financial Literacy (FL)	54
JAGCA Knowledge Bowl (KB)	58
JAGCA Service Project (SP)	63
Outstanding Chapter (OC)	67
Project Based Learning Showcase (PB)	74
JAG Promotional Video (PV)	78
Prepared Speaking (PS)	81
L.O.V.E. Project (LP)	85

PREFACE

A practical roadmap for the 2027 competitive events season

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

Affiliates and Specialists have the flexibility to choose which events they offer and are encouraged to use the resources in this Handbook to keep state implementation consistent and fair. At NCDC, the rules and rubrics published in this Handbook govern all national competition.

Each year we review and refine our offerings to keep pace with the changing world of life and work. The 2027 edition clarifies submission deadlines and finality, entry limits and affiliate selection, the use of GNAP and handshakes, and the scoring structure of the Financial Budget Interview. We invite affiliate leadership to gather feedback from their teams and share it with JAG National so we can continue improving the experience for our young people.

2027 NCDC

Thursday, April 29 – Saturday, May 1, 2027
Orlando, FL

NATIONAL DEADLINE

March 15, 2027, 11:59 p.m. PT
Registration, submissions, and accommodation requests



JAGCA MEMBERS AT THE NATIONAL CAREER DEVELOPMENT CONFERENCE

About the Program

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

The program lets members be recognized locally, statewide, and nationally, which encourages them to prepare for life after graduation. Competition is part of how our fast-paced economy works; we envision our events as an opportunity for participants to compete, strive for a personal best, and prepare for the world of work. The program is designed to help members develop personal, leadership, and job-related skills so they are more prepared when starting a new job, furthering their education, or pursuing opportunities beyond school.

Program Goals

Showcasing skills

Members display the personal, leadership, and job-related skills they have learned through JAG and their JAGCA chapter.

Skill improvement

Members strengthen their skills before they start working, or develop them further to earn a promotion.

Boosting confidence

Members build self-confidence by speaking at business and community gatherings.

Understanding competition

Members see how competition matters in a market-influenced economy.

Recognizing excellence

The program acknowledges outstanding individual and team performance.

Leadership development

Members gain communication and team-building skills and learn what to expect in the workplace.

Being a competitor means using competition as motivation to do your best. Winning or losing is not the main focus — performing at your highest level is. Members who compete in chapter events become more comfortable competing in other settings, which builds confidence before entering the workforce. To learn which events are offered in your state, contact your state advisor.

Levels of Competition

There are five levels of competition in the JAG classroom and in JAGCA chapters. Members should not move to the higher levels (3, 4, and 5) until they are ready; competing before then can cost confidence instead of building it. Chapter advisors are encouraged to help members build readiness at Levels 1 and 2 before they compete at higher levels.

LEVEL 5 National Career Development Conference

LEVEL 4 Competition with JAGCA members at the State CDC

LEVEL 3 Competition with local chapter members

LEVEL 2 Competition practice explicitly using the JAG competencies and event guidelines

LEVEL 1 Comfort with competition: classroom opportunities to demonstrate knowledge and skills

2027 NATIONAL CAREER DEVELOPMENT CONFERENCE

**Thursday, April 29 – Saturday,
May 1, 2027**

Orlando, FL

NATIONAL DEADLINE

March 15

11:59 p.m. Pacific Time

State Competitive Events

Affiliates may select which competitive events they offer and may modify event procedures and rubrics for state-level implementation. Affiliates are responsible for clearly communicating any state-specific changes to their competitors before Nationals. At NCDC, the rules and rubrics published in the current Competitive Events Handbook govern all national competition.

NATIONAL SOURCE OF TRUTH

Affiliates may modify competitive events and rubrics for use at the state level. At the National Career Development Conference, all competitors and judges will use the rules and rubrics published in the current Competitive Events Handbook. The current Handbook is the single source of truth for national competition.

Competitive Events Headquarters

The Competitive Events HQ & Submission Site on the JAG Hub is the destination for headquarters information, resources, and all national submissions. Affiliates are encouraged to review the site by March 1 to confirm that students and Specialists understand the submission process.

REQUIRED**Competitive Events HQ & Submission Site**

Closes at March 15, 2027, at 11:59 p.m. Pacific Time. Beginning at 12:00 a.m. Pacific Time on March 16, the site will not accept new, replacement, or revised files.

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

How to Use This Handbook

STUDENTS

Go to your event's pages for eligibility, preparation steps, submission requirements, timing, and the rating sheet judges will use.

EDUCATORS & SPECIALISTS

Start with the General Rules and Regulations, then use the implementation resources linked in each event section.

JUDGES

Read the event rules and the published rubric for the event you are scoring, along with the judge instructions preceding the rating sheets.

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 Interview	FB	Individual
Financial Literacy	FL	Individual
JAG Promotional Video	PV	Team
JAGCA Knowledge Bowl	KB	Team
JAGCA Service Project	SP	Chapter
Outstanding Chapter	OC	Chapter
Prepared Speaking	PS	Individual
Project Based Learning Showcase	PB	Team
L.O.V.E. Project	LP	Team

Recognition events — JAGCA Service Project and Outstanding Chapter — are listed separately from regular competitive events in the General Rules. A member may enter one regular competitive event and may also participate in recognition events.

VOLUNTEER TO SUPPORT COMPETITIVE EVENTS

JAG team members may express interest in supporting Competitive Events through onsite roles, offsite roles, or both. **These are event-support roles, separate from judging opportunities.**

[Competitive Events Volunteer Interest Form: wkf.ms/4gWSbYg](https://wkf.ms/4gWSbYg)

General Rules and Regulations

These rules apply to every JAGCA competitive event at the National Career Development Conference. In this handbook, **must** indicates a requirement, **may** indicates a permitted option, and **recommended** indicates guidance or best practice.

HARD DEADLINE**Submission finality and post-deadline substitutions**

All required competitive-event materials must be successfully submitted by **March 15, 2027, at 11:59 p.m. Pacific Time**. Beginning at 12:00 a.m. Pacific Time on March 16, the submission site will not accept new, replacement, or revised files. All submissions on file at the deadline are final. Any competitor substitution requested after the deadline must be discussed directly with the Director of Competitive Events. Requests are not automatically approved. A substitution does not automatically reopen the submission site or permit new or revised materials.

Who May Take Part — Eligibility

1. JAGCA state affiliates arrange the JAGCA Competitive Events Program at the regional and state levels. These events must follow the competitive-event guidelines published each fall. Affiliates are encouraged to schedule their State Career Development Conference early enough to meet the national registration deadline of March 15.
2. All national registration, competitive-event submissions, and accommodation requests must be completed by **March 15, 2027, at 11:59 p.m. Pacific Time**.
3. **National entry limits and affiliate selection.**
 - National Entry Limit: three competitors or three teams per affiliate, per division, in each regular competitive event.
 - The affiliate determines which competitors or teams advance to NCDC in each division. Before the national registration deadline, affiliates may select lower-placed finishers, replace selected competitors, or approve replacement members of a qualifying team.
 - Affiliates that do not conduct a state competition may still register up to three individual competitors or three teams per division per event.

JAG Promotional Video remains limited to one entry per affiliate, JAGCA Service Project remains limited to one entry per chapter, and Outstanding Chapter remains limited to state-recognized chapter books in the quantity determined by the affiliate.

4. To compete at NCDC, a participant must be a JAGCA member in good standing and officially registered as part of a Jobs for America's Graduates program. Affiliates decide and announce their own state deadlines for competition eligibility, and all participants must meet the eligibility requirements in the event guidelines.
5. **Placeholder registrations.** An affiliate holding a State CDC after the March 15 deadline may register placeholder participants to hold their names and provide a final update as the conference approaches. (Example: an affiliate registers 25 members whose names will be determined after the state event concludes.)

6. When an affiliate conducts a State CDC competition for an event, national competitors should be selected through the affiliate's approved advancement process. Affiliates that do not conduct a state competition may select up to three eligible individuals or teams for that event through another affiliate-approved process.
7. Only members who took part in the first round of the JAGCA Knowledge Bowl may compete in later rounds.
8. Voting Delegates and candidates for National Officer positions may not compete in competitive events. Two Voting Delegates per affiliate represent their student body by voting for National Officers and on motions raised during the National Business Meeting; to be fully present for that role, they do not compete.
9. All competitors must be active JAGCA members and must follow JAGCA policies and procedures.

REGULAR COMPETITIVE EVENTS

A member may enter only **one** regular competitive event at NCDC, whether competing individually or as part of a team. This restriction does not apply to recognition events. Each affiliate may register up to three entries per competitive event, per division; team size is determined by the specific event guidelines and may vary by event. JAG Promotional Video is limited to one entry per affiliate.

RECOGNITION EVENTS

A member may also participate in recognition events.

JAGCA Service Project: one per chapter.

Outstanding Chapter: only chapter books recognized by the affiliate at the state level are eligible for national consideration, and each affiliate determines how many chapters it recognizes and submits.

Divisions of Competition

10. Competitors are scored and ranked within their registered division.
 - **Middle School (MS)** — members in grades 6–8 who are part of the JAG program and have not moved up to grades 9–12 before the State CDC.
 - **High School (HS)** — members in grades 9–12 who have not entered college or university before the State CDC.
 - **Out-of-School / Collegiate (OOS)** — members in a state-approved program working toward a high school diploma or its equivalent, or attending a JAG College Success program before the State CDC.

Accommodations

11. JAGCA members with disabilities will be given fair accommodations during competitive events. This may mean adjusting part of an event or allowing a member to use their own equipment when JAG cannot provide it. Requests must be submitted on the registration form and to **events@jag.org** by the March 15 deadline. JAG National provides the same accommodations that were provided at the State CDC for eligibility to attend NCDC.
12. **Using English.** All national-level events are conducted in English. Everything submitted for judging, speaking, and presentations must be in English. Materials submitted in other languages will not be scored.

Ethics

13. Professional ethics require that competitors must not discuss or reveal the secret topic, scenario, or judges' questions for any event.
14. Everything submitted for an event — presentations, projects, and portfolios — must be the member's own work, and the tools and applications used to develop the work must be credited.
 - AI tools may be used to develop ideas and gather information, but members must disclose that they used these tools and are responsible for verifying any factual information the tool provided. When artificial intelligence tools are used in the development of a submission, competitors must disclose that use in the submitted materials, identify the tool used, and briefly describe how it contributed to the work. Final submissions must be member-created work with all resources adequately attributed. If work is submitted that is primarily the work of AI, the Event Manager will recommend a 50-point penalty, and the Event Manager and the Director of Competitive Events will decide whether the work is accepted and scored.
15. JAGCA members are expected to act ethically and with honor. Copying another person's work, breaking copyright rules, and fabricating information are prohibited. Attempting to gain an unfair advantage may result in disqualification from the event.

Team Events

16. **Substitutions.** In team events, substitutions are permitted from the team recognized at the state level, and other qualified members may be added to fill the remaining team positions. Qualified means active JAGCA members, who may come from different chapters. Three-person teams may provide one substitute; four-person teams may provide two substitutes.

How the Event Works

17. **Independent work.** Except in team events, competitors must work by themselves. Competitors may not receive help from judges, Specialists, other members, or observers.
18. **Choosing what to include.** Competitors should be thoughtful about the content they present. Material that could be seen as insensitive or overly personal should be left out of presentations, demonstrations, displays, and speeches.
19. **Changing your event content.** As competitors advance from state to national competition, they may revise and improve a speech, notebook, portfolio, or other material unless the event guidelines say otherwise. All changes must be made before the deadlines published in the event guidelines.
20. **Materials submitted.** Unless an event's rules state otherwise, copies and materials provided at NCDC as part of the competitive events become the property of JAGCA and may be used in newsletters, websites, blogs, and social media to promote JAGCA and its partners. JAG does not sell member information or materials.
21. **New content each year.** The ideas and content presented must be new each year; competitors may not reuse materials from previous years. If content is repeated without significant modification, the Event Manager will review the case with the Director of Competitive Events to determine whether the submission is accepted and scored.

Scoring and Evaluations

RUBRIC AUTHORITY

Affiliates may modify competitive events and rubrics for state-level use. At NCDC, all competitors and judges use the rules and rubrics published in the current Handbook — the single source of truth for national competition — applying the same criteria to every participant within their registered division.

22. **Digital event submissions.** All national submissions are made through the Competitive Events HQ & Submission Site on the JAG Hub by March 15, 2027, at 11:59 p.m. Pacific Time.
23. **Upload confirmation and submission errors.** Competitors are responsible for confirming each submission is complete, readable, correctly named, and uploaded to the correct event and division. JAG National will not correct or replace a file after the deadline; an inaccessible submission may receive no score for the affected component.
24. **File naming and type.** Files submitted will use State_Division_Event_Names. Files must be PDF unless an event explicitly requires another format. Financial Budget Interview requires the official Excel spreadsheet, and JAG Promotional Video requires a YouTube link. Other unsupported formats will not be reviewed, judged, converted, or loaded.
25. **Presentation technology.** JAG National provides a computer and projector; files load before the scheduled time and are not replaced onsite. Other technology requests must reach JAG National by the submission deadline and are not guaranteed. Outstanding Chapter follows its own USB instructions.

Pre-submitted and pre-judged

Outstanding Chapter (OC), JAGCA Service Project (SP), and JAG Promotional Video (PV) submit through the JAG Hub by March 15, are evaluated before NCDC, and are recognized at the Awards Ceremony onsite.

Pre-submitted and partially judged onsite

Employability Skills, Business Plan, Financial Budget Interview, Career Preparation, Project-Based Learning Showcase, and L.O.V.E. Project submit designated materials for pre-evaluation by March 15 and complete the rest onsite.

Onsite events with no pre-submission

Financial Literacy (FL), Creative Decision-Making (CD), JAGCA Knowledge Bowl (KB), and Prepared Speaking (PS) report at their assigned time to compete and be judged.

23. **Judge scoring notes.** Within the 0–2 band: 0 when no relevant evidence is demonstrated, 1 when evidence is minimal, inaccurate, unclear, or substantially incomplete, and 2 when the performance matches the descriptor and the evidence is consistent. Judges must not exceed the published score range.
24. **Rating sheets and test scores.** Judges' rating sheets and test scores are the property of JAGCA. They are not returned to or shown to competitors, and individualized feedback is not provided.

Greetings to Judges and Competitor Introductions

GNAP USE ACROSS COMPETITIVE EVENTS

GNAP stands for **Greeting, Name, Affiliation, and Purpose**. GNAP is required and scored in Employability Skills. In Business Plan, Career Preparation, Financial Budget Interview, and Prepared Speaking, GNAP is recommended as a professional communication practice but is optional and not separately scored. Judges may not add or deduct points based solely on whether a competitor uses GNAP outside Employability Skills. Any GNAP introduction must occur within the event's established time limit.

REQUIRED AND SCORED

Employability Skills (ES)

RECOMMENDED, OPTIONAL, UNSCORED

Business Plan (BP) · Career Preparation (CP) ·
Financial Budget Interview (FB) · Prepared Speaking (PS)

HANDSHAKE POLICY & PROFESSIONAL ATTIRE

Handshakes are permitted only in **Employability Skills** and **Business Plan**. In **Career Preparation**, **Project Based Learning Showcase**, **Prepared Speaking**, and **L.O.V.E. Project**, competitors are encouraged to begin with a brief professional introduction instead; handshakes are not part of those events and should not be initiated.

Attire scoring reflects appropriateness for the event and evidence of preparation — never cost, brand, designer labels, or access to expensive clothing.

25. **Talking to judges.** Competitors may not give judges materials such as samples, gifts, or thank-you notes unless the event guidelines state otherwise. During competition, competitors may show judges only the materials the event rules permit — for example a portfolio, props, or photos. Showing items not listed in the guidelines may cost points. Props and materials may be presented to judges in Project Based Learning Showcase (PB), Business Plan (BP), L.O.V.E. Project (LP), and Career Preparation (CP).
26. **Getting introduced.** In events with judges, event staff or the team leader introduces the competitor or team. Individual events use first initial, last name, and school — for example, "A. Meyers, Liberty High School." Team events use the school and last names only — for example, "Liberty High School team of Caldwell, Meyers, Thunder Elk, Langdeaux."
27. **On-stage presentations and recognition.** Winning teams in selected events may be invited on stage to discuss their work; this is not guaranteed and is decided based on student submissions and achievements.

Opening Ceremony: Outstanding Chapter (OC), JAGCA Service Project (SP)

Closing Ceremony: L.O.V.E. Project (LP), PBL Showcase (PB), Business Plan (BP), Promotional Video (PV), Creative Decision-Making (CD)

Exhibition Hall showcases, including Outstanding Chapter, are optional and unscored and do not change a chapter's score or recognition status.

Point Deductions and Timing

28. **Being on time.** Competitors must report to their event at the right time and place. For events that are not tests, a competitor more than five minutes late is assessed a ten-point penalty. For written tests, a late competitor may still test but does not receive additional time. In JAGCA Knowledge Bowl, a team more than five minutes late may not compete. Exceptions for extraordinary circumstances are decided case by case with the competitor, State Advisor, and JAGCA management.
29. **Time limits.** Each event specifies its time limits. Competitors are notified of the time remaining and must not exceed the limit; anything shared after time expires is not scored.

Sections

30. **How events are divided.** The Competitive Events Management Team determines how many sections each event has at NCDC based on registration. In JAGCA Knowledge Bowl, the team tries to avoid pairing competitors from the same affiliate in early rounds, but this is not guaranteed.
31. **Fair evaluations.** For events with multiple sections, standard deviation is used to adjust judges' scores so that scoring is consistent across sections and judging panels.
32. **Different sections.** Middle School, High School, and Out-of-School/Collegiate competitors are placed in separate sections unless an event states otherwise. Competitors in different divisions may share a section number or a judging panel, but they do not compete against each other.



COMPETITORS AT THE OPENING GENERAL SESSION

Tests and Equipment

33. **Thinking skills in tests.** Written tests assess knowledge and understanding, from recalling content to applying and analyzing it, and may include more advanced thinking skills.
34. **Using calculators.** Unless an event's rules state otherwise, calculators may not be used during written tests. Calculators are distributed for the Financial Literacy (FL) exam.
35. **Keeping tests secure.** JAGCA tests are drawn from a secure test bank and are the property of JAGCA. They must never be taken, copied, or shared with other members or chapter advisors. Tests are for use by affiliates in good standing during their competitions and at NCDC.
36. **Plan and resources.** The plan and resource list in each event's guidelines support test preparation. Where a resource says "latest edition," that means the newest edition available in September when the guidelines were written; later editions apply to the following year's list. Guidelines are revised only to correct an error or address a significant issue.
37. **Using the podium.** Where a podium is provided, competitors may choose whether to use it.
38. **Personal items.** During a test or event, personal belongings such as bags, phones, tablets, and smartwatches must stay in the holding room.
39. **Study materials.** Study materials may be used in holding rooms but may not be taken into testing rooms.

Other Important Points

40. **Inquiry process.** A competitor may submit a **Competitive Event Inquiry Form** to Competitive Events Headquarters to raise a comment or concern about an event. The form must be signed by the competitor and their JAGCA State Advisor and submitted within two hours after the event concludes. To ensure a fair and consistent review process, concerns will not be addressed or adjudicated during the event; judges, event staff, and volunteers do not have the authority to modify results, grant remedies, or make official determinations in response to onsite complaints. All concerns must be submitted through the official inquiry process for review by Competitive Events Headquarters.
41. **Observers.** Outside general sessions, observers are permitted only at the semi-finals and finals of JAGCA Knowledge Bowl. The event photographer may enter and leave competition rooms in the course of their work. Only competitors scheduled at that event time may enter waiting areas, holding rooms, and competition spaces.
42. **State implementation.** Affiliates are encouraged to follow JAGCA rules and guidelines for their own competitions and may modify event procedures and rubrics for state-level implementation. Members should check with their State Advisor to understand state-level rules and changes.
43. **Special situations.** If something outside a competitor's control occurs, the competitor may appeal to the Competitive Events Management Team for special consideration.

Competency Matrix

The competency matrix shows which JAG competencies each competitive event addresses. Specialists use it to align classroom instruction with the events their chapter offers; students use it to see which skills an event will ask them to demonstrate.

A. Career Development Competencies

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

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

B. Job Attainment Competencies

Provide participants with job search and job acquisition skills.

COMPETENCY	BP	CP	CD	ES	FB	FL	KB	SP	OC	PB	PS	LP	PV
B7. Construct a résumé				✓									
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				✓									

C. Job Survival Competencies

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

COMPETENCY	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. Basic Skills Competencies

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

COMPETENCY	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 leadership skills and function effectively in team and group projects on the job or in an organizational context.

COMPETENCY	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	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓

F. Personal Skills Competencies

Encourage personal awareness, responsibility, and decision-making skills, instilling self-confidence and building self-esteem.

COMPETENCY	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 the process of decision making	✓	✓			✓								
F35. Demonstrate ability to assume responsibility for actions and decisions													
F36. Demonstrate a positive attitude	✓			✓									
F37. Develop a 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.

COMPETENCY	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 marketable occupational 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	✓												✓
G47. Demonstrate techniques for building commitment by others													
G48. Demonstrate an openness to change													

G. Life Survival Skills Competencies (continued)

COMPETENCY	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 expected of successful and productive employees.

COMPETENCY	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 that result in a clear understanding of information conveyed			✓				✓						
H66. Demonstrate an ability to follow and give directions													
H67. Demonstrate good reasoning skills — thinking first, then taking action	✓		✓		✓		✓						
H68. Demonstrate integrity and honesty with internal and external customers													
H69. Demonstrate a willingness to accept responsibility for one's own actions													
H70. Demonstrate commitment to completing work assignments accurately and on time			✓										

H. Workplace Competencies (continued)

COMPETENCY	BP	CP	CD	ES	FB	FL	KB	SP	OC	PB	PS	LP	PV
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 eagerness to learn new responsibilities or improve current ones													
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 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													

I. Economic Empowerment Competencies

Curriculum materials that improve the financial literacy and economic opportunities of JAG graduates.

COMPETENCY	BP	CP	CD	ES	FB	FL	KB	SP	OC	PB	PS	LP	PV
I82. Understand insurance — auto, renters, home, health, disability, and life					✓								
I83. Practice better money management skills					✓								
I84. Demonstrate how to start a small business	✓												
I85. Be successful in dealing with law enforcement													
I86. Value diversity													
I87. Risky business													

Competency Matrix

Middle School Competencies

Middle School competencies are lettered J through T. Letter O is reserved for Out-of-School/Collegiate competencies, and letter R is unassigned.

J. Self-Understanding

These competencies help participants understand and manage their inner and outer selves.

COMPETENCY	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.

COMPETENCY	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.

COMPETENCY	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.													

M. Study Skills

These competencies help participants improve academically through effective study skills.

COMPETENCY	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 completing homework.													

N. Decision Making

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

COMPETENCY	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.

COMPETENCY	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. Demonstrate effective leadership skills.			✓					✓	✓	✓		✓	

Q. Dreamwork

These competencies assist students in planning for their futures.

COMPETENCY	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.

COMPETENCY	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.

COMPETENCY	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/Collegiate Competencies

O. Out-of-School/Collegiate

These competencies are designed to meet the needs of Out-of-School and Collegiate participants. They provide skills in career development, job attainment, workplace success, communication, goal setting, and financial management.

COMPETENCY	BP	CP	CD	ES	FB	FL	KB	SP	OC	PB	PS	LP	PV
O1. Occupational Interests, Aptitudes, and Abilities		✓		✓	✓								
O2. Professional Resume and Cover Letter				✓									
O3. Conduct a Comprehensive Job Search		✓		✓	✓								
O4. Appropriate Use of Social Media									✓				✓
O5. Job Application and Required Employment Test				✓									
O6. Job Interviewing Skills				✓									
O7. Dress Appropriately for a Job Interview				✓									
O8. Assess Your Position Description and Expectations		✓		✓									
O9. Evaluate Job Related Skills		✓		✓									
O10. Work Cooperatively with Others and Members of a Team			✓						✓	✓		✓	
O11. Conflict Resolution													
O12. Effective Decision-Making and Problem Solving			✓		✓								
O13. Positive Attitude, Work Ethic, and Behaviors			✓										
O14. Overcome Barriers and Accept Responsibility for Actions													
O15. Adaptability to New Conditions or Others' Actions													
O16. Avoid Actions with Prior Undesirable Consequences			✓										
O17. Questions to Deepen and Clarify Understanding with Listening	✓	✓	✓	✓	✓					✓	✓	✓	
O18. Set and Prioritize Goals					✓								
O19. Plan to Climb the Professional Ladder		✓											
O20. Effective Money Management					✓	✓							

How Judges Use the Rating Sheets

The rating sheets explain what each score means. Judges record scores in a separate competitor scoring grid. Use these steps for every scored product, presentation, or interview.

1. **Read the criteria first.** Review the complete rating sheet before judging begins.
2. **Score the evidence.** Use only work shown in the submission or during the event.
3. **Use the descriptors.** Choose the performance band that best matches the evidence, then select a whole-number score within that band.
4. **Do not compare competitors.** Score each competitor against the published descriptors, not against other competitors or personal expectations.
5. **Use zero when evidence is absent.** Award 0 when no relevant evidence is demonstrated. Outstanding Chapter uses its published 1–4 scale, with 0 when evidence is absent or cannot be located.
6. **Consider age appropriately.** Use the same criteria in every division. Age and experience may inform expectations for depth, polish, and independence, but do not change objective requirements such as accuracy or required components.
7. **Use only published criteria.** Do not add or deduct points for items outside the rating sheet. GNAP is scored only in Employability Skills.
8. **Complete scores independently.** Enter every criterion score in the competitor grid.
9. **Use the evaluation period.** Judges receive three minutes after each competitor or team to finalize and verify scores.
10. **Check before submitting.** Confirm that every criterion has a score and that the total is complete.



COMPETITIVE EVENT

Business Plan **BP**

EVENT NAME	Business Plan
EVENT CODE	BP
EVENT TYPE	Individual or Team of 1–4
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	One to four competitors
NATIONAL ENTRY LIMIT	Three competitors or teams per affiliate, per division
PRE-SUBMISSION	Two separate submissions — Business Plan and Business Pitch Presentation — by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Business pitch to a panel of judges, followed by a three-minute question period
TIME LIMIT	7–10 minute pitch; 3 minutes of judge questions
TOTAL POINTS	180 — written plan 90, pitch 90

Event Summary

The Business Plan event gives competitors the opportunity to develop a proposal for a small business and pitch it to a panel of judges. Competitors may enter individually or as a team of up to four members (1–4 competitors) and choose any business, innovation, or social enterprise they want to build.

Part 1 — The written business plan. Competitors prepare a written proposal of up to 10 pages following the format in this section. The written plan is evaluated before NCDC using the published rating sheet.

Part 2 — The business pitch. Onsite at NCDC, competitors pitch the business to a panel of judges and answer the judges' questions. Slides and carry-in props may be used.

Written Proposal — Required Format

The Business Plan must be submitted as one PDF. The title page and table of contents are unnumbered and do not count toward the 10 required numbered pages. The required plan begins with Page 1 and ends with Page 10. Appendices may follow Page 10 and must be labeled clearly — appendix materials support the plan but do not replace required content, and judges are not required to consider excessive or unrelated appendix materials. Body sections must be written in 12-point font, single spaced.

Title page (unnumbered) • Business name • Competitor or team name • Chapter • State • Division • Event	Table of contents (unnumbered) Its own page, reflecting the parts of the plan. Graphics must be clear and complete; they are evaluated for clarity, not decoration. The written plan is worth a maximum of 90 points.
--	--

Required Written Plan Format

PAGE	REQUIRED CONTENT
Page 1	Executive summary and business concept
Page 2	Problem, need, or opportunity
Page 3	Product or service and value proposition
Page 4	Target customer and market analysis
Page 5	Competitive analysis and differentiation
Page 6	Marketing and sales strategy
Page 7	Operations and implementation plan
Page 8	Team, leadership, roles, and organizational structure
Page 9	Financial plan, projected costs, revenue, and sustainability
Page 10	Milestones, measures of success, risks, and next steps
Appendices	Optional research, charts, detailed financial information, citations, and supporting evidence

Business Pitch — Onsite Presentation

Competitors pitch the business plan to the judges in a presentation of no less than seven and no more than ten minutes. The timekeeper displays the one-minute warning card at the 9-minute mark. After the pitch, judges have three minutes to ask questions and three minutes to complete their evaluations. The pitch slides are submitted by March 15 and cued up by the events team before the competitor enters the room.

- 1. Begin immediately after the introduction by the Event Manager.
- 2. Use only visuals that can be carried in, set up, or handed out easily.
- 3. A copy of the proposal or notes may be brought to the pitch.
- 4. No large setups or electronics other than the projector.
- 5. Materials may be displayed or handed to judges, but not items of significant monetary or personal value. Judges and staff are not responsible for safeguarding or returning distributed materials.
- 6. Judges must report any rule violation to the Event Manager.
- 7. Follow the General Rules and Regulations along with these event guidelines.

PROFESSIONAL INTRODUCTION AND HANDSHAKE

Individual competitors, or one representative of a team, are encouraged to provide a brief GNAP introduction — Greeting, Name, Affiliation, Purpose. GNAP is optional in this event, must occur within the existing presentation time, and is not separately scored. Handshakes are permitted at the beginning and conclusion of the Business Plan event.

Submission Requirements

Two separate submissions are required through the Competitive Events HQ & Submission Site: one **Business Plan** submission and one **Business Pitch Presentation** submission. Both must be successfully submitted as PDF files by March 15, 2027, at 11:59 p.m. Pacific Time. Title each file using State_Division_Event_Names. Apply the same title to both separately labeled upload fields. The submission-finality rule applies to each submission: after the deadline, the site will not accept new, replacement, or revised files.

REQUIRED Competitive Events HQ & Submission Site

Two clearly labeled upload fields: **Business Plan** and **Business Pitch Presentation**.

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

Scoring

Written plan — pre-scored 90	Pitch — onsite 90	Event total 180
-------------------------------------	--------------------------	------------------------

Winning competitors may be invited to present on stage during the Closing Ceremony. A representative from JAG National will coordinate after scoring concludes. On-stage recognition is not guaranteed and is selected based on student achievement and the time available.

Sample Judge Questions

These examples show the kinds of questions the judges — acting as investors — may ask during the three-minute question period. They are examples only, not a definitive script.

MARKET

1. How big is the market opportunity?
2. Who exactly will be your best customer?
3. What current business do you hope to be like?
4. What strategies will you use to reach customers effectively?
5. What are the main challenges you foresee in launching or scaling?

COMPETITION

1. Who will be your most challenging competitors?
2. What are your strengths over your competitors?
3. What are your weaknesses relative to competitors?
4. What is unique about your proposed business?
5. How will you exceed competitors in satisfying customers?

FINANCIALS

1. How much capital will you need to launch?
2. How much will you invest in the business yourself?
3. How much will you need from investors?
4. How long until the business becomes profitable?
5. Which key metrics will you use to evaluate the business?

USE OF FUNDS

1. How will you allocate investor funds?
2. What if you cannot raise sufficient funds?
3. What are the biggest risks to the investment?
4. What milestones will show progress?
5. What are your estimated monthly personal expenses?

BUSINESS MODEL

1. Which marketing channels will you use?
2. What profit margins are you planning to operate on?
3. How will scaling affect profit margins?
4. What pivots do you anticipate?
5. Who in this business cannot be replaced?

STRUCTURE & RISK

1. How is the business organized?
2. Are you planning a board of advisors, and who would serve?
3. Where will the company be registered?
4. What legal or regulatory requirements do you expect?
5. What is the exit goal and time frame?

JUDGING STAGE: PRE-JUDGED

Written Business Plan

MAXIMUM SCORE

90

COMPETITOR OR TEAM NAME

SCHOOL OR PROGRAM

DIVISION

CRITERION	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Executive Summary	Missing or does not explain the business.	Identifies the idea but leaves key elements unclear.	Concisely covers business, customer, problem, solution, model.	Compelling overview linking opportunity, customer, solution, model, and financing ask.	10
2. Problem and Need	Unclear, unsupported, or disconnected from a need.	Problem identified; context or effect only partly explained.	Defines problem, who experiences it, with relevant evidence.	Credible evidence shows the problem's importance, scope, and effect.	10
3. Target Customers	Missing, overly broad, or inconsistent with the idea.	General groups identified; needs only partly explained.	Primary customers defined with relevant needs/behaviors/market.	Segments specific, evidence-based, and prioritized.	10
4. Value and Solution	Unclear, unrealistic, or does not address the problem.	Basic solution; features/benefits need more explanation.	Feasible solution explaining features/benefits vs. the problem.	Highly aligned, distinctive, feasible, compelling value proposition.	10
5. Marketing Channels	Missing or unrelated to the target customer.	General ideas listed without a clear reach strategy.	Appropriate channels/strategies connected to the customer.	Focused, well-supported strategy to reach, engage, retain customers.	10
6. Revenue and Feasibility	Missing, unclear, or uses calculations that can't be followed.	Revenue/pricing identified; assumptions limited or incomplete.	Clearly explains pricing, revenue sources, reasonable assumptions.	Detailed, internally consistent revenue/pricing/projections.	10
7. Costs and Metrics	Major costs/measures missing or inaccurate.	Some costs/metrics identified; key items incomplete.	Relevant startup/operating costs and appropriate metrics.	Comprehensive, realistic costs; clear metrics guide decisions.	10
8. Advantage and Conclusion	Competitors, advantage, or financing ask missing/unclear.	Some competition/advantage noted; analysis general.	Explains competitors, an advantage, and makes a clear ask.	Evidence-based, sustainable advantage; persuasive, well-supported ask.	10
9. Organization and Sources	Sections/sources missing; hard to follow or frequent errors.	Most sections present; formatting/citations inconsistent.	Follows required sequence, proper sources/graphics, few errors.	Polished, concise, sourced, and strategically uses writing/graphics.	10

JUDGING STAGE: ONSITE JUDGING

Business Pitch

MAXIMUM SCORE

90

COMPETITOR/TEAM NAME

SCHOOL/PROGRAM

DIVISION

CRITERION	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Preparation	Unprepared, hard to follow, or omits major info.	Basic structure; organization/coordination inconsistent.	Prepared, organized, clear transitions, good use of materials.	Cohesive, seamless, purposeful, coordinated team delivery.	10
2. Business Idea	Idea or purpose is difficult to understand.	Basic idea understandable; problem/solution/value unclear.	Clearly explains problem, solution, and customer value.	Focused, compelling, memorable problem/solution/opportunity.	10
3. Market Understanding	Customers/market/competitors missing or inaccurate.	General customer/market noted; limited supporting knowledge.	Clearly explains customers, market opportunity, competitors.	Strong evidence-based understanding of market and competition.	10
4. Marketing Strategy	Missing or unrelated to the target customer.	General methods identified; lack explanation/connection.	Appropriate channels explained for reaching the customer.	Focused, realistic, persuasive customer strategy.	10
5. Financial Plan	Financial info missing, inaccurate, or unexplained.	Basic revenue/cost/financing given; assumptions unclear.	Clearly explains revenue, costs, assumptions, financing needs.	Confidently explains projections and financial reasoning.	10
6. Persuasive Delivery	Hard to hear/follow; little support for proposal.	Basic proposal communicated; inconsistent clarity/confidence.	Clear, confident, engaging, uses appropriate evidence.	Highly engaging, persuasive language, evidence, emphasis.	10
7. Judge Questions	Frequently incomplete, inaccurate, or off-topic.	Addresses basic questions; vague or limited reasoning.	Direct, accurate, clear understanding of the plan.	Thoughtful, specific, strong ownership and adaptability.	10
8. Overall Impression	Major elements disconnected or missing.	Major elements present; gaps weaken the proposal.	Cohesive and credible; elements work together well.	Compelling, memorable, exceptional command of the business.	10
9. Professional Attire	Inappropriate or significantly distracting.	Some professional elements; overall inconsistent.	Clean, appropriate, business-casual or better.	Polished, appropriate, strong grasp of workplace norms.	10

COMPETITIVE EVENT

Career Preparation

CP

EVENT NAME	Career Preparation
EVENT CODE	CP
EVENT TYPE	Individual Event
ELIGIBLE DIVISIONS	Middle School · High School · Out-of-School/Collegiate
TEAM SIZE	One competitor
NATIONAL ENTRY LIMIT	Three competitors per affiliate, per division
PRE-SUBMISSION	Presentation submitted as a PDF by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Presentation to a panel of judges, followed by a three-minute question period
TIME LIMIT	7–10 minute presentation; 3 minutes of judge questions
TOTAL POSSIBLE POINTS	90

Event Summary

The Career Preparation event asks competitors to research a career pathway that interests them and present that pathway — and their own fit for it — to a panel of judges.

Competitors prepare a 7–10 minute slide presentation covering the career, the work environment, the education and experience it requires, its job outlook and salary, and a personal statement explaining why the competitor is a strong candidate for the field.

Competitors must be active members of JAGCA, be in good standing, and follow the General Rules and Regulations of the JAGCA Competitive Events Program. Competitors must report to the event site at their designated time.

Preparing Your Presentation

Create a 7–10 minute slide presentation about a career pathway of your choosing. Explain what draws you to the career and what your research shows about the field. Props and other visuals related to the career pathway may be used to make the presentation more dynamic.

Submission Requirements

Submit the presentation as a single PDF file through the Competitive Events HQ & Submission Site by March 15, 2027, at 11:59 p.m. Pacific Time. Title the file using State_Division_Event_Names. After the deadline, the site will not accept new, replacement, or revised files.

REQUIRED**Competitive Events HQ & Submission Site**

One clearly labeled upload field: **Career Preparation Presentation.**

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

The Presentation

The timekeeper displays the one-minute warning card when 1 minute remains in the presentation, at the 9-minute mark. After the presentation, competitors have three minutes to answer the judges' questions. Judges then have three minutes to complete their evaluations.

PROFESSIONAL INTRODUCTION

Competitors are encouraged to begin with a brief professional introduction. Handshakes are not part of this event and should not be initiated.

Sample Judge Questions

These are examples only. Judges may ask other questions aligned with the published criteria.

- Which parts of the selected career interest you most?
- How did you become interested in this 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 career field?

Presentation Structure

The presentation follows the sequence below. Each slide should carry the content described.

SLIDE	CONTENT
1	Title page — the career, your name, and your state.
2–4	Why you are interested in this career.
5	The career itself — what you would do, where you would work, and relevant details about the work.
6	Education, experience, and training — how you will prepare for this career.
7	Job outlook — the demand for this career.
8	Salary and opportunities for advancement.
9	Personal statement — why you are a strong fit for this career.
10	Sources, thanks to the judges, and an invitation for their questions.

Presentation materials are scored for clarity, accuracy, and professionalism. Competitors should use their slides to complement what they say rather than reading from them.

JUDGING STAGE: ONSITE JUDGING

MAXIMUM SCORE

90

Judge Rating Sheet

COMPETITOR NAME	SCHOOL OR PROGRAM	DIVISION
_____	_____	_____

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Career Interest <i>Are the career and personal interest clear?</i>	The opening does not clearly identify the career or explain the competitor's interest.	The competitor identifies the career and gives a general reason for their interest, but the opening lacks clarity or personal detail.	The competitor provides a clear introduction and explains specific reasons for their interest in the career.	The competitor provides a compelling introduction that establishes a thoughtful and authentic personal connection to the career.	10
2. Career Knowledge <i>Are responsibilities and work settings explained?</i>	Information is missing, substantially inaccurate, or demonstrates little understanding of the career.	The competitor provides basic information but incompletely explains the responsibilities, work environment, or potential employers.	The competitor accurately explains the career's primary responsibilities, typical working environment, and potential employers.	The competitor provides a detailed, accurate, and well-researched explanation of the career, including how responsibilities and working conditions may differ across employers.	10
3. Education and Training <i>Is the preparation pathway accurately explained?</i>	Required education, training, credentials, or experience are missing or inaccurate.	The competitor identifies some basic requirements but does not clearly explain the complete preparation pathway.	The competitor accurately explains the education, training, credentials, and experience generally needed for the career.	The competitor presents a detailed and well-researched pathway that distinguishes entry requirements from preparation for continued success and advancement.	10
4. Career Outlook <i>Are demand, pay, and advancement explained?</i>	The competitor provides little accurate information about career demand, salary, advancement, or future changes.	Some career outlook information is provided, but important areas are missing, unclear, or insufficiently supported.	The competitor explains job demand, salary expectations, advancement opportunities, and significant changes affecting the field.	The competitor uses credible research to provide a thorough explanation of job demand, salary ranges, advancement opportunities, and how technology or industry changes may affect the career.	10
5. Personal Preparation <i>Is preparation connected to JAG experience?</i>	The competitor does not identify relevant strengths, preparation steps, or a connection to JAG.	The competitor identifies general strengths or preparation steps but makes a limited connection to career readiness or JAG experiences.	The competitor connects relevant strengths, experiences, and future preparation steps to the career and explains how JAG has supported their development.	The competitor makes a compelling case for their career fit using specific strengths and JAG experiences and presents a practical, well-developed preparation plan.	10

JUDGING STAGE: ONSITE JUDGING

MAXIMUM SCORE

90

Judge Rating Sheet (continued)

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
6. Materials and Sources <i>Do materials use accurate, credible sources?</i>	Materials are difficult to read, contain major errors, lack sources, or interfere with understanding.	Materials communicate basic information but contain noticeable errors, inconsistent design, incomplete sources, or excessive text.	Materials are clear, accurate, professional, and supported by appropriate sources. They complement rather than replace the presentation.	Materials are polished, accurate, visually effective, and supported by credible sources that substantially strengthen the presentation.	10
7. Delivery <i>Is the presentation clear and confident?</i>	The presentation is difficult to hear, follow, or understand and relies heavily on reading.	The presentation is understandable, but organization, confidence, eye contact, or delivery is inconsistent.	The competitor communicates clearly and confidently using appropriate eye contact, posture, gestures, and limited reliance on slides or notes.	The competitor delivers a polished and engaging presentation using natural confidence, purposeful movement, strong audience connection, and effective command of the material.	10
8. Judge Questions <i>Are answers accurate and well supported?</i>	Responses are frequently incomplete, inaccurate, off-topic, or inconsistent with the presentation.	Responses address the questions but are general, vague, or supported by limited knowledge.	Responses are direct, accurate, and demonstrate a clear understanding of the career research and personal preparation plan.	Responses are thoughtful, specific, and well-supported, demonstrating strong ownership of the research, career pathway, and personal goals.	10
9. Professional Attire <i>Does appearance meet professional expectations?</i>	Attire or grooming does not meet the event requirement or significantly distracts from the presentation.	Some professional elements are present, but the overall appearance is inconsistent with the event requirement.	Attire is clean, appropriate, and consistent with the official JAGCA uniform or professional business expectations.	Attire and grooming are polished, neat, and fully consistent with the event's professional expectations. Scoring reflects appropriateness, not cost or brand.	10



COMPETITIVE EVENT

Creative Decision-Making



EVENT NAME	Creative Decision-Making
EVENT CODE	CD
EVENT TYPE	Team Event
ELIGIBLE DIVISIONS	Middle School · High School · Out-of-School/Collegiate
TEAM SIZE	Three to four members
NATIONAL ENTRY LIMIT	Three teams per affiliate, per division
PRE-SUBMISSION	None — this is an onsite event
ONSITE COMPONENT	30-minute preparation period, then a presentation to a panel of judges
TIME LIMIT	6–8 minute presentation; 3 minutes of judge questions
TOTAL POINTS	100

Event Summary

Creative Decision-Making asks a team to solve a real-world problem the way employers need it solved: quickly, collaboratively, and with a defensible decision behind it.

Teams of three to four members receive a secret problem onsite. The team has 30 minutes to analyze the problem, weigh alternatives, and prepare a solution, then presents that solution to a panel of judges.

Every team member must take part in the presentation. Judges evaluate the team's decision process and how clearly the team explains and defends its solution.

Preparation Period

The team receives the problem in the preparation room and has 30 minutes to analyze it and build a solution. Paper and poster paper are provided; teams may prepare notes and simple visuals to use with the judges. No materials other than those prepared in the preparation room may be brought into the presentation room.

Teams are given a one-minute warning before the preparation period ends.

The Presentation

The team presents its solution to a panel of judges in a 6–8 minute presentation using the notes and visuals prepared during the preparation period. Judges then have three minutes to ask questions and three minutes to complete their evaluations.

PROFESSIONAL INTRODUCTION AND HANDSHAKES

Handshakes are not permitted in Creative Decision-Making; teams should greet and acknowledge the judges without offering a handshake. Any team introduction must occur within the existing presentation time and is not separately scored.

Team Participation

All team members must contribute during the presentation. This is a team effort, and each member's skills matter to the outcome.

On-Stage Recognition

Winning teams may be invited to present their creative solution on stage during the Closing Ceremony. A representative from JAG National will coordinate after the event concludes. This opportunity is not guaranteed and is selected based on student achievement and the time available.

JUDGING STAGE: ONSITE JUDGING

MAXIMUM SCORE

100

Judge Rating Sheet

TEAM NAME	SCHOOL OR PROGRAM	DIVISION
_____	_____	_____

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Problem Understanding <i>Is the main problem fully understood?</i>	The team misunderstands the problem or does not identify its central issue.	The team identifies the general problem but overlooks important stakeholders, goals, or constraints.	The team clearly explains the central problem, relevant stakeholders, intended goals, and major constraints.	The team demonstrates a thorough and insightful understanding of the problem, including its causes, stakeholders, priorities, constraints, and potential consequences.	10
2. Evidence <i>Does evidence support the analysis?</i>	The team uses little relevant information or relies on unsupported claims.	The team references some relevant information, but connections to its analysis or solution are limited or unclear.	The team uses relevant facts, details, and reasonable assumptions to support its analysis and solution.	The team uses the available information strategically, distinguishes facts from assumptions, and builds a well-supported analysis using specific evidence.	10
3. Alternatives <i>Are multiple solutions compared?</i>	The team presents only one idea without considering alternatives.	The team mentions another option but provides little meaningful comparison.	The team considers multiple reasonable alternatives and compares their potential benefits and limitations.	The team evaluates several distinct alternatives using clear criteria and demonstrates why the selected solution is stronger than the other options.	10
4. Decision and Tradeoffs <i>Is the selected solution clearly justified?</i>	The team does not explain how its decision was made.	The team provides a general reason for its decision but does not address important tradeoffs or consequences.	The team explains its decision using relevant priorities and acknowledges important benefits, limitations, or tradeoffs.	The team presents a logical and transparent decision process that weighs competing priorities, consequences, risks, and tradeoffs before reaching a defensible conclusion.	10
5. Creativity <i>Is the solution original and appropriate?</i>	The solution is incomplete, copied from an obvious response, or disconnected from the problem.	The solution addresses the problem but relies primarily on predictable ideas or limited creative development.	The solution demonstrates original thinking and adapts ideas effectively to the specific problem.	The solution is highly imaginative and purposeful, combining ideas in a distinctive way that meaningfully strengthens the response to the problem.	10

JUDGING STAGE: ONSITE JUDGING

MAXIMUM SCORE

100

Judge Rating Sheet (continued)

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
6. Feasibility <i>Could the solution work in practice?</i>	The solution is unrealistic or lacks an explanation of how it would be implemented.	The solution may be possible, but important steps, resources, responsibilities, or risks are unclear.	The team presents a realistic solution with appropriate implementation steps, resources, responsibilities, and consideration of risks.	The team provides a detailed and practical implementation approach that anticipates resources, responsibilities, obstacles, risks, and measures of success.	10
7. Team Participation <i>Do all members understand and contribute?</i>	One member dominates, or multiple members demonstrate little understanding or participation.	Participation is uneven, and some members demonstrate limited ownership or understanding.	All members contribute meaningfully and demonstrate a shared understanding of the problem and proposed solution.	The team demonstrates balanced participation, coordinated delivery, and strong shared ownership, with members building effectively on one another's contributions.	10
8. Presentation <i>Is the solution explained clearly?</i>	The presentation is difficult to hear, follow, or understand and lacks a clear structure.	The team communicates the basic solution, but organization, transitions, delivery, or supporting visuals are inconsistent.	The presentation is clear, organized, confident, and supported by purposeful notes or visuals created during preparation.	The presentation is polished, compelling, and exceptionally clear, using seamless organization, confident delivery, and highly effective supporting materials.	10
9. Judge Questions <i>Can the team defend its decision?</i>	Responses are frequently incomplete, inaccurate, off-topic, or dependent on information the team cannot explain.	Responses address the questions but may be vague, uneven among team members, or supported by limited reasoning.	Responses are direct, accurate, and demonstrate a clear understanding of the problem, decision process, solution, and implementation.	Responses are thoughtful, specific, and well-supported, demonstrating strong shared ownership, adaptability, and the ability to defend or refine the team's decision.	10
10. Professional Attire <i>Does appearance meet professional expectations?</i>	Attire or grooming is inappropriate for the setting or significantly distracts from the presentation.	Some professional elements are present, but the team's overall appearance is inconsistent with a professional presentation setting.	Attire is clean, appropriate, and consistent with professional or business-casual expectations.	Attire and grooming are polished and appropriate across the team, demonstrating a strong understanding of professional presentation expectations.	10

COMPETITIVE EVENT

Employability Skills

ES

EVENT NAME	Employability Skills
EVENT CODE	ES
EVENT TYPE	Individual Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	One competitor
NATIONAL ENTRY LIMIT	Three competitors per affiliate, per division
PRE-SUBMISSION	Candidate Interview Form submitted online; résumé PDF and cover letter PDF submitted separately by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Employment interview for the same position
TIME LIMIT	10 minutes, including the GNAP introduction and competitor questions
TOTAL POINTS	230 — cover letter 60, résumé 90, interview 80

Event Summary

The Employability Skills event gives competitors an opportunity to demonstrate the skills needed to pursue and obtain employment. Competitors will identify a real entry-level job, internship, apprenticeship, or training opportunity that aligns with their current experience, education, training, or career goals.

Each competitor will prepare an official Candidate Interview Form, a one-page résumé, and a one-page cover letter for the selected position. Each document must be submitted as a separate PDF. The résumé and cover letter will be evaluated before NCDC. During NCDC, the competitor will participate in a 10-minute employment interview for the same position.

Competitors must be active members of JAGCA, be in good standing, and follow the General Rules and Regulations of the JAGCA Competitive Events Program.

Selecting a Position

Select a real entry-level job, internship, apprenticeship, or training opportunity that you could reasonably pursue now or in the near future. The position should align with your current experience, education, training, or career goals.

The same position must be used throughout the Candidate Interview Form, cover letter, résumé, and onsite interview.

Preparing Your Application

Prepare the following three documents.

1. Candidate Interview Form

Complete and submit the official Candidate Interview Form at <https://wkf.ms/3Tmcuqr>. Do not change the template's formatting or add additional pages. The sheet will request:

- Competitor name
- Division
- Affiliate and school or program
- Position title
- Employer or organization
- Industry or career field
- Three primary job responsibilities

Write each responsibility as a short phrase that accurately reflects the selected position. The Candidate Interview Form will provide context to the onsite interview judges but will not be separately scored.

2. Résumé

Prepare a one-page résumé that accurately reflects your real education, experience, training, skills, accomplishments, and other relevant qualifications.

The résumé should be appropriate for the selected position and must not include invented employment, education, credentials, or accomplishments.

3. Cover Letter

Prepare a one-page cover letter tailored to the selected position. The cover letter should demonstrate your interest in the position and explain how your experiences, skills, and strengths relate to the opportunity.

The cover letter must be based on your real experiences, education, training, and accomplishments.

Submission Requirements

Complete three separate steps: submit the Candidate Interview Form online, and upload the résumé and cover letter as two separate PDF files. **Do not combine the résumé and cover letter into one PDF.**

1. Candidate Interview Form — completed and submitted through the online form
2. One-page résumé (PDF)
3. One-page cover letter (PDF)

Submit the Candidate Interview Form online and upload the résumé and cover letter through the Competitive Events HQ & Submission Site on the JAG Hub by March 15, 2027, at 11:59 p.m. Pacific Time. The site will not accept new, replacement, or revised files after the deadline.

Title both PDF files using State_Division_Event_Names. The Resume and Cover Letter remain separate submissions in their corresponding upload fields. The Candidate Interview Form remains an online form and is not converted to PDF.

REQUIRED**Candidate Interview Form & Competitive Events HQ**

Candidate Interview Form (online): <https://wkf.ms/3Tmcuqr>

Two submissions required for résumé and cover letter, uploaded through the JAG Hub as two clearly labeled fields: **Résumé** and **Cover Letter**.

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

Each file must be uploaded to its corresponding submission field. File formats other than PDF will not be accepted for the résumé and cover letter. Competitors are responsible for confirming that the online form and both PDF files are complete, legible, correctly labeled, and successfully submitted by the deadline.

Evaluation of Submitted Materials

The cover letter and résumé will be evaluated before NCDC by designated pre-judges using the official rating sheets.

The Candidate Interview Form will not receive a separate score. It will be used to provide the onsite interview judges with the position for which the competitor is applying, the employer or organization, the industry or career field, and the position's primary responsibilities.

IMPORTANT FOR COMPETITORS

The onsite interview judges will not receive your cover letter or résumé. Do not assume the onsite judges have reviewed those documents. During the interview, communicate the experiences, skills, strengths, and accomplishments you want the judges to consider.

The Onsite Interview

Competitors must report to the event location at their assigned time. Before the competitor enters, the judges will review the competitor's Candidate Interview Form. The lead judge will welcome the competitor and confirm the position for which the competitor is interviewing.

GNAP IS REQUIRED AND SCORED IN THIS EVENT

After the judge's welcome, the competitor will begin the interview by introducing themselves using JAG's GNAP process:

G Greeting	N Name	A Affiliation	P Purpose
----------------------	------------------	-------------------------	---------------------

Handshakes are permitted at the beginning and conclusion of the Employability Skills interview.

The competitor will have a maximum of 10 minutes to complete the interview. The interview time includes the competitor's GNAP introduction, responses to the judges' questions, and any questions the competitor asks the judges. The timekeeper will provide a one-minute warning before time expires.

Judges will ask questions about the competitor's interest in the position, relevant experiences, skills, professional communication, and readiness for employment. Judges may also ask questions connected to the responsibilities identified on the Candidate Interview Form.

Competitors are encouraged to ask at least one relevant question about the position or organization before the interview concludes.

Judges will evaluate the competitor's interview performance and readiness for the selected position. Competitors will not be evaluated based on the perceived prestige, salary, industry, or complexity of the position they selected.

After the interview, judges will have three minutes to complete their evaluations. Competitors may not share or discuss the judges' interview questions with other competitors.

Scoring

Cover letter — pre-scored	60	Résumé Pre-Scored	90	Interview — onsite	80	Event total	230
------------------------------	-----------	----------------------	-----------	-----------------------	-----------	-------------	------------

The Candidate Interview Form provides context for the onsite interview and is not separately scored.

JUDGING STAGE: PRE-JUDGED

MAXIMUM SCORE

Cover Letter

60

COMPETITOR NAME

SCHOOL OR PROGRAM

DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Position and Purpose <i>Is the position and purpose clear?</i>	The position or purpose is missing or difficult to identify.	The position or purpose is mentioned, but the opening is vague or incomplete.	The opening clearly identifies the position and explains the competitor's interest.	The opening immediately establishes the position, purpose, and a specific reason for the competitor's interest.	10
2. Opportunity Alignment <i>Is the letter tailored to the opportunity?</i>	The letter is generic or unrelated to the selected opportunity.	The letter includes limited details about the position or organization but could apply to many opportunities.	The letter makes clear connections to the selected position or organization.	The letter uses specific, relevant details to demonstrate a strong understanding of the position and organization.	10
3. Qualifications <i>Are qualifications supported with real examples?</i>	Qualifications are missing, unrelated, or unsupported.	Relevant qualifications are mentioned, but explanations or examples are limited.	The competitor connects relevant skills or experiences to the position using appropriate examples.	The competitor uses specific, credible examples to clearly demonstrate readiness and potential for the position.	10
4. Organization <i>Is the letter focused and easy to follow?</i>	Ideas are difficult to follow, repetitive, or incomplete.	The letter has a basic structure, but some ideas are unclear, repetitive, or out of order.	Ideas are organized logically, expressed clearly, and generally concise.	Every paragraph has a clear purpose, transitions are natural, and the letter communicates efficiently.	10
5. Closing <i>Does the closing reinforce interest and next steps?</i>	The letter ends abruptly or does not include an appropriate closing.	The closing expresses general interest or thanks but does not establish a clear next step.	The closing reinforces interest, thanks the reader, and appropriately requests further consideration.	The closing confidently reinforces the competitor's fit, expresses appreciation, and invites an interview or appropriate next step.	10
6. Format and Accuracy <i>Is the letter professional and carefully edited?</i>	The format is difficult to follow or frequent errors interfere with understanding.	The format is generally recognizable, but several formatting or writing errors are present.	The letter uses an appropriate business format and contains few errors that do not affect understanding.	The letter is polished, consistent, easy to read, and nearly or completely free of errors.	10

JUDGING STAGE: PRE-JUDGED

Résumé

MAXIMUM SCORE

90

COMPETITOR NAME

SCHOOL OR PROGRAM

DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Layout <i>Can an employer quickly find key information?</i>	The resume is cluttered, difficult to scan, or lacks clear sections.	Basic sections are present, but spacing, alignment, or organization is inconsistent.	Clear headings, spacing, and organization make the resume easy to scan.	The one-page layout is polished, balanced, consistent, and directs attention to the most relevant information.	10
2. Contact Information <i>Is the contact information complete and appropriate?</i>	Essential contact information is missing, inaccurate, or inappropriate.	Basic contact information is included but contains an error or lacks professional presentation.	Appropriate and accurate contact information is clearly presented.	Complete, accurate, and professionally presented contact information is immediately identifiable.	10
3. Position Alignment <i>Is the resume tailored to the position?</i>	The resume does not demonstrate a connection to the selected position.	Some information relates to the position, but the resume remains broad or generic.	The resume emphasizes qualifications that are relevant to the selected position.	The content is intentionally selected and prioritized to demonstrate a strong fit for the position.	10
4. Education and Training <i>Is relevant preparation presented accurately?</i>	Education or training information is missing, inaccurate, or difficult to understand.	Basic education or training information is included but lacks clarity or relevant detail.	Education and relevant training are clearly and accurately presented.	Education, coursework, credentials, or training are presented strategically to demonstrate preparation for the position.	10
5. Experience <i>Are responsibilities and learning clearly explained?</i>	Experience is missing, unclear, or presented only as titles without responsibilities.	Experiences are listed, but descriptions are general or provide limited information about responsibilities.	Relevant employment, school, JAG, volunteer, project, or community experiences include clear responsibilities.	Experience statements use specific actions, contributions, results, or accomplishments to demonstrate readiness.	10
6. Skills <i>Are skills specific, credible, and relevant?</i>	Skills are missing, too general, or unrelated to the position.	Some relevant skills are included, but they are vague or unsupported.	The resume identifies specific technical, workplace, language, or interpersonal skills relevant to the position.	Skills are specific, well-organized, strongly aligned to the position, and supported by the resume's other content.	10
7. Accomplishments <i>Are relevant achievements and involvement clear?</i>	Relevant accomplishments or involvement are missing or unclear.	Accomplishments or activities are listed but provide little context.	Relevant accomplishments, leadership, service, or activities are clearly identified.	Selected accomplishments and involvement provide compelling evidence of initiative, contribution, growth, or leadership.	10
8. Language <i>Is the language concise and action focused?</i>	Descriptions are unclear, incomplete, repetitive, or written primarily as sentences or paragraphs.	Some action-focused language is used, but descriptions are inconsistent or overly general.	Concise phrases and appropriate action verbs clearly describe most experiences.	Precise action verbs and efficient wording communicate responsibilities, contributions, and results throughout.	10
9. Accuracy <i>Is the resume consistent and carefully edited?</i>	Frequent spelling, grammar, punctuation, or consistency errors interfere with credibility or understanding.	Several errors or inconsistencies are noticeable but do not prevent understanding.	The resume contains few errors and uses consistent formatting, punctuation, and verb tense.	The resume is polished, consistent, accurate, and nearly or completely free of errors.	10

JUDGING STAGE: ONSITE JUDGING

Interview

MAXIMUM SCORE

80

COMPETITOR NAME

SCHOOL OR PROGRAM

DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. GNAP Introduction <i>Are all four GNAP elements included?</i>	The introduction includes one or none of the four required GNAP elements.	The introduction includes two required GNAP elements.	The introduction includes three required GNAP elements and is generally clear.	The competitor clearly and confidently communicates all four elements: Greeting, Name, Affiliation, and Purpose.	10
2. Position Interest <i>Are interest and position knowledge clear?</i>	The competitor cannot explain their interest in the position or demonstrates little understanding of it.	The competitor expresses general interest but provides limited understanding of the position.	The competitor clearly explains their interest and demonstrates an accurate understanding of the position.	The competitor communicates genuine interest and connects that interest to a detailed, realistic understanding of the position.	10
3. Interview Responses <i>Are answers direct, complete, and relevant?</i>	Responses are frequently incomplete, off-topic, or difficult to follow.	Responses address the basic question but may be brief, unclear, or only partially developed.	Responses are relevant, complete, and clearly address the judges' questions.	Responses are focused, thoughtful, complete, and adapted effectively to each question.	10
4. Skills and Readiness <i>Do real examples demonstrate readiness?</i>	The competitor provides no relevant examples or makes unsupported claims.	The competitor identifies relevant skills or experiences but provides limited explanation or evidence.	The competitor uses appropriate examples to connect skills and experiences to the position.	The competitor uses specific, credible examples that clearly demonstrate skills, growth, judgment, and readiness for the position.	10
5. Verbal Communication <i>Are responses clear and easy to follow?</i>	Volume, pace, word choice, or frequent filler words regularly interfere with understanding.	Communication is generally understandable but includes noticeable problems with volume, pace, clarity, or word choice.	The competitor speaks clearly using an appropriate volume, pace, vocabulary, and professional tone.	The competitor communicates naturally and confidently, using precise language, effective pacing, and an engaging professional tone.	10
6. Nonverbal Communication <i>Does body language support professional communication?</i>	Eye contact, posture, facial expressions, or movements are consistently distracting or disengaged.	The competitor demonstrates some appropriate nonverbal communication, but it is inconsistent.	Eye contact, posture, expressions, and movements are generally confident and appropriate.	Nonverbal communication is natural, composed, and consistently strengthens the competitor's responses.	10
7. Closing Question <i>Is the closing professional and relevant?</i>	The competitor does not ask a question or provide an appropriate closing.	The competitor offers a basic closing or asks a question with limited relevance to the position.	The competitor thanks the judges, expresses continued interest, and asks at least one relevant question.	The competitor provides a confident closing and asks a thoughtful question demonstrating genuine interest in the position or organization.	10
8. Professional Attire <i>Does appearance meet professional expectations?</i>	Attire or grooming is inappropriate for an employment interview or significantly distracts from the interaction.	The competitor demonstrates some professional elements, but the overall appearance is inconsistent with an interview setting.	Attire is clean, appropriate, and consistent with professional or business-casual expectations.	Attire and grooming are polished, appropriate, and demonstrate a strong understanding of workplace expectations.	10

COMPETITIVE EVENT

Financial Budget Interview

FB

EVENT NAME	Financial Budget Interview
EVENT CODE	FB
EVENT TYPE	Individual Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	One competitor
NATIONAL ENTRY LIMIT	Three competitors per affiliate, per division
PRE-SUBMISSION	Completed official Excel budget spreadsheet by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Interview with the judges about the submitted budget
TIME LIMIT	6–8 minutes
TOTAL POINTS	90 — spreadsheet 50 (pre-scored), interview 40 (onsite)

Event Summary

The Financial Budget Interview gives students an opportunity to demonstrate that they can build a realistic personal budget, explain the choices represented in that budget, and respond to common financial challenges.

The event evaluates both the accuracy of the submitted budget and the student's ability to explain and apply money-management decisions in conversation with judges. There is no prepared presentation in this event.

Competitors must be active members of JAGCA in good standing and must follow the General Rules and Regulations.

Before NCDC — Budget Spreadsheet Submission

Each participant must complete and submit the official Excel budget spreadsheet for the pathway identified in the event guidelines. The completed spreadsheet must be submitted through the Competitive Events HQ & Submission Site by the national deadline using the required file-naming convention: **State_Division_Event_Names**.

Excel is the required submission format for 2027. Other formats will not be accepted.

Building the Budget

- Build a budget covering the 12 months immediately after middle school or high school graduation. The budget must reflect realistic plans — working, attending college or vocational school, entering the military, or another path the competitor intends to take.
- Start from the official Financial Budget Template, choose the template that matches the intended pathway, and complete every field, including the Notes column.
- Keep the numbers realistic and supported by sources. A competitor earning \$9 per hour today may build a budget on continuing that job while attending school part-time; budgets may not rely on jobs the competitor is not qualified for or on windfalls.
- Know the budget well enough to explain and defend every choice in the interview.

REQUIRED Competitive Events HQ & Submission Site

One clearly labeled upload field: **Financial Budget Spreadsheet**. Closes March 15, 2027, at 11:59 p.m. Pacific Time.

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

REQUIRED Official Financial Budget Templates

Make a copy of the template that matches your pathway — Middle School, Career Track, or College/Vocational/Military Bound.

<https://tinyurl.com/4cssfh5f>

PRINTED JUDGE COPY

JAG National will print the submitted spreadsheet for the judges. Judges review the printed budget during the interview and use it as the basis for their questions. Participants do not need to deliver a prepared presentation or bring a printed copy unless the event schedule states otherwise.

The Onsite Interview

The onsite interview runs 6–8 minutes. Judges ask the participant to explain the assumptions, priorities, tradeoffs, and contingency plans reflected in the submitted budget. Participants should be prepared to locate information in their spreadsheet, explain calculations in their own words, and describe how they would respond if their circumstances changed.

PROFESSIONAL INTRODUCTION AND HANDSHAKES

Competitors are encouraged to begin with a brief GNAP introduction — Greeting, Name, Affiliation, Purpose — before responding to the judges' questions. GNAP is optional in this event, must occur within the existing eight-minute interview time, and is not separately scored. Handshakes are not permitted.

Sample Questions

These are examples only. Judges may ask different questions that align with the published event criteria. All participants within the same division receive a comparable set of core questions, with follow-up questions based on the information in the participant's spreadsheet.

- What is the source of your income, and why is the amount realistic for this scenario?
- Which expenses in your budget are needs, and which are wants? How did that distinction affect your choices?
- If you could not pay all of your bills in a given month, what would you do first? What is your backup plan?
- What is your savings plan, and what goal or emergency is that savings intended to address?
- What tradeoff did you make when building this budget, and why?
- If one major expense increased, how would you revise your budget?

Two-Part Scoring

Spreadsheet — pre-scored 50	Interview — onsite 40	Event total 90
------------------------------------	------------------------------	-----------------------

What Judges Will Evaluate

- accuracy and completeness of the submitted budget;
- realism of income, expenses, and financial assumptions;
- understanding of needs, wants, saving, and bill-payment priorities;
- quality of financial reasoning and explanation of tradeoffs;
- ability to develop a practical backup plan or revise the budget when circumstances change; and
- clear, honest, and responsive communication during the interview.

JUDGING STAGE: PRE-JUDGED

Spreadsheet

MAXIMUM SCORE

50

COMPETITOR NAME

SCHOOL OR PROGRAM

DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Income <i>Is income complete, accurate, and realistic?</i>	Income is missing, substantially incomplete, or based on unrealistic amounts.	Income is identified, but some sources, amounts, or calculations are incomplete or questionable.	Primary income sources are included, mostly accurate, and realistic for the selected pathway.	All applicable income sources are complete, accurately calculated, realistic, and clearly supported in the Notes column.	10
2. Expenses <i>Are expenses complete, accurate, and realistic?</i>	Major expenses are missing, inaccurate, or unrealistic.	Basic expenses are included, but several amounts or expense categories are incomplete or questionable.	Required and discretionary expenses are mostly complete, accurate, and realistic.	All applicable expenses are complete, accurately calculated, realistic, and clearly reflect the competitor's selected pathway.	10
3. Budget Balance <i>Is income balanced with spending?</i>	Calculations contain major errors, or expenses substantially exceed income without explanation.	The budget can be calculated, but errors, unexplained shortages, or inconsistent totals limit its feasibility.	Calculations are mostly accurate, and the budget maintains a workable balance between income and expenses.	Calculations are accurate throughout, and the budget demonstrates a sustainable, carefully planned relationship between income and expenses.	10
4. Savings <i>Is the savings plan realistic?</i>	Savings are missing or unrealistic, with no provision for unexpected expenses.	Some savings are included, but the amount or purpose is unclear or difficult to maintain.	The budget includes a realistic savings amount and reasonable preparation for unexpected expenses.	The budget includes a purposeful, sustainable savings plan connected to clear goals and potential unexpected expenses.	10
5. Completion <i>Are required fields and explanations complete?</i>	Multiple required fields are blank, and supporting notes or sources are largely missing.	Most required fields are completed, but some notes, explanations, or sources are missing or unclear.	Applicable fields are complete, and notes and sources adequately support most important estimates.	Every applicable field is complete, and clear notes and credible sources fully support the budget's significant estimates and assumptions.	10

JUDGING STAGE: ONSITE JUDGING

Interview

MAXIMUM SCORE

40

COMPETITOR NAME	SCHOOL OR PROGRAM	DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Budget Explanation <i>Can the competitor explain the submitted budget?</i>	The competitor cannot explain major parts of the budget or provides responses that conflict with the spreadsheet.	The competitor explains the basic budget but has difficulty describing several amounts, calculations, or assumptions.	The competitor accurately explains the primary income, expenses, calculations, and assumptions represented in the budget.	The competitor demonstrates thorough ownership of the budget and clearly explains its figures, calculations, assumptions, and connection to the selected pathway.	10
2. Financial Priorities <i>Are needs, wants, and priorities understood?</i>	The competitor cannot distinguish between needs and wants or explain spending priorities.	The competitor identifies some needs and wants but provides limited or inconsistent reasoning about priorities.	The competitor clearly distinguishes between needs and wants and explains reasonable spending priorities.	The competitor thoughtfully prioritizes needs and wants and explains how those priorities support financial stability and personal goals.	10
3. Savings and Backup Plan <i>Can the competitor respond to financial problems?</i>	The competitor cannot explain a savings plan or identify a workable response to an unexpected expense or income shortage.	The competitor identifies a general savings or backup plan, but important actions or priorities are unclear.	The competitor explains a realistic savings plan and identifies practical steps for responding to an unexpected financial challenge.	The competitor presents a purposeful savings strategy and a clear, adaptable contingency plan that prioritizes essential obligations and financial stability.	10
4. Financial Reasoning <i>Can the competitor defend and adjust choices?</i>	Responses are unsupported, unrealistic, or demonstrate little understanding of financial consequences.	The competitor provides general reasons for financial choices but has difficulty explaining tradeoffs or revising the budget.	The competitor uses sound reasoning to explain choices, recognize tradeoffs, and propose reasonable budget adjustments.	The competitor provides specific, well-supported reasoning, thoughtfully evaluates consequences and tradeoffs, and confidently adapts the budget to changing circumstances.	10



COMPETITIVE EVENT

Financial Literacy

FL

EVENT NAME	Financial Literacy
EVENT CODE	FL
EVENT TYPE	Individual Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	One competitor
NATIONAL ENTRY LIMIT	Three competitors per affiliate, per division
PRE-SUBMISSION	None — this is an onsite event
ONSITE COMPONENT	50-item multiple-choice written test
TIME LIMIT	60 minutes
TOTAL POINTS	50 test items; ties broken by weighting the most difficult questions

Event Summary

The Financial Literacy event encourages JAGCA members to develop skills related to financial literacy — money management, budgeting, bank accounts, interest rates, basic investing, credit cards, saving money, and financial safety.

The event is an individual written test. A maximum of 60 minutes is allowed. The test is not a race against the clock; there is no benefit to finishing early.

Competitors must be in official JAGCA uniform or proper business attire, must be active members of JAGCA in good standing, must follow the General Rules and Regulations, and must report to the event site at the designated time.

Event Overview

- The written test consists of 50 multiple-choice questions.
- A maximum of 60 minutes is allowed for the test.
- Verbal announcements are made when 30, 15, 5, and 1 minute remain.
- Each competitor receives two 8.5×11-inch sheets of blank paper and a #2 pencil.
- JAGCA provides basic handheld calculators for addition, subtraction, multiplication, division, and square root. Graphing calculators are not permitted.
- In the event of a tie, the Tabulations Team will use a predetermined tie-break process that gives additional weight to the most challenging questions or scoring areas until the tie is broken and a single winner is determined.

Test Content 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

FINANCIAL LIFE EVENTS COVERED

- | | |
|--|--|
| <ul style="list-style-type: none">• Going to college• Renting an apartment• Elder care• Health care | <ul style="list-style-type: none">• Buying a car• Buying a home• Handling the unexpected• Family life |
|--|--|

Written Test Instructions

Check your test booklet and answer sheet

- Confirm you have the correct test.
- Confirm the pre-printed information on the answer sheet is correct.
- Write your competitor ID on the test booklet and tiebreaker page, and mark your registered division.

Completing your answer sheet

- Write your test number in the appropriate box. Stray marks in the margins may make the sheet unreadable.
- Mark the event code for this event on the evaluation form.
- Use a #2 pencil and fill each bubble completely. Mechanical pencils are discouraged.
- If you skip a question, skip the corresponding number on the answer sheet.

About your test

- This is a 50-item multiple-choice test. Each question has one best answer.
- There is no penalty for guessing, so answer every question.
- Selected tests may include an essay tiebreaker or tiebreaker questions — print clearly.
- Follow the event personnel's directions for returning test materials and completing the event evaluation.

Testing tips, belongings & help

- You may write on the back of pages and in the margins as scratch paper.
- Place all personal belongings under your chair. Phones, smart devices, and watches must be off, face down, and untouched during testing.
- If you have a personal need once the test has begun, raise your hand. No extra time is given for restroom breaks. You may remove your blazer or jacket.

Sample Test Questions

These samples show the format and difficulty of the Financial Literacy test. They are not questions from the current test bank.

1. The following are expenses 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 has \$1,000 for a down payment and a trade-in worth \$500. The car she selected sells for \$6,000 plus 7% tax, financed at 0% interest over 60 months. What is her monthly payment?

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 suggested to have saved for an emergency fund?

A. 1 year B. 30 days C. 3–6 months D. 26 weeks E. 325 days



COMPETITIVE EVENT

JAGCA

Knowledge Bowl

KB

EVENT NAME	JAGCA Knowledge Bowl
EVENT CODE	KB
EVENT TYPE	Team Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	Four members
NATIONAL ENTRY LIMIT	Three teams per affiliate, per division
PRE-SUBMISSION	None — this is an onsite event
ONSITE COMPONENT	Buzzer-style matches in an elimination bracket
TIME LIMIT	10-minute matches; five 2-minute segments
TOTAL POINTS	One point per correct response; matches decided by the higher score

Event Summary

JAGCA Knowledge Bowl gives members the opportunity to build knowledge and skills in JAG general history, business, industry, career readiness, and parliamentary procedure. Teams of four compete by responding to items presented by a moderator in buzzer-style matches, and winners are determined through elimination rounds described in the event bracket.

Competitors must be in official JAGCA uniform or proper business attire; teams that are not dressed appropriately may not be allowed to compete. All four competitors must report to the check-in site at the designated time. Substitutions are permitted only at the beginning of the event; a team unable to find an eligible substitute competes short-handed, and no special accommodations are made.

JAG National randomly generates the bracket and works to avoid pairing teams from the same affiliate against each other, though this depends on the number of teams in each division and is not guaranteed.

Official Source List

Knowledge Bowl questions may be developed only from the sources identified below.

SOURCE	REQUIRED SECTION OR RANGE	LINK
JAG website & official publications	Handbooks, workbooks, JAGCA Bylaws, Policy & Procedure documents, brochures, and reports	jag.org
<i>What Color Is Your Parachute?</i> — Richard N. Bolles	Complete work; any edition or freely available format	—
<i>The 7 Habits of Highly Effective People</i> — Stephen R. Covey	Complete work; any edition or freely available format	—

Practice Questions and Preparation

JAG National will provide a set of Knowledge Bowl practice questions through Quizlet. Students and educators are encouraged to use this resource to become familiar with the types of content, vocabulary, and question formats that may appear during the National Knowledge Bowl event.

The Quizlet practice set is a preparation resource only. The practice questions are not the official National Knowledge Bowl questions, do not represent every topic that may be assessed, and may not appear in the competition. Students should prepare using the complete list of Knowledge Bowl sources and content areas identified in this Handbook.

SUPPLEMENTAL

Supplemental Practice Questions — JAG Knowledge Bowl Quizlet

A preparation resource, not a definitive bank of competition questions.

<https://quizlet.com/1136767212/2026-2027-jag-knowledge-bowl-flash-cards/?x=1jqt>

QUESTION AUTHORITY

The Quizlet link is also posted in the JAG Hub and on the Competitive Events Headquarters page. If the Quizlet resource and this Handbook differ, the Handbook's official source and content list governs.

Event Guidelines — Match Format

1. Buzzer competition requires a paired match-up. A team more than five minutes late to its appointed time forfeits the right to compete, in accordance with the General Rules and Regulations.
2. The number of teams in the bracket is determined by the number of entries. Depending on that number, a bye to the second round may be provided to one or more teams at random.
3. Teams must report to and remain in the holding room until their numbers are called.
4. During competition, two teams are seated at a table facing the moderator. Each team member has a buzzer. Before each round, every team member should check that their buzzer works.
5. Team members are identified as Team Member A, B, C, and D. Letter identification cards are drawn by each member before the round and placed on the table in front of them.
6. Each match runs in five two-minute segments: Member A head-to-head, then B, then C, then D, and a final two minutes open to all four members. This process is also used for tiebreakers.
7. The moderator presents one item at a time:
 - Five seconds are allowed after the moderator finishes presenting the item for a team member to press the buzzer.
 - The member who pressed the buzzer has five seconds to respond.
 - If a member buzzes before the item is complete, the moderator stops reading immediately and the competitor must answer within five seconds. Buzzing out of turn is treated as a wrong answer, and the other team is given the chance to respond.
 - Only the first answer given is judged. If a member has begun responding when the five-second timer sounds, judges may allow the response to be completed.
 - A correct answer earns the team one point.
 - If the answer is incorrect or no response is given within five seconds, the item is reread in full for the other team, which then has five seconds to buzz in. This is the only circumstance in which an item is repeated unless the judges ask for a reread.
 - If no member buzzes within five seconds, no points are awarded and the next item is read.
8. Team members may talk to one another only during the final two minutes of the round, and are cautioned to speak softly enough to avoid being overheard. Teams may not use or write notes.

Scoring the Match

9. The same list of questions is asked of each team in each section during a round, starting with question 1A. The team with the higher score at the end of the ten-minute match wins. The timekeeper announces when one minute remains. If time expires mid-answer, the team may complete its response; if the item is missed, the other team may answer.
10. Points are kept by the judges on a rating sheet, and the score is updated on a visual display so the audience can follow the match.
11. In the event of a tie, five tiebreaker items are asked — one each to Members A, B, C, and D, and the last to the entire team. The team with the higher score wins. The process is repeated if necessary.
12. The moderator does not give the correct response when neither team answers correctly.
13. Winning team members may not observe other matches and must return to the holding room until recalled. Waiting teams may not communicate with other teams.
14. Questions are not given to a participating team before the event. Judges receive a copy of the questions and make all rulings; the lead judge or moderator responds only "correct" or "incorrect." Only judges may challenge an answer — competitors may not challenge an answer or the event process. Judges call time to make a ruling.

Semi-Final and Final Rounds

1. **Semi-final rounds.** When four teams remain, two semi-final matches are played. The winning team from each match returns to the holding room to meet in the championship round; the two losing teams meet in the consolation match to determine third and fourth place.
2. **Final round.** The consolation match determines third and fourth place. The two undefeated teams then play the championship match for first and second place.
3. **Finalist placement.** First through fourth place are determined through the semifinal, consolation, and championship matches. Fifth through tenth place are determined by the total number of points each team earned across all of its Knowledge Bowl matches. For any tie affecting fifth through tenth place, tied teams will be ranked by their average points earned per match. The team with the higher average will receive the higher placement.

OBSERVERS

Audience members may observe only the semi-final and final rounds. Communication between the audience and team members or event personnel is not permitted. Audience members may not enter or leave the room while teams are competing (only between matches), may not record, document, or communicate anything, and may applaud only at the completion of a match.

Sample Questions

These samples show the range and format of Knowledge Bowl items. They are not questions from the current question pool.

1. What percentage of the Voting Delegate Assembly can amend the National JAGCA Bylaws?
2. What is the name of the JAG student member-led organization?
3. Which 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 national officer candidates and slating them for the election process?
11. In Richard N. Bolles's book, Commandment 10 of the job interview suggests doing what after your interview?

A photograph of four young women, likely JAGCA members, standing in a row and smiling. They are wearing dark blue blazers over white shirts with red and blue patterned neckerchiefs. The background is a blurred indoor setting with warm lighting.

COMPETITIVE EVENT

JAGCA Service Project **SP**

EVENT NAME	JAGCA Service Project
EVENT CODE	SP
EVENT TYPE	Chapter Event — recognition
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	Chapter
NATIONAL ENTRY LIMIT	One entry per chapter, per division
PRE-SUBMISSION	Reported activity submitted through the JAG Hub by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Recognition at NCDC; possible Opening Ceremony stage recognition
TIME LIMIT	Not applicable
TOTAL POINTS	Recognition levels — Certificate of Recognition and Certificate of Merit

Event Summary

The JAGCA Service Project is a recognition opportunity. Chapters design and carry out a service project connected to the national theme, document their work, and submit that documentation for recognition at the state and national levels.

Chapter members must be active members of JAGCA in good standing and must follow the General Rules and Regulations of the JAGCA Competitive Events Program.

2027 & 2028 NATIONAL THEME

Money Management & Mentorship

The JAGCA National Service Project theme for the 2027 and 2028 National Career Development Conferences is **Money Management & Mentorship**. Chapters will design and carry out a service project that helps people in their school or community strengthen practical money-management knowledge through meaningful mentorship.

Affiliates and chapters may determine the activities, partnerships, schedule, and local approach that best fit their communities. The Handbook does not establish a minimum or maximum number of activities, service hours, dollars raised, mentorship interactions, partners, or participants.

Chapters may use any appropriate combination of activities to accumulate collective service hours or collective dollars raised. Each chapter will report its collective hours or collective dollars raised, with supporting evidence, through the JAGCA National Service Project Reporting Form linked in this Handbook.

Implementation Resources

JAG National will publish a Service Project Implementation Guide, a one-page partner overview, and additional planning and instructional resources in the JAG Hub. These resources support implementation; the eligibility requirements and scoring criteria in this Handbook remain the governing standards.

SUPPLEMENTAL Implementation Resources

Service Project Implementation Guide: <https://tinyurl.com/NSPImplementationGuide>

National Service Project One-Pager: <https://tinyurl.com/NSPOnePager>

REQUIRED JAGCA National Service Project Reporting Form

2027 Submission Requirement: The JAGCA National Service Project Reporting Form is the official required submission method. Completing the National Service Project fields in JAGForce does not replace this form.

<https://wkf.ms/4gLU5fC>

Tracking Hours and Funds Raised

Local chapters plan service-learning projects connected to the national theme, document their involvement, and submit that documentation for the opportunity to earn recognition at the state and national levels.

- Members record their volunteer hours individually.
- Donations are recorded on **one** chapter member's account only.
- For example: if a chapter raises \$150 during five hours of volunteer time, every participating member records five hours, but only one member enters the \$150 donation total. If all five members entered \$150, the amount raised would be inflated.
- Chapters may record and approve Model Service activities in JAGForce, including information entered through the new National Service Project prompt. These fields are being beta tested to support streamlined reporting in future years.
- For 2027, chapters must submit the JAGCA National Service Project Reporting Form by March 15, 2027, at 11:59 p.m. Pacific Time. Information submitted through this form will determine recognition levels at NCDC.
- Information submitted to JAGCA through the JAG Hub becomes the property of JAGCA.
- Activity window for the 2027 edition: June 1, 2026 through March 15, 2027.

FIRM DEADLINE

Reported activity must be submitted by March 15, 2027, at 11:59 p.m. Pacific Time. Beginning at 12:00 a.m. Pacific Time on March 16, the submission site will not accept new, replacement, or revised entries.

Recognition Levels

Recognition is based on either the chapter's collective service hours or the collective dollars raised. Hours and dollars may not be combined to meet a recognition threshold; a chapter qualifies by meeting the complete threshold in at least one category.

CERTIFICATE OF RECOGNITION

\$100 or 100 hours

Awarded to every chapter contributing at least \$100 or 100 hours of community service connected to the national theme.

CERTIFICATE OF MERIT

\$500 or 500 hours

Awarded to every chapter contributing at least \$500 or 500 hours of community service connected to the national theme.

Stage Recognition

Recognized chapters may be invited to present on stage during the Opening Ceremony to share their accomplishments with the national network. A representative from JAG National will coordinate before the event. This opportunity is not guaranteed and is selected based on student achievement and the time available.

Other Recognition

Additional outstanding service awards may be presented in recognition of outstanding contributions by individual chapters. State outstanding service awards, where available, are announced by the respective State Advisor.

Chapter names may be posted on the JAG website. To be listed online, a chapter must have at least 100 hours or \$100 — or 500 hours or \$500 — approved and submitted through the JAG Hub by the deadline.

COMPETITIVE EVENT

Outstanding Chapter

oc

EVENT NAME	Outstanding Chapter
EVENT CODE	OC
EVENT TYPE	Chapter Event — recognition
ELIGIBLE DIVISIONS	Middle School · High School · Out-of-School/Collegiate
TEAM SIZE	Chapter; one member registers
NATIONAL ENTRY LIMIT	Set by the affiliate — only state-recognized chapter books are eligible
PRE-SUBMISSION	Digital chapter book submitted as a PDF by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Optional, unscored 8–10 minute Exhibition Hall showcase for chapters earning the designation
TIME LIMIT	8–10 minutes for the optional showcase
TOTAL POINTS	Recognition threshold of 43 points on the published rubric

Event Summary

The Outstanding Chapter recognition encourages local chapters to achieve the JAGCA goals by implementing a plan of work focused on leadership skills, career opportunities, and service learning, and to document those achievements in an annual chapter book.

The chapter book is a digital PDF product: all members collaborate to document and showcase the chapter's achievements during the school year, which also gives students the opportunity to design and share their work digitally.

Chapter members must be active members of JAGCA in good standing and must follow the General Rules and Regulations of the JAGCA Competitive Events Program.

Event Guidelines

Chapters earn recognition by accurately and creatively documenting their activities as outlined in the event rating sheet. Chapters that meet the required point threshold are honored with the Outstanding Chapter award.

- This event is not intended to pressure a chapter into submitting activities for every category. The focus should be on planning and carrying out meaningful activities and then presenting them clearly in the chapter book. Emphasis belongs on the quality and impact of the chapter's work rather than on elaborate embellishment.
- The chapter book should prioritize the content that earns points. Creativity is encouraged where it enhances the presentation of the chapter's achievements.
- All entries must be submitted as a digital book in **PDF format** through the Competitive Events HQ & Submission Site by March 15, 2027, at 11:59 p.m. Pacific Time. Videos must not be submitted for this event. The book should be well organized and easy to navigate, with all materials formatted for clarity and readability. Title the PDF using State_Division_Event_Names.
- Activities included in the submission must have occurred during the school year associated with the NCDC in which the chapter is competing. For the 2027 NCDC, eligible activities may begin with the chapter's 2026–2027 school-year launch in June or July 2026 and must occur before the submission deadline of March 15, 2027. Activities completed before the beginning of the 2026–2027 school year are not eligible.
- There is no strict page limit, but chapters should keep the book concise and focused — a recommended length equivalent to no more than 100 physical pages.
- The chapter book must be the work of chapter members. All content must be original or properly cited where external sources are used.
- Submission of an entry constitutes acknowledgment and agreement that JAG National and JAGCA retain ownership of the digital submission and may use it in future publications, presentations, websites, social media, and other promotional materials.

REQUIRED**Competitive Events HQ & Submission Site**

One clearly labeled upload field: **Outstanding Chapter Book (PDF)**.

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

Chapter Book Layout

Cover page

Name of the JAGCA chapter • division (Middle School, High School, or Out-of-School/Collegiate) • name of the school • city, state, and ZIP code.

Chapter summary page

A one-page summary of the JAGCA year highlighting the chapter's achievements, activities, and special moments. A reader should finish this page with a clear understanding of the chapter's focus and accomplishments.

Activity documentation

The remaining pages document the chapter's activities from July 1, 2026, through March 15, 2027. There is no limit on the number of pages devoted to a category, but the book overall should stay concise and focused.

PAGE HEADINGS ARE REQUIRED

Every page must carry a page heading that matches a category on the judge rating sheet. Headings let judges find the items they are evaluating quickly and are the difference between documented work and work that cannot be scored.

National Submission and Registration

Only Outstanding Chapter books recognized by an affiliate at the state level are eligible for national consideration. Each affiliate may determine how many chapters it recognizes and submits to Nationals. Affiliates are responsible for communicating their state recognition process and deadlines to chapters. Every national entry must meet the eligibility, format, registration, and submission requirements in this Handbook and must be submitted through the JAG Hub by the national deadline.

Only one member per chapter registers for this event, and only the chapter name is announced during the awards session.

Pre-Evaluation

Outstanding Chapter books are evaluated before NCDC using the published Outstanding Chapter rubric. Two judges independently rate each book, and their scores determine whether the book earns the 43 points needed for the Outstanding Chapter designation. **Pre-evaluation determines each chapter's national score and recognition status.**

The Exhibition Hall presentation is an opportunity to showcase and discuss the chapter's work; it does not change the pre-evaluated score.

Exhibition Hall Showcase

Only chapters that earn the Outstanding Chapter designation will be invited to present in the NCDC Exhibition Hall. Each invited chapter receives an **8–10 minute presentation time**. The showcase is optional and unscored; participation or nonparticipation does not change the chapter's pre-evaluated score or designation.

A presentation schedule will be shared with the competitive events schedule before participants arrive onsite. Invited chapters that choose to participate are responsible for reviewing their assigned time and ensuring that their student presenter is present and ready to begin.

OPTIONAL PRESENTATION MEDIA

JAG National will display the submitted PDF file during the chapter's showcase. Competitors using audio or video during the optional onsite presentation must bring the final media on a USB drive to Competitive Events Headquarters. Label the drive with the event, chapter, state, school, and division. Competitors should retain a backup. JAG National is not responsible for lost USB drives or media that cannot be opened using the equipment provided.

Stage Recognition

Recognized chapters may be invited to present on stage during the Opening Ceremony to share their work with the national network. A representative from JAG National will coordinate before the event. This opportunity is not guaranteed and is selected based on student achievement and the time available.

Chapter Self-Assessment

Use this form as a supplemental resource to self-assess the chapter book before submitting it through the JAG Hub. Record the pages where each category is documented so judges can find the evidence quickly.

CATEGORY	WHAT TO DOCUMENT	PAGE NUMBERS	SCORE 1-4
Cover page	Chapter name, division, school name, city, state, ZIP.		
Membership list	A comprehensive list of all chapter members.		
Chapter summary	A one-page summary of the year's key achievements and activities.		
Chapter description	The chapter's setting, advisors, type of school, demographics, and evidence of achievement.		
Chapter officers	Photos, names, roles, and contributions of the chapter officers.		
Program of work	The chapter's planned activities and goals for the membership year, July 1 to June 30.		
Membership events	Activities that encourage membership in the chapter.		
Career awareness	Activities designed to expose members to a variety of professions.		
Community service	Service or activities by chapter members that benefit the local community.		
School service	Activities that benefit students or faculty at the school.		
Publicity	Chapter publicity through a website, newsletter, newspaper, TV, or other media outside the school.		
JAGCA newsletter	Newsletters produced by the chapter, with a sample provided.		
National Service Project	The chapter's participation in the JAGCA National Service Project, with documentation.		
JAGCA Week	Activities conducted during the chapter's JAGCA Week, with documentation.		
Industry partnerships	Partnerships with community professionals or organizations, including job shadowing and internships.		
Leadership development	Organized leadership training events attended by chapter members.		
Presentations	Programs presented by the chapter that promote business education, professional, or skilled careers.		
Other chapter activities	Additional activities that support the goals of JAGCA.		
State Career Development Conference	The chapter's participation in the State CDC, including awards received. Added after the state CDC.		
ANTICIPATED JUDGE SCORE			

JUDGING STAGE: PRE-JUDGED

Book

MAXIMUM SCORE

76

CHAPTER NAME	SCHOOL OR PROGRAM	DIVISION
_____	_____	_____

CATEGORY	1 POINT	2 POINTS	3 POINTS	4 POINTS	MAX
1. Cover Page <i>Is all required chapter information included?</i>	Several required elements are incomplete or difficult to locate.	Most required elements are included, but two or more are missing or unclear.	All required identification information is included, with no more than one minor omission or error.	All required information is complete, accurate, easy to locate, and presented in a clear design.	4
2. Chapter Summary <i>Are the chapter's focus and accomplishments clear?</i>	The summary provides minimal information about the chapter's year.	The summary identifies some activities or accomplishments but does not clearly communicate the chapter's focus.	The one-page summary clearly describes the chapter's focus, important activities, and accomplishments.	The one-page summary presents a focused and compelling reflection that connects activities, accomplishments, and their importance to the chapter.	4
3. Chapter Description <i>Is the chapter and its setting fully explained?</i>	The description provides limited information about the chapter or its setting.	The description includes some required information but leaves several areas unclear or incomplete.	The description clearly explains the chapter's setting, advisors, school or program, demographics, and achievements.	The description provides a complete and specific picture of the chapter, its members, its environment, and its achievements.	4
4. Chapter Officers <i>Are officers, roles, and contributions documented?</i>	Officers are identified, but roles or responsibilities are mostly unclear.	Officers and basic roles are identified, but descriptions of duties or contributions are limited.	Officers are clearly identified with their roles, duties, and contributions.	The section clearly demonstrates how each officer contributed to the chapter's leadership and work.	4
5. Program of Work <i>Is the annual chapter plan organized?</i>	A limited list of planned activities is provided.	The plan includes activities and some dates but does not clearly cover the membership year.	The plan clearly organizes activities and goals across the membership year.	The plan is comprehensive, well organized, and clearly connects activities, timing, and chapter goals.	4
6. Membership Activities <i>How many membership activities are documented?</i>	One documented membership activity.	Two documented membership activities.	Three documented membership activities.	Four or more documented membership activities.	4
7. Career Awareness <i>How many career activities are documented?</i>	One documented career-awareness activity.	Two documented career-awareness activities.	Three documented career-awareness activities.	Four or more documented career-awareness activities.	4
8. Community Service <i>How many community-service activities are documented?</i>	One documented community-service activity.	Two documented community-service activities.	Three documented community-service activities.	Four or more documented community-service activities.	4
9. School Service <i>How many school-service activities are documented?</i>	One documented school-service activity.	Two documented school-service activities.	Three documented school-service activities.	Four or more documented school-service activities.	4

JUDGING STAGE: PRE-JUDGED

Book (continued)

MAXIMUM SCORE

76

CATEGORY	1 POINT	2 POINTS	3 POINTS	4 POINTS	MAX
10. Publicity <i>How many external publicity examples are documented?</i>	One documented example of external publicity.	Two documented examples of external publicity.	Three documented examples of external publicity.	Four or more documented examples of external publicity.	4
11. JAGCA Newsletter <i>Is a readable chapter newsletter included?</i>	A newsletter is identified, but the sample is incomplete, unclear, or difficult to read.	A readable sample is included but provides limited information about the chapter.	The newsletter clearly communicates chapter activities, information, or accomplishments.	The newsletter is student-produced, well organized, and effectively communicates meaningful chapter information to its audience.	4
12. National Service Project <i>Is National Service Project participation documented?</i>	Participation is identified, but supporting evidence or explanation is limited.	The activity is described and includes basic evidence of chapter participation.	Clear evidence demonstrates chapter participation, member involvement, and what was accomplished.	Comprehensive evidence explains the chapter's participation, member contributions, and service impact.	4
13. JAGCA Week <i>Are JAGCA Week activities documented?</i>	JAGCA Week participation is identified, but supporting evidence or explanation is limited.	At least one activity is described and supported with basic evidence.	Multiple activities or one substantial activity are clearly documented with evidence of member participation.	The documentation clearly demonstrates a purposeful JAGCA Week experience, member participation, and its effect on the chapter or school community.	4
14. State CDC <i>Is State CDC participation documented?</i>	Participation is identified, but supporting information is limited.	Basic evidence identifies the chapter's participation and competitors or activities.	Clear evidence documents chapter participation, competitors or teams, and results or accomplishments.	Comprehensive evidence demonstrates meaningful chapter participation, preparation, accomplishments, and recognition.	4
15. Industry Partnerships <i>How many industry partnerships are documented?</i>	One documented partnership.	Two documented partnerships.	Three documented partnerships.	Four or more documented partnerships.	4
16. Leadership Development <i>How many leadership experiences are documented?</i>	One documented leadership-development experience.	Two documented leadership-development experiences.	Three documented leadership-development experiences.	Four or more documented leadership-development experiences.	4
17. Presentations <i>How many chapter presentations are documented?</i>	One documented presentation.	Two documented presentations.	Three documented presentations.	Four or more documented presentations.	4
18. Other Activities <i>Are additional JAGCA activities documented?</i>	One documented additional activity.	Two documented additional activities.	Three documented additional activities.	Four or more documented additional activities.	4
19. Quality of Work <i>Is the book clear, original, and evidence based?</i>	The book meets basic submission requirements but is difficult to navigate or contains frequent readability or organization problems.	The book is generally readable and organized, but presentation and documentation are inconsistent.	The book is clear, organized, readable, and uses evidence and design effectively.	The book is exceptionally clear, cohesive, easy to navigate, and uses purposeful design and strong evidence to communicate the chapter's work.	4



COMPETITIVE EVENT

Project Based Learning Showcase

PB

EVENT NAME	Project Based Learning Showcase
EVENT CODE	PB
EVENT TYPE	Team Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	Three to four members
NATIONAL ENTRY LIMIT	Three teams per affiliate, per division
PRE-SUBMISSION	Presentation submitted as a PDF by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Team presentation to a panel of judges
TIME LIMIT	5–7 minutes
TOTAL POINTS	100

Event Summary

The Project Based Learning Showcase asks a team to present a PBL project they carried out at school or in their community during the year — what the project was, how it started, what they created, and how it helped them and others learn.

Every team member speaks during the presentation. Judges want to hear the project's outcomes and the process of working on something that matters: the need behind the project, the research, the student voice in planning, the collaboration, the public product, and the team's reflection.

Teams are encouraged to be creative. Note cards may be used, but competitors should not read the presentation word for word. Props, costumes, and handouts are permitted.

What to Present

- **The project.** What the project was about, the need it addressed, and how it started.
- **Research and learning.** What the team learned and how classroom learning connected to real-world work.
- **Student voice and choice.** How the team planned and organized the project.
- **Collaboration.** How the team worked with peers and mentors on both the project and the presentation.
- **Public product.** What the team created or showcased, and who it reached.
- **Reflection and impact.** What changed for the school, community, or organization — and what the team would repeat or do differently.

Submission Requirements

Submit the presentation as a single PDF file through the Competitive Events HQ & Submission Site by March 15, 2027, at 11:59 p.m. Pacific Time. Title the file using State_Division_Event_Names. The events team will have the presentation loaded when the team is called.

REQUIRED Competitive Events HQ & Submission Site

One clearly labeled upload field: **Project Based Learning Presentation.**

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

The Presentation

Presentations run 5 to 7 minutes. The timekeeper flashes a card at six minutes and again when seven minutes are up. Anything shared after time expires is not scored.

PROFESSIONAL INTRODUCTION

Teams are encouraged to begin with a brief professional introduction. Handshakes are not part of this event and should not be initiated. Any team introduction must occur within the existing presentation time and is not separately scored.

On-Stage Recognition

Winning teams may be invited to present on stage during the Closing Ceremony. A representative from JAG National will coordinate after scoring concludes. This opportunity is not guaranteed and is selected based on student achievement and the time available.

JUDGING STAGE: ONSITE JUDGING

Showcase

MAXIMUM SCORE

100

TEAM NAME	SCHOOL OR PROGRAM	DIVISION
_____	_____	_____

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Project Overview <i>Are the purpose, need, and outcome clear?</i>	The project or need is missing, unclear, or unrelated to the presentation.	The team identifies the project and a general need but provides limited context or purpose.	The team clearly explains the project, the need it addressed, why it mattered, and its intended outcome.	The team provides a compelling, evidence-supported explanation of the project, the specific need, who was affected, and the meaningful outcome it intended to achieve.	10
2. Research and Learning <i>Is meaningful research and learning demonstrated?</i>	Little or no research or learning is demonstrated.	The team describes general research or learning but provides few specific sources, examples, or connections.	The team explains relevant research and provides specific examples of knowledge or skills applied during the project.	The team demonstrates substantial research from credible sources and clearly explains how new knowledge and skills shaped important project decisions.	10
3. Student Leadership <i>Did students lead important project decisions?</i>	The project appears primarily adult-directed, with little evidence of student decision-making.	Students contributed some ideas or choices, but their role in planning and decision-making is unclear or limited.	Students made meaningful decisions about the project's goals, approach, roles, resources, or activities.	Students clearly led the planning process, made significant decisions, solved problems, and adapted the project with minimal adult direction.	10
4. Collaboration <i>Did the team collaborate throughout the project?</i>	Collaboration is not demonstrated, or one member completes most of the work or presentation.	Some collaboration is evident, but responsibilities or participation are uneven or insufficiently explained.	Team members describe effective collaboration during the project and participate meaningfully in the presentation.	The team demonstrates purposeful, equitable collaboration, clearly explains how members and mentors contributed, and presents as a coordinated unit.	10
5. Public Product <i>Did the project serve an outside audience?</i>	No completed public product or external audience is identified.	A product was created, but its purpose, audience, completion, or connection to the project is unclear.	The team created and shared a completed product that aligns with the project's goals and intended audience.	The team created a polished, relevant, and meaningful public product that effectively reached or benefited its intended audience.	10

JUDGING STAGE: ONSITE JUDGING

Showcase (continued)

MAXIMUM SCORE

100

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
6. Presentation <i>Is the project presented clearly and engagingly?</i>	The presentation is difficult to hear, follow, or understand and relies heavily on reading.	The presentation communicates basic information but is inconsistently organized, clear, or engaging.	The presentation is organized, clear, engaging, and supported by appropriate examples, visuals, props, or demonstrations.	The presentation brings the project to life through compelling organization, confident delivery, purposeful storytelling, and highly effective supporting materials.	10
7. Reflection <i>Does the team explain what it learned?</i>	The team provides little or no reflection about its learning or experience.	The team identifies general lessons but provides limited explanation of successes, challenges, or personal growth.	The team explains specific learning, challenges, successes, and how the experience affected its knowledge or skills.	The team offers thoughtful and honest reflection, connects specific experiences to meaningful growth, and clearly explains what it would repeat, change, or pursue next.	10
8. Project Impact <i>Is the project's effect supported with evidence?</i>	No clear impact or supporting evidence is presented.	The team claims the project had an impact but provides limited details or evidence.	The team explains the project's effect and supports its claims with relevant examples, feedback, observations, or data.	The team demonstrates significant, well-documented impact using specific evidence and clearly explains how the work could be sustained, improved, or expanded.	10
9. Judge Questions <i>Are answers accurate and well supported?</i>	Responses are frequently incomplete, inaccurate, off-topic, or dependent on information the team cannot explain.	Responses address the questions but may be vague, uneven among team members, or supported by limited reasoning.	Responses are direct, accurate, and demonstrate a clear understanding of the project, decisions, learning, and impact.	Responses are thoughtful, specific, and well-supported, with team members demonstrating strong ownership, adaptability, and shared understanding of the complete project.	10
10. Professional Attire <i>Does appearance meet professional expectations?</i>	Attire or grooming is inappropriate for the setting or significantly distracts from the presentation.	Some professional elements are present, but the team's overall appearance is inconsistent with a professional presentation setting.	Attire is clean, appropriate, and consistent with professional or business-casual expectations. Project-related costumes are purposeful and appropriate.	Attire and grooming are polished and appropriate across the team, demonstrating a strong understanding of professional presentation expectations. Project-related costumes are exceptionally purposeful and well integrated.	10



COMPETITIVE EVENT

JAG Promotional Video

PV

EVENT NAME	JAG Promotional Video
EVENT CODE	PV
EVENT TYPE	Team Event
ELIGIBLE DIVISIONS	Middle School · High School · Out-of-School/Collegiate
TEAM SIZE	Three to four members
NATIONAL ENTRY LIMIT	One entry per affiliate
PRE-SUBMISSION	YouTube link submitted through the JAG Hub by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Automatic display throughout Exhibition Hall hours — no presentation required
TIME LIMIT	45 seconds to 1.5 minutes of finished video
TOTAL POINTS	80

Event Summary

Chapters create a 45-second to 1.5-minute commercial that promotes Jobs for America's Graduates at the state or affiliate level — for example, Jobs for Ohio's Graduates. The video should be designed to attract and recruit students to the program.

The event asks chapter members to articulate the value of JAG while building real skills in marketing and communications.

Each affiliate may submit one entry. State directors may use the rating sheet to determine which entry best represents the affiliate.

Competition Rules

1. **Video requirements.** The chapter must create a commercial with both audio and video components. The commercial must promote JAG at the state or affiliate level, be suitable for students ages 14–24, and run between 45 seconds and 1.5 minutes. Entries outside that range incur point deductions.
2. **Submission process.** Commercials must be uploaded to YouTube, and the YouTube link must be submitted through the Competitive Events HQ & Submission Site by the national deadline. Submitted YouTube links must be active, accessible to judges, and remain available through the conclusion of the National Career Development Conference. Entries with broken, private, restricted, or inaccessible links may not be reviewed or judged.
3. **Content guidelines.** All entries must be appropriate, with no inappropriate language, imagery, profanity, or slang, including in music selections. Music must be original work or in the public domain with no copyright restrictions.
4. **Originality and student involvement.** The commercial must be 100% student-created, including filming and editing; commercials that are not student-created are disqualified. External sources such as music or clips must be properly cited at the end of the video and may not make up more than 50% of the total run time.
5. **Video production.** Students may use any recording device — video camera, phone, webcam, or tablet — and may submit animated or digitally animated commercials.
6. **Submission use and permissions.** By submitting an entry, participants and their affiliates acknowledge and agree that JAG National and JAGCA may use, reproduce, publish, display, distribute, and share the video, in whole or in part, for educational, promotional, marketing, and other organizational purposes without additional notice or compensation. Affiliates are responsible for ensuring that all necessary participant permissions and media releases have been obtained before submission.
7. **Evaluation.** Commercials are rated on the criteria in the judge rating sheet.
8. **Naming convention.** Submit using the format: Title, State, Team Members' Last Names — for example, "JAG Promo, Missouri, Smith-Jones."

REQUIRED**Competitive Events HQ & Submission Site**

One clearly labeled field for the **YouTube link** to the finished commercial.

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

Exhibition Hall Display Schedule

Submitted JAG Promotional Videos will be scheduled and displayed automatically throughout Exhibition Hall hours. Chapters and affiliates do not need to start or present their videos onsite. Before NCDC, JAG National will distribute the display schedule so affiliates know when their submitted videos are scheduled to appear.

JUDGING STAGE: PRE-JUDGED

Video

MAXIMUM SCORE

80

COMPETITOR OR TEAM NAME

SCHOOL OR PROGRAM

DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. JAG Identification <i>Are JAG and the affiliate clearly identified?</i>	JAG is not identified or viewers cannot determine what organization is being promoted.	JAG is mentioned, but its identity or the affiliate connection is unclear.	The video clearly identifies JAG and the state or affiliate program.	JAG and the affiliate are identified immediately and integrated naturally throughout the video.	10
2. Student Recruitment <i>Does the video attract prospective JAG students?</i>	The intended audience is unclear or the content does not support student recruitment.	The video appears intended for students but has a limited or inconsistent recruiting focus.	The content is appropriate for prospective students and communicates reasons to consider joining JAG.	The video is intentionally designed for prospective students and uses highly relevant messages to encourage participation.	10
3. JAG Value <i>Are the benefits of JAG clearly explained?</i>	The video provides little or no information about the value of JAG.	The video identifies a general benefit but provides limited explanation.	The video clearly communicates relevant benefits, experiences, or opportunities available through JAG.	The video presents a compelling and accurate explanation of how JAG supports students and their futures.	10
4. Call to Action <i>Does the video motivate viewers to act?</i>	The video does not create interest or provide a reason to take action.	The video creates some interest, but the desired next step is vague or missing.	The video maintains viewer interest and includes a clear invitation to learn more or join.	The video is highly engaging and concludes with a memorable, persuasive, and appropriate call to action.	10
5. Story Flow <i>Is the message organized and easy to follow?</i>	Ideas appear disconnected or the message is difficult to follow.	The video has a basic structure, but some transitions or ideas are unclear.	The video follows a logical sequence with a clear beginning, middle, and conclusion.	The video uses purposeful pacing and seamless transitions to deliver a cohesive and memorable message.	10
6. Audio Quality <i>Can viewers clearly hear the message?</i>	Dialogue, narration, music, or sound is frequently difficult to hear or understand.	Most audio is understandable, but inconsistent volume, background noise, or music causes distractions.	Dialogue and narration are clear, and music or sound generally supports the message.	Audio is consistently clear, balanced, and intentionally used to strengthen the video's message.	10
7. Visual Quality <i>Do visuals and editing support the message?</i>	Visuals are difficult to see, unrelated to the message, or edited in a way that interferes with understanding.	Visuals generally support the message, but recording or editing is inconsistent.	Visuals are clear and relevant, and editing supports the organization and pace of the video.	Visuals and editing are polished, purposeful, and work together to strengthen the recruiting message.	10
8. Creativity <i>Is the video distinctive and authentic?</i>	The video demonstrates limited original thought or relies heavily on unrelated external material.	The video includes some original elements but uses a familiar or predictable approach.	The video uses creative, student-developed choices that make the message engaging and authentic.	The video uses a highly original and memorable approach that reflects authentic student voice and distinguishes JAG.	10



COMPETITIVE EVENT

Prepared Speaking **PS**

EVENT NAME	Prepared Speaking
EVENT CODE	PS
EVENT TYPE	Individual Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	One competitor
NATIONAL ENTRY LIMIT	Three competitors per affiliate, per division
PRE-SUBMISSION	None — this is an onsite event
ONSITE COMPONENT	Prepared speech delivered to a panel of judges
TIME LIMIT	5 minutes maximum
TOTAL POSSIBLE POINTS	90

Event Summary

Prepared Speaking builds oral communication skills that employers consistently look for. Competitors write and deliver a speech on the annual JAGCA topic, which changes each year to match the JAGCA theme announced after the Career Development Conference.

All competitors speak on the same topic. Speeches run no longer than five minutes. The timekeeper gives a one-minute warning, and judges take three minutes afterward to complete their evaluations.

Microphones and props are not used in this event.

2027 SPEECH TOPIC

How has JAG helped you discover your strengths and the impact you can make in the future workforce?

Technology and Notes

Prepared Speaking must be completed without the use of technology. Participants may not use phones, tablets, laptops, presentation slides, teleprompters, audio, video, or other electronic aids. Speeches should be memorized, and delivery should be practiced in advance. **Participants may use index cards as notes; index cards are the only permitted aid.**

PROFESSIONAL INTRODUCTION

Competitors are encouraged to begin with a brief professional introduction, which may naturally incorporate the elements of GNAP — Greeting, Name, Affiliation, Purpose. Any introduction must occur within the existing five-minute speech time and is not separately scored. Handshakes are not part of this event and should not be initiated.

Delivery and Timing

Competitors report to the event location at their assigned time. The speech may run no longer than five minutes; the timekeeper provides a one-minute warning. Anything shared after five minutes is not scored. Judges then have three minutes to complete their evaluations.

Judges evaluate the effectiveness of the speech based on organization, delivery, language, audience engagement, time management, professional presentation, the speaker's personal connection to JAG, and overall impact.

JUDGING STAGE: ONSITE JUDGING

MAXIMUM SCORE

90

Judge Rating Sheet

COMPETITOR NAME	SCHOOL OR PROGRAM	DIVISION
_____	_____	_____

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Delivery and Poise <i>Is the speaker clear and confident?</i>	The competitor is difficult to hear or understand and appears unprepared or disengaged.	Delivery demonstrates some preparation, but confidence, volume, or composure is inconsistent.	The competitor speaks clearly, confidently, and with appropriate professional presence.	The competitor demonstrates exceptional composure, confidence, authenticity, and command of the speaking environment.	10
2. Organization <i>Does the speech have a clear structure?</i>	Ideas are disconnected, and the speech lacks a recognizable structure.	The speech has a basic structure, but some ideas or transitions are difficult to follow.	The speech has a clear opening, logically developed main points, effective transitions, and a clear conclusion.	The speech uses a compelling opening, seamless organization, purposeful transitions, and a memorable conclusion.	10
3. Personal JAG Connection <i>Are personal experience and JAG impact connected?</i>	The speech includes little personal connection and does not clearly explain how JAG influenced the competitor's strengths or future impact.	The competitor mentions a JAG experience, personal strength, or future goal, but the connections among them are general or incomplete.	The competitor uses specific personal experiences to explain how JAG helped develop strengths and prepare for a meaningful contribution to the future workforce.	The competitor presents an authentic and compelling personal story with specific examples that insightfully connect JAG, personal strengths, and future workforce impact.	10
4. Delivery Techniques <i>Are voice, eye contact, and gestures effective?</i>	The competitor reads extensively, makes little eye contact, or uses a voice and gestures that interfere with understanding.	Some delivery techniques are effective, but eye contact, vocal variety, gestures, or use of index cards is inconsistent.	The competitor uses appropriate eye contact, vocal variety, gestures, and limited reference to index cards to strengthen the speech.	Voice, pacing, eye contact, purposeful movement, and minimal use of index cards work naturally together to create a polished and compelling delivery.	10
5. Language <i>Is the language clear and appropriate?</i>	Frequent errors or inappropriate word choices interfere with understanding.	Language is generally understandable, but errors, repetition, or imprecise wording reduce its effectiveness.	Language is clear, appropriate, and mostly free of distracting errors.	Language is precise, vivid, professional, and exceptionally effective for the message and audience.	10

JUDGING STAGE: ONSITE JUDGING

MAXIMUM SCORE

90

Judge Rating Sheet (continued)

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
6. Audience Engagement <i>Does the speech maintain audience interest?</i>	The speech makes little attempt to connect with the audience.	The competitor demonstrates some audience awareness, but engagement is inconsistent.	The competitor uses appropriate storytelling, emphasis, or rhetorical techniques to maintain audience interest.	The competitor establishes a strong and authentic audience connection that makes the message engaging, relatable, and memorable.	10
7. Time Management <i>Is the five-minute limit used effectively?</i>	The speech is not completed, is substantially underdeveloped because it ends very early, or continues beyond the five-minute limit.	The speech is completed within the limit, but uneven pacing causes significant portions to feel rushed, prolonged, or insufficiently developed.	The speech is completed within five minutes, with pacing that supports the organization and development of ideas.	The competitor uses the available time purposefully, with polished pacing and complete, well-balanced development of the speech.	10
8. Overall Impression <i>Is the complete speech cohesive and memorable?</i>	The speech appears insufficiently prepared and does not communicate a clear or meaningful message.	The speech communicates a general message but lacks consistency, polish, or lasting impact.	The speech is thoughtful, cohesive, well-prepared, and leaves a positive impression.	The speech is exceptionally polished, authentic, meaningful, and memorable as a complete performance.	10
9. Professional Attire <i>Does appearance meet professional expectations?</i>	Attire or grooming does not meet the event requirement or significantly distracts from the speech.	Some professional elements are present, but the overall appearance is inconsistent with the event requirement.	Attire is clean, appropriate, and consistent with the official JAGCA uniform or professional business expectations.	Attire and grooming are polished, neat, and fully consistent with the event's professional expectations. Scoring reflects appropriateness, not cost or brand.	10

COMPETITIVE EVENT

L.O.V.E. Project

EVENT NAME	L.O.V.E. Project — Lifting Our Voices for Everyone
EVENT CODE	LP
EVENT TYPE	Team Event
ELIGIBLE DIVISIONS	Middle School • High School • Out-of-School/Collegiate
TEAM SIZE	Three to four members
NATIONAL ENTRY LIMIT	Three teams per affiliate, per division
PRE-SUBMISSION	Presentation submitted as a PDF by 11:59 p.m. PT, March 15
ONSITE COMPONENT	Team presentation to a panel of judges, with the creative product shown or performed
TIME LIMIT	4–6 minutes
TOTAL POINTS	80

Event Summary

The Lifting Our Voices for Everyone (L.O.V.E.) Project asks a team to create and showcase a piece of art or a product that inspires community members to share their voices and discuss fairness in their community.

The product can take many forms — a slam poem, a painting, a social media account, a short video — as long as it aligns with the team's civic awareness work. Every team member presents part of the project, and the whole team contributes to the work.

The presentation answers one question: **where do you see unfairness in your community, and what can you create to make it better?**

What the Presentation Must Include

History and context

Explain the issue the team is addressing and why it matters in their community.

Product explanation

How the art or product raises awareness about the issue.

Impact

What impact the product had — on opinion, action, or feeling.

Reflection

Key takeaways from the project and what the team would repeat or change.

Submission Requirements

Submit the presentation as a single PDF file through the Competitive Events HQ & Submission Site by March 15, 2027, at 11:59 p.m. Pacific Time. Title the file using State_Division_Event_Names. Other formats will not be accepted.

REQUIRED

Competitive Events HQ & Submission Site

One clearly labeled upload field: **L.O.V.E. Project Presentation.**

<https://jag.headrushapp.com/module/nrKEo5SorBJWsQhfj>

The Presentation

Presentations run at least four minutes and no more than six. Teams bring or perform their artwork, or show their product, in front of the judges. After the presentation, judges will have three minutes to ask questions about the issue, creative product, team collaboration, community response, reflection, and impact. Judges will then have three minutes to complete their evaluations. Anything shared after time expires is not evaluated.

PROFESSIONAL INTRODUCTION

Teams are encouraged to begin with a brief professional introduction. Handshakes are not part of this event and should not be initiated. Any team introduction must occur within the existing presentation time and is not separately scored.

On-Stage Recognition

Winning teams may be invited to present their creative product on stage during the Closing Ceremony. A representative from JAG National will coordinate after scoring concludes. This opportunity is not guaranteed and is selected based on student achievement and the time available.

JUDGING STAGE: ONSITE JUDGING

Project

MAXIMUM SCORE

80

TEAM NAME	SCHOOL OR PROGRAM	DIVISION

CRITERION AND GUIDE	FAIR 0-2	AVERAGE 3-5	GOOD 6-8	EXCELLENT 9-10	MAX
1. Community Need <i>Are the issue and affected community clear?</i>	The issue or need is missing, unclear, or disconnected from the community.	The team identifies a general issue but provides limited context about who it affects or why it matters.	The team clearly explains the issue, who it affects, why it matters, and the purpose of the project.	The team presents a thoughtful, evidence-supported explanation of the issue, its effect on the community, and the specific need the project addresses.	10
2. Collaboration <i>Did the team collaborate throughout the project?</i>	Collaboration is not demonstrated, or one member completes most of the work or presentation.	Some collaboration is evident, but responsibilities or participation are uneven or insufficiently explained.	Team members describe effective collaboration during the project and participate meaningfully in the presentation.	The team demonstrates purposeful, balanced participation, clearly explains how members and mentors contributed, and presents as a coordinated unit.	10
3. Product and Message <i>Does the product communicate a purposeful message?</i>	The product is incomplete, unclear, or disconnected from the identified issue.	The product addresses the issue, but its message, purpose, or creative choices require further explanation.	The completed product uses appropriate creative choices to communicate a clear message about the issue.	The product is highly purposeful, original, and memorable, with creative choices that powerfully amplify voices and communicate the intended message.	10
4. Community Impact <i>Is community response supported with evidence?</i>	No intended audience, community response, or project impact is identified.	The team identifies an audience or claims an impact but provides limited details or evidence.	The team explains how the product was shared and supports its impact with relevant examples, feedback, observations, or data.	The team provides compelling evidence that the product reached its intended audience and influenced awareness, opinions, feelings, conversations, or actions.	10
5. Reflection <i>Does the team explain what it learned?</i>	The team provides little or no reflection about its learning or experience.	The team identifies general lessons but provides limited explanation of successes, challenges, or growth.	The team explains specific learning, challenges, successes, and how the experience affected its knowledge or skills.	The team offers thoughtful and honest reflection, connects specific experiences to meaningful growth, and clearly explains what it would repeat, change, or pursue next.	10
6. Presentation <i>Is the project presented clearly and engagingly?</i>	The presentation is difficult to hear, follow, or understand and relies heavily on reading.	The presentation communicates basic information but is inconsistently organized, clear, or engaging.	The presentation is organized, clear, engaging, and supported by appropriate examples, visuals, performances, or demonstrations.	The presentation brings the project to life through compelling organization, confident delivery, purposeful storytelling, and effective integration of the creative product.	10
7. Judge Questions <i>Are answers accurate and well supported?</i>	Responses are frequently incomplete, inaccurate, off-topic, or dependent on information the team cannot explain.	Responses address the questions but may be vague, uneven among team members, or supported by limited reasoning.	Responses are direct, accurate, and demonstrate a clear understanding of the issue, product, decisions, learning, and impact.	Responses are thoughtful, specific, and well-supported, with team members demonstrating strong ownership, adaptability, and shared understanding of the complete project.	10
8. Professional Attire <i>Does appearance meet professional expectations?</i>	Attire or grooming is inappropriate for the setting or significantly distracts from the presentation.	Some professional elements are present, but the team's overall appearance is inconsistent with a professional presentation setting.	Attire is clean, appropriate, and consistent with professional or business-casual expectations. Project-related costumes are purposeful and appropriate.	Attire and grooming are polished and appropriate across the team, demonstrating a strong understanding of professional presentation expectations. Project-related costumes are exceptionally purposeful and well integrated.	10