



Montana State University
Agricultural Technology and Mechanical Systems
2017 State CDE
Abbreviated Guidelines



Coordinator: Dr. Dusty Perry, Montana State University
Committee Personnel: MSU Students from AgEd 294/494

I. Purpose

To challenge FFA members to prepare for the expectations of the agriculture mechanics work place by developing their skills and knowledge in applied physical sciences. This event allows students and teams to demonstrate subject matter and skill mastery, effective communication, problem solving techniques and the ability to function individually and as a team.

II. National Guidelines:

- A. The Montana ATMS CDE will follow the 2017-2021 National FFA CDE/LDE Handbook guidelines with the follow exceptions:
1. The metals and welding skill area will replace the nationally suggested compact equipment skill area.
 2. Montana will not include the team report component of the team activity.
 3. Individual skill area rotations will be 15 minutes as opposed to the nationally suggested 25 minutes.
 4. The individual exam will consists of 50 multiple-choice questions as opposed to the nationally suggested 25.

III. Overview

- A. Motivate high school Agricultural Education students to develop understandings and learn skills in the following content areas:
1. Electrical Systems – AC/DC power, electrical safety, electrical standards, sensing devices, electrical wiring, controls, electronics, motors and other electrical loads, operating instructions, and manufacturer’s recommendations.
 2. Environmental/Natural Resource Systems – water quality, sustainable agricultural practices, soil and water conservation, biological waste handling.
 3. Metals and Welding – metallurgy, metal fabrication, multiple metal fusion processes (gas metal arc welding – GMAW, shielded metal arc welding – SMAW, flux-cored arc welding – FCAW, etc.).
 4. Machinery and Equipment Systems – repair and maintenance, materials handling, processing, adjustments, metal fabrication.
 5. Structural Systems – structures, storage, concrete, masonry, plumbing, electrical, fabrication, construction, building materials, ventilation, heating, air conditioning.
- B. Develop hands-on performance operations in agricultural mechanics.
- C. Develop the ability to gather information and solve problems related to agricultural mechanics.

- D. Develop the ability to follow safety practices in all agricultural mechanics activities.
- E. Obtain knowledge and skills in agricultural mechanics which will be helpful in future careers related to agricultural mechanics.
- F. Develop interpersonal and teamwork skills.

IV. Eligibility

In order for a chapter to compete at State Convention, they must have had at least two students participate at a district-level competition. For further eligibility requirements, refer to the 2017-2021 National FFA CDE/LDE Handbook.

V. Rules

The abbreviated rules governing the Montana State ATMS CDE are as follows:

- A. Teams will consist of four members. Team ranking is determined by combining the scores of all students from each team. Team members must all be from the same chapter.
- B. Team ranking will include all four student scores and the team problem.
- C. Each participant will participate in all phases of the event.
- D. **Participants must supply and wear** Industrial Quality Eye Protection spectacles (Style B), or goggles during the skill phases of the event. Coveralls or a shop coat may be worn during the skill phase of the event. Appropriate footwear is required. (Work boots or work shoes recommended. No sandals or cloth shoes are allowed.)
- E. Necessary equipment such as basic welding helmets or goggles as required for welding, shields, gloves, welding leathers, hearing protection devices, etc., will be provided by event host.
- F. Special equipment may be required to be furnished by the contestants. Such equipment will be noted in the pre-CDE information provide to chapters prior to the event.
- G. Failure to wear appropriate safety protection or working in an unsafe manner could result in removal from that CDE area or disqualification from the CDE.
- H. Participants shall report to the chair of the event by 6:30 a.m. on the event day. Registration and parking information will be provided prior to event day.
- I. Answer sheets, worksheets and other written materials will be furnished for each event phase.

VI. Event Activities

Three types of activities will be included in the ATMS event. These include: A) individual problem-solving/skill development activities and B) written exam questions and C) team activity.

- A. Individual Problem-Solving/Skills – Each student is individually evaluated in each of the five systems areas. The specific activities occurring in each event are

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not publicized prior to the event. Each student is allowed 15 minutes to complete each of the five activities.

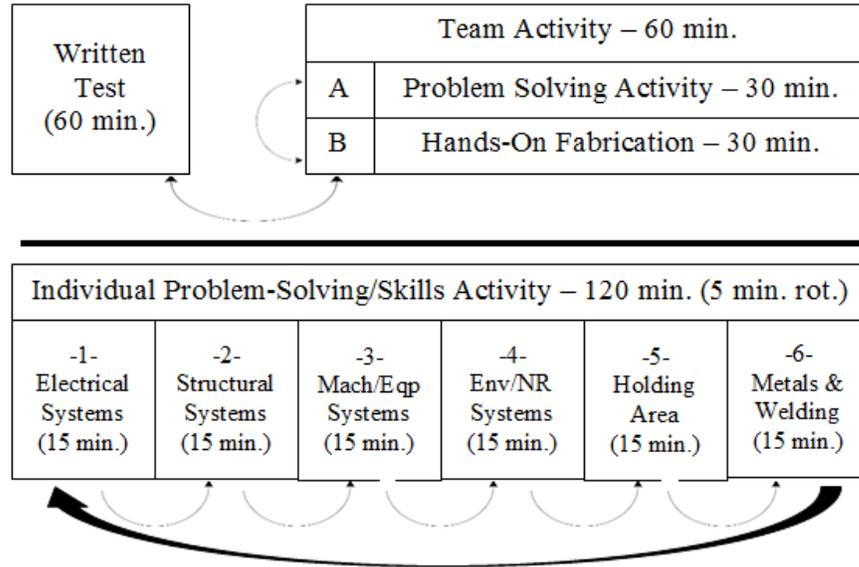
- B. Written Examination – Each student completes an examination that consists of 50 multiple-choice questions. Each question is worth one point. There are 10 questions from each of the five agricultural mechanics systems areas. Students will have 60 minutes to complete this portion of the career development event.
- C. Team Activity – The individuals on each state team will work together and be evaluated as a team while solving complex, multi-system agricultural problems. The problem scenario is presented to the team on the day of the event and members utilize the materials and equipment provided to undertake and prepare a written solution. Teams organize themselves, assigning duties and completing tasks together or separately depending on individual skills and abilities. The team activity will be evaluated as follows:
- Teamwork process: 100 points
 - Finished product: 250 points
 - **Total for team activity: 350 points**

VII. Event Format

- A. Team members will work independently on problem solving and skill development activities and on the written test. Individual scores and rankings will be based on these areas.
- B. Team members will work together on a team problem solving activity. The team score will be a combination of all individual scores and the team activity. Each individual receives 25.0% of the total team activity score.
- C. The Agricultural Technology and Mechanical Systems CDE will follow the annual national theme, and be modified from the five system areas designated by the National CDE Handbook. Montana areas are Machinery and Equipment Systems, Electrical Systems, Metals and Welding, Structural Systems, and Environmental and Natural Resource Systems. The event organizers will provide a list of possible competencies and skills by **January 15th**.
- D. The focus of the event will be on areas of the Montana Agricultural Education Curriculum. New technologies will be included as they emerge and are presented to the agricultural educators.
- E. The following themes, provided by National FFA, are given to offer direction for students and advisors.
1. 2015 - Integrated Pest Management
 2. 2016 - Animal Production Systems
 3. **2017 - Materials Handling Systems**
 4. 2018 - Processing Systems

VIII. Event Rotation

The following diagram will be utilized as the rotation scheme for the Montana ATMS CDE.



IX. Event Scoring

The team score will be a combination of all individual scores and the team activity. Each individual receives 25.0% of the total team activity score.

INDIVIDUAL SCORING	
Written examination (50 questions at 1 point each)	50
Individual activities (5 at 30 points each)	150
Team activity (1/4 of total team activity score)	87.5
Total Possible Individual Score	287.5
TEAM SCORING	
All Written Examinations	200
All individual activities	600
Team activity	350
Total Possible Team Score (top three)	1150

X. Tiebreakers

- A. The team activity score will be used to break a tie in team ranking. If the tie remains, the combined written exam scores will be used.
- B. Individual ties will be broken using written exam scores. If a tie still exists, the problem-solving/skill scores will be used (in the order identified in section XIII of this document).

XI. Awards

Awards are presented to teams as well as individuals based upon their rankings.

XII. National CDE Participation

The highest ranking eligible team will represent Montana at the National Career Development Event.

XIII. Resource Information

A. Suggested internet website links and text references for the Montana ATMS CDE will follow those of the National ATMS CDE and can be found at:
<http://web.missouri.edu/~schumacherl/natcon.html>

B. The themes for future National ATMS CDEs include:

1. 2015 - Integrated Pest Management
2. 2016 - Animal Production Systems
3. **2017 - Materials Handling Systems**
4. 2018 - Processing Systems

Each year, a theme will be identified, as well as the topic emphasis for each of the five ATMS content problem-solving/skill activity areas.

C. 2017 Event Information

1. Theme - The theme for the 2017 Montana ATMS CDE will be "Materials Handling." All activities of the event will relate to this theme.
2. Instructional Areas – The 2017 event will cover the following instructional areas:
 - a) Electrical Systems – 220 volt power
 - b) Environmental & Natural Resources Systems – Manure Management Calculations
 - c) Machinery and Equipment Systems – Combines
 - d) Metals & Welding – MIG Welding
 - e) Structural Systems – Basic Carpentry

XIV. Tentative Topics for Future Montana ATMS CDEs

CDE AREA	2015	2016	2017	2018
Theme:	Integrated Pest Management	Animal Production	Materials Handling	Processing Systems
Electrical Systems	Electrical Wiring	Electrical Wiring	Electrical Wiring	Electrical Wiring
Environmental/ Natural Resource Systems	Soil & Water Management	Land Measurement	Manure Management	Soil & Water Management
Machinery and Equipment Systems	Crop Sprayers	Skid loaders	Combines	Balers
Metals and Welding	MIG Welding	Arc Welding	MIG Welding	Arc Welding
Structural Systems	Plumbing	Carpentry	Carpentry	Concrete

XV. Resources for Montana ATMS CDEs

The following is an expanded detail of resources made available for the individual problem-solving/skills activities.

2017 Electrical Systems Skill Activity – Electrical equipment is widely used in materials handling systems, including applications in structures and machinery. Thus, agricultural technicians must be able to interpret manufacturers’ technical information, plan and install, and troubleshoot these systems. With the heavier electrical loads associated with industry level materials handling, technicians must also be familiar with 220 volt services. Further, system managers must rely on their knowledge of AC electrical circuits to insure systems operate efficiently. Specific competencies for this event may include:

1. Read and interpret basic electrical schematics.
2. Understand how 220 volt systems operate.
3. Proper set-up for a 220 volt service entrance panel.
4. Proper installation of a 220 volt receptacle.
5. Use appropriate standards for agricultural applications, including the National Electric Code (NEC)

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Suggested References for Activity –In addition to the general references specified for the Agricultural Technology and Mechanical Systems CDE, the following references may be useful in preparing for the Electrical Systems Skill Activity. Note: Specific references are listed below, but others may be added at a later date.

1. Agricultural Mechanics: Fundamentals and Applications (6th) Ed. By Ray V. Herren (2010).
2. 2014 National Electric Code, National Fire Protection Association Agricultural Wiring Handbook (16th ed.). Available from the Rural Electricity Resource Council

2017 Metals and Welding Systems Skill Activity – The Metals and Welding Systems Skill Activity will be a hands-on and problem solving based activity. Students will be allowed to use a basic calculator at this station, but no cell phone calculators will be allowed. Simple repairs/fabrication are often required when dealing with animal production. Specific competencies may include:

1. Ability and knowledge of GMAW processes and safety.
2. Ability to utilize .035 wire and a 75/25 argon/carbon dioxide protecting gas.
3. Understand how to set a GMAW machine to the proper voltage, wire feed speed, and gas protection.
4. Basic mathematic computations related to fabrication.

Suggested References for Activity –In addition to the general references specified for the Agricultural Technology and Mechanical Systems CDE, the following references may be useful in preparing for the Metals and Welding Systems Skill Activity. Note: Specific references are listed below, but others may be added at a later date.

1. Team members should understand GMAW processes and safety procedures:
 - a. https://www.millerwelds.com/pdf/mig_handbook.pdf
 - b. http://www.lincolnelectric.com/assets/global/Products/Consumable_MIGGMAWwires-SuperArc-SuperArcL-50/c4200.pdf
 - c. Agricultural Mechanics: Fundamentals and Applications (6th) Ed. By Ray V. Herren (2010).

2017 Environment and Natural Resource Systems Skill Activity – Agricultural materials handling systems can be extensive. The focus of this year's context will be manure management. Manure is a valuable resource on the farm as a great source of nutrients for crop production and it can help to improve soil health. Thus, its management is a competency of great importance. Primary competencies for this event include:

1. Basic understanding of importance of manure management.
2. Steps for calculating manure application.
3. Calculating volume.
4. Calculating available N and P of manure.

Suggested References for Activity – In addition to the general references specified for the Agricultural Technology and Mechanical Systems CDE, the following references may be useful in preparing for the Environment and Natural Resource Systems skills activity. Note: Specific references are listed below, but others may be added at a later date.

1. Estimating Manure Inventory:
[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/epw11920/\\$FILE/4-1.pdf](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/epw11920/$FILE/4-1.pdf)
2. Calculating Manure Application Rates:
https://www.gov.mb.ca/agriculture/environment/nutrient-management/pubs/mmf_calcmanureapprates_factsheet.pdf
3. General Importance – Michigan State Extension
http://msue.anr.msu.edu/news/proper_manure_management_is_important_for_everyone_including_small_scale_f
4. Steps for Calculating Manure Application
<http://www.extension.umn.edu/agriculture/manure-management-and-air-quality/manure-application/steps-for-calculating-rates/>

2017 Machine and Equipment Systems Skill Activity – The Machine and Equipment Systems area will utilize information pertaining to a Case IH Combine Harvesters. Skill activities might include safety, maintenance, set-up, adjusting, sizing, and trouble shooting. **Please check back for more information at a later date.** The skill activity will be as generic as possible so that students will not be put at a disadvantage if they do not have access to a particular type of machine. When practicing for the event, remember that the skill activity is designed to be performed by an individual in a 15 minute time period. However, there will be an assistant available to provide assistance for any student that may have a physical limitation. Additional competencies for this event include:

1. Broad-based safety inspection of combine and operator hand signals.
2. Calculating yield

Suggested References for Activity – In addition to the general references specified for the Agricultural Technology and Mechanical Systems CDE, the following references may be useful in preparing for the Machine and Equipment Systems skills activity. Note: Specific references are listed below, but others may be added at a later date.

1. <http://nasdonline.org/951/d000792/agricultural-engineering-safety-lesson-plan-combine-operator-safety.html>

2017 Structural Systems Skill Activity – Materials handling systems often require simple fabrication/modification to maximize efficiency. The focus of this year’s fabrication is carpentry. Specific competencies may include:

1. Read and interpret a working drawing.
2. Safely operate basic carpentry power tools.
3. Accurately use a measuring tool.
4. Read and interpret speed and framing squares.
5. Marking out stairs using a square.

Suggested References for Activity – In addition to the general references specified for the Agricultural Technology and Mechanical Systems CDE, the following references may be useful in preparing for the Structural Systems skills activity. Note: Specific references are listed below, but others may be added at a later date.

1. Agricultural Mechanics: Fundamentals and Applications (6th) Ed. By Ray V. Herren (2010).

2017 Team Activity – All team members must wear safety glasses during the team event. To enter the CDE area, students must have safety glasses in their possession.

Team members will work together to complete the activity in one hour. This team event is worth 350 points (100 points for the teamwork process and 250 points for the finished product). If a team member exhibits or performs any unsafe practice, points will be deducted from the total team score.

Equipment provided by the Team: Teams will be expected to provide appropriate personal protective clothing, a tape measure, pencils, and a calculator.

Building upon the carpentry aspect of materials handling systems, teams will be asked to use electrical saws, drills, and impact drivers to construct a wood-based project. They will be judged on their ability to work as a team, safely operate tools/equipment, estimate materials costs, and on the overall precision of completed project.

Please understand that the event coordinator reserves the right to make necessary changes to this activity based on the availability of materials and resources to successfully conduct this activity.

Note: All necessary tools will be provided. If teams bring their own tools, duplicate tools that we provided will be removed from their work station.



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Team Activity Process Rubric
100 Points

	Very strong evidence of skill is present 10-8 points	Moderate evidence of skill is present 7-4 points	Strong evidence of skill is not present 3-0 points	Points earned	Weight	Total Points
Communications	All team members effectively communicate with each other throughout the entire activity.	Most team members communicate fairly effectively with each other during most of the activity.	Communication between team members is ineffective and sporadic during the activity.		X2	
Work Distribution	Work was evenly distributed between all team members and all team members were employed at all times.	Work was distributed between two to three team members and these members were employed most of the time.	Work was completed by only one team member with little employment of the other members.		X4	
Time Management	All team members managed their time efficiently.	Most team members managed their time fairly efficiently.	One (or no) team member managed their time efficiently.		X2	
Team Organization	Team started right away, had no down time, was not rushed at the end of the task.	Team was delayed in starting, had down time, and was somewhat rushed at the end of the task.	Team delayed starting, had long down times, and did not complete all tasks during the time allotted.		X2	
				Total Points		