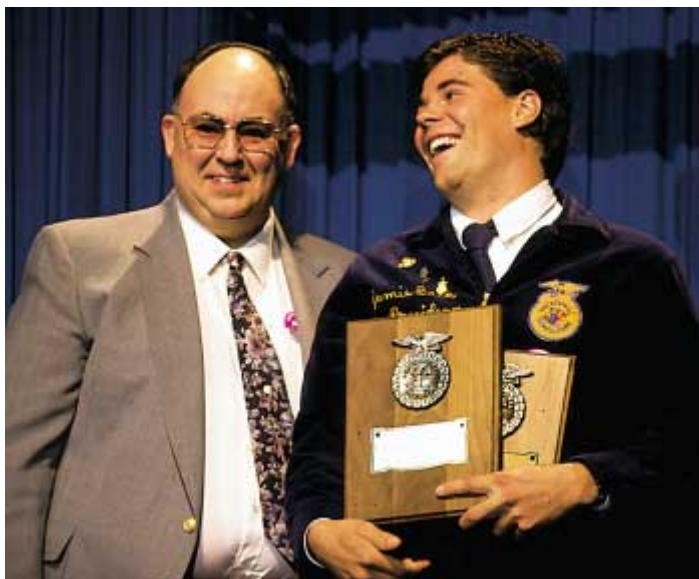




A Guide To **Local Program** **SUCCESS**



*Master the seven keys
agriculture teachers say
are essential for success
in local agricultural
education programs.*

Instruction

SAE

FFA

Partnerships

Marketing

Professional Growth

Program Planning

Building Quality Local Agricultural Education Programs



Building quality programs and putting school-to-career in action

Log on to National FFA Online at www.ffa.org
and click on the logo above for ideas,
promising practices and resources.

Local Program Success Registration Form

Welcome to Local Program Success (LPS). LPS was created by teachers, for teachers, and is designed to change the way we think about agricultural education.



Building quality programs and putting school-to-career in action

Before you begin charting your course to success, please take a moment to fill out this form. We will use this information to send you updates on Local Program Success, seek your feedback on the initiative and give you future opportunities for recognition.

After you fill in the information, please give this form to your instructor or send it to the LPS Liaison, Teacher Services Team, National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268-0960; fax, 317-802-6061.

Are you an:

- ☐ Agriculture Teacher (5+ years)
- ☐ Agriculture Teacher (1-5 years)
- ☐ Agricultural Education Student (college)
- ☐ Other (please list): _____

Name: _____

Title: _____

School: _____

FFA Chapter: _____

Address: _____

City, State, Zip: _____

Phone: _____

Fax: _____

E-mail: _____

Date of LPS training: _____

Event during which training occurred (state teacher conference, class, etc.):

Check here if you received this guide without training. ☐

For Teachers:

Principal's Name: _____

For Students:

Expected Graduation Date: _____

Do you have a job already? ☐ Yes ☐ No

If so, where? _____

Thank you.



What's Inside

Click any item below for direct access.

Local Program Success Introduction and How to Use This Guide



"A Grassroots Effort"



Credits



Where to Start Checklist



Chapter 1—Instruction (Contextual Learning): Preparing Students for Life



Effective classroom and laboratory instruction prepares qualified employees for the food, fiber and natural resources industry. Discover the critical steps to effective instruction as identified by local teachers. Learn how these steps can raise excellence in school-based learning, help students make a seamless transition from school to careers and prepare them for lifelong learning.

Chapter 2—SAE (Work-based Learning): Providing Hands-on Experience and Career Exploration



To be successful in today's world of work, students need practical skills, many of which can be learned only through hands-on, work-based situations. The strength of your program rests on your commitment to developing opportunities for students to build these skills through the work-based learning element of agricultural education—supervised agricultural experience programs (SAEs). This chapter illustrates what constitutes a quality SAE and provides innovative tips for meeting students' career interests and goals.

Chapter 3—FFA (A Connecting Activity): Bringing Learning to Life



Active participation in FFA builds leadership skills for life, reinforces instruction, recognizes excellence and gives students opportunities to make a positive difference in their schools and communities. The heart of the FFA is the local chapter—a vital component of local instruction. Learn how to ensure local chapter success, keep members active, provide all students with leadership opportunities and show them how FFA helps them make connections between school, their lives and future careers.

Chapter 4—Partnerships: Becoming a "Manager of Resources"



Becoming a "manager of resources" allows you to focus your time and attention on the bottom line—facilitating learning. Chapter four presents tips on how to build partnerships and mobilize volunteers within the school and community who actively support and share responsibility for the program.

Chapter 5—Marketing: Charting Your Course for Success



The key to managing your workload and creating a successful agricultural education program is focusing on those activities that are important to your customers. Chapter five teaches you how to use innovative tools to identify and meet your key customers' needs, promote your program, manage an ever-increasing workload and plan your program's long-term growth.

Chapter 6—Professional Growth: Revitalizing Yourself and Your Program



Growth is necessary for teachers and programs to stay abreast of changing times. Competent and technically qualified agriculture teachers are the core of a successful program. Chapter six presents tips on how you can stay professionally prepared and motivated to teach your students. Find out how you can revitalize yourself and recruit students to become teachers and keep the profession strong.

Chapter P—Community- Based Program Planning



Like most teachers, you probably have a daily schedule of competing demands. Through the three program planning phases—visioning, strategic planning, and implementation—you can work with key partners to develop an agricultural education program to meet future industry and occupational demands.

Appendix: Resources and Key Contacts



Index of Subjects



How to Get The Most Out of A Guide To Local Program Success:

Heads up. When you see these symbols you know the facts to help you succeed are nearby.

Indicates lists of teacher-used and approved ideas you can use right away in your program.



Leads you to the chapter and page number where templates and information about resources are provided.



Takes you to books, curriculum, videos and other helpful resources.




Shows how to accomplish the key components and strategies of success in your local program.



Highlights how to easily incorporate the key components of each chapter into your program today.



You will begin to notice the model below appearing on all agricultural education materials. The component or strategy addressed by the materials will be highlighted showing you how everything you do fits into Local Program Success. Local Program Success and its logo are registered trademarks of the National Council for Agricultural Education and the National FFA Organization. All rights reserved.



Local Program Success
for agricultural education®

Building quality programs and putting school to career in action

7 Keys to Success in Agricultural Education

Program Planning	
3 Components	3 Strategies
🍏 Instruction	🍏 Partnerships
🍏 SAE	🍏 Marketing
🍏 FFA	🍏 Professional Growth



"No matter how successful you are, you'll always find some little trick that makes your life easier, and helps your students achieve more."








Joe Correa, agriculture teacher, Mission, Texas, Teacher Recruitment, Development and Retention Work Group

Local Program Success continues to grow, providing teachers with model approaches and proven practices that can successfully impact students' lives.

Local Program Success: Building quality programs and putting school-to-career in action

As an agriculture teacher, you help students build successful portfolios, careers and lives. But no matter how successful you and your students are, you can always benefit from new ideas. Whether you are a new teacher or a seasoned pro, *A Guide To Local Program Success* offers strategies to help you:

-  Save time.
-  Maximize resources.
-  Build program support.
-  Enhance classroom instruction and experiential learning.
-  Prepare students for careers and life.

Ideas by Teachers, for Teachers

A Guide To Local Program Success represents the best thinking from teachers like yourself on what makes agricultural education programs successful. It lists the seven keys teachers say are essential for local programs and is full of real-world solutions offered by successful agriculture teachers. (For more on *Local Program Success*, see "A Grassroots Effort" on page iii.)

Chapters one through three highlight the key components of a successful agricultural education program: classroom and laboratory instruction (contextual learning in school-to-career language), supervised agricultural experience programs (work-based learning) and active FFA chapters (a connecting activity between school and careers). Chapters four through six describe the key strategies for achieving success: strong community and school partnerships, program planning and marketing as well as professional and program growth. Chapter P describes the strategy of community-based program planning and how it strengthens the other six keys.

This guide targets high school agricultural education programs. Schools that contain agricultural literacy, middle school and adult education components will find the ideas in this guide applicable to them as well. State agricultural education leaders have a copy of the guide on computer disk, so they can adapt it to meet local, regional and state needs. It will also be available later on CD-ROM. Promising practices are also available online at www.ffa.org, click on the LPS logo. Check with your state agricultural education leaders to obtain more information on middle school and adult education.

How to Use This Guide

1 Complete the "Where to Start" checklist and review the guide. Each chapter includes steps to success, a personal action plan, a list of best practices and easy-to-use resources.



2 Identify which of the common sense ideas and resources will strengthen your program. Involve students, administrators, parents and community leaders in assessing your program.

3 Use the action plans at the end of each chapter to implement the ideas you have chosen.

4 Adapt the easy-to-use resources to help you integrate these new ideas into your existing program without making more work for yourself.


5 Call teachers listed for more information or suggestions on replicating

the ideas in your program.

Walk Before You Run

You decide which of the common sense strategies, ideas and resources will provide positive rewards for you and your students. Prioritize and plan to take one step at a time. Much like an athlete who runs the same course daily, and with perseverance and effort shaves a minute off his or her time, you will see steady improvements in your program.





Local Program Success is a national initiative to build quality agricultural education programs. At its core are tools and strategies developed by teachers and other agricultural education professionals to help strengthen local programs.

A national task force of teachers and other agriculture and education leaders identified the keys to success in agricultural education.

Three Components:

strong classroom and laboratory instruction (contextual learning in school-to-career language)

supervised agricultural experience programs (work-based learning)

active FFA chapters (a connecting activity between school and careers)

Four Strategies:

strong community and school partnerships

marketing

professional and program growth

program planning

To help teachers become more successful in each of those areas, work groups of agriculture and education leaders—including 30 teachers from 18 states

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Where to Start

A Guide To Local Program Success is designed to provide ideas and resources in the seven key areas of agricultural education. Keep in mind that:

- 🍏 Although the guide outlines the foundation for a successful program, there are other resources available to help you go into more depth in specific areas. It is not all-inclusive.
- 🍏 Although there are seven separate chapters, the seven areas overlap and contribute to each other. Ideas you find in one chapter will apply to concepts discussed in another.
- 🍏 You don't have to read the entire guide at once.

A Step at a Time

To help determine where to start, review the list below and check off the things you are doing already. When you are finished, highlight the page numbers next to the boxes you haven't checked, and begin your review of the guide there. Those are the areas that probably need the most attention in your program.

Next, review the entire guide and create an action plan for success in all seven areas. There's always room for improvement, even in your strongest areas.



Instruction

- ☐ 1-2—Spend time on planning at all levels, including the lesson, activity and program levels.
- ☐ 1-2—Create an instructional program based on student interests and agricultural career opportunities.
- ☐ 1-4—Make “real-world” connections for learners.
- ☐ 1-6—Engage all students across all ability levels.
- ☐ 1-7—Care about students and be an advocate for their needs.
- ☐ 1-8—Accept and recruit students with diverse ideas, abilities, backgrounds and cultures.
- ☐ 1-9—Become part of your community on a personal level. Show a vested interest in the community.
- ☐ 1-9—Stay up-to-date on technology. Consider the equipment you use in the classroom and the agricultural technology you teach about as class content.
- ☐ 1-10—Be a student of teaching. Keep learning how to teach, not just what to teach.

SAE

- ☐ 2-2—Plan comprehensive SAEs.
- ☐ 2-4—Link SAEs to the curriculum and a career.
- ☐ 2-5—Let students manage their SAEs.
- ☐ 2-6—Document the SAE by using recordkeeping and analysis.

- ☐ 2-6—Take an active role as supervisor of SAEs.
- ☐ 2-7—Recognize students for their SAEs.

FFA

- ☐ 3-2—Link FFA leadership activities, award programs and competitive events to high-quality agricultural education curriculum.
- ☐ 3-2—Recruit and retain new members from diverse populations.
- ☐ 3-4—Inform every student about the diverse opportunities in FFA.
- ☐ 3-4—Elect capable officers and train them well.
- ☐ 3-5—Ensure that all members share responsibilities and have access to leadership and other opportunities.
- ☐ 3-6—Formulate a workable constitution and bylaws.
- ☐ 3-6—Develop a challenging program of activities.
- ☐ 3-7—Secure adequate financing.
- ☐ 3-7—Build school and community support.
- ☐ 3-8—Conduct well-planned, regularly-scheduled chapter meetings.
- ☐ 3-8—Maintain proper equipment and records.

Partnerships

- ☐ 4-2—Identify potential partners.
- ☐ 4-2—Identify benefits of involvement for partners.

- ☐ 4-4—Present benefits to potential partners.
- ☐ 4-5—Establish a plan for involving core partners.
- ☐ 4-7—Reward partners by recognizing their contributions and support.

Marketing

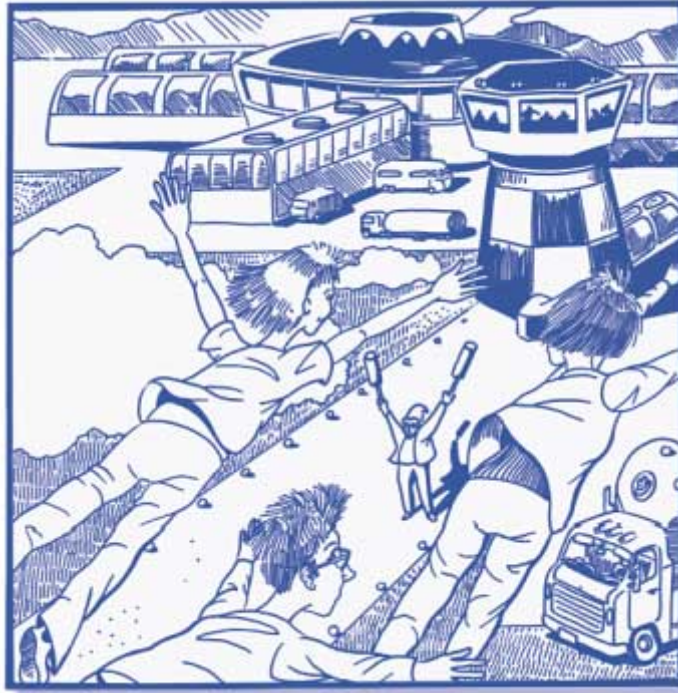
- ☐ 5-2—Identify key customers in each of these groups: general community, administration/school, students and parents.
- ☐ 5-2 to 5-5—Establish a plan to ask, involve, and recognize key customers and report successes to them and the media.

Professional Growth

- ☐ 6-2—Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it.
- ☐ 6-3—Commit to lifetime learning.
- ☐ 6-4—Revitalize the profession and your program. Recruit students you think would benefit from agricultural education and be good teachers.

Program Planning

- ☐ P-2—Involve key partners in the process.
- ☐ P-4—Develop a shared vision for your program.
- ☐ P-6—Create action plans to fulfill your program's vision (*commonly called strategic planning*).
- ☐ P-7—Implement your plan.



"Envision an airplane approaching a runway; that's students arriving on the first day of class. I keep them so busy, they never have time to scratch their heads. We just keep right on flying."

Dr. George Vahoviak, agriculture teacher, Pleasant Gap, Pa.

The following topics are covered in Chapter 1
Instruction (Contextual Learning): Preparing Students for Life

Benefits of Building Strong Classroom and Laboratory Instruction

Steps to Success

- 1 Spend time on planning at all levels, including the lesson, activity and program levels.
- 2 Create an instructional program based on student interests and agricultural career opportunities.
- 3 Make "real-world" connections for learners.
- 4 Engage all students across all ability levels.
- 5 Care about students and be an advocate for their needs.
- 6 Accept and recruit students with diverse ideas, abilities, backgrounds and cultures.
- 7 Become part of your community on a personal level. Show a vested interest in the community.
- 8 Stay up to date with technology. Consider the equipment you use in the classroom and the agricultural technology you teach about as class content.
- 9 Be a student of teaching. Keep learning how to teach, not just what to teach.

Best Practices of Top Programs

Selected Resources

Action Plan

Worksheets and Other Tools

Chapter 1

Instruction

(Contextual Learning):

Preparing Students for Life

Envision an airplane approaching a runway; that's students arriving on the first day of class," says agriculture teacher George Vahoviak, Pleasant Gap, Pa. "I keep them so busy, they never have time to scratch their heads and say, 'I'm bored.' We just keep right on flying."



Dr. George Vahoviak

Classroom and laboratory instruction must be the foundation of your program. National reports like the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS) indicate that preparing students to succeed beyond your classroom is critical. With increased attention on connecting school-based and work-based learning, it is crucial that the instructional program teach *context* as well as *content* to prepare students for *careers* and *lifelong learning*.



By building strong classroom and laboratory instruction, you will:

- 🍏 Build *personal satisfaction* by instilling an interest in learning in students, and helping them reach their potential.
- 🍏 Gain a *sense of accomplishment* as your students not only survive, but thrive in the work world.
- 🍏 Renew a base of *support* from community members, parents and administrators who understand the value of your agriculture program.
- 🍏 Prepare *qualified employees* for the food, fiber and natural resources systems.
- 🍏 Empower students to learn in an environment *enriched* with *educational resources and technology*.

Think of instruction as the hub and other components as spokes in the wheel.

Keep in Mind:

- 🍏 "Classroom" can be anywhere.
- 🍏 "Laboratory" is not a place; it is an application of what is learned in the classroom.
- 🍏 The teacher is the key to instruction. Think of yourself as a motivator, coach and facilitator of learning.



Successful teachers use these key steps to effective instruction.

- 1 Spend time on planning at all levels, including the lesson, the activity and the program levels.
- 2 Create an instructional program based on student interests and agricultural career opportunities.
- 3 Make "real-world" connections for learners.
- 4 Engage all students across all ability levels.
- 5 Care about students and be an advocate for their needs.
- 6 Accept and recruit students with diverse ideas, abilities, backgrounds and cultures.
- 7 Become part of your community on a personal level. Show a vested interest in the community.
- 8 Stay up-to-date on technology. Consider the equipment you use in the classroom as well as the agricultural technology you teach about as class content.
- 9 Be a student of teaching. Keep learning how to teach, not just what to teach.

Tailor your instructional program to prepare students to fill community needs. Become a part of the community and make connections outside the classroom to increase the influence of your program.

Spend time on planning at all levels, including the lesson, activity and program levels.

Walking into your classroom without a plan is like starting a vacation without a map. In both cases, your kids get bored and restless and you get frustrated and lost. Extensive planning at all levels may take more time up front, but will save you time and headaches in the long run. Effective planning includes developing instructional goals for students, designing coherent instruction and assessing student learning.

Develop instructional goals:

- Goals represent high expectations for students, including concepts that they, the community and the industry see as important.
- Students are expected to help develop the goals they will strive to achieve.
- Students clearly understand the goals and know that they will be used to assess their success.
- Goals present opportunities for all types of learning.
- Goals contribute to a coherent, unified program.

Design coherent instruction:

- Instructional styles and content relate directly to goals.
- Instruction is supported by meaningful learning activities.
- The structure of the lesson, unit and course is clear to students.
- Students have the background knowledge to understand lessons.
- Instructional approaches allow for alternative ways for students to achieve.
- Instruction builds skills by arranging complex activities that follow simple ones.
- Instruction follows a logical sequence to the content in other academic courses.
- Activities correspond with facilities and resources available.

Assess student learning:

- Assessment is based on clearly defined goals.
- Students are aware of how they are meeting the goals and participate in planning next steps.

Used with permission from Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, (ASCD, 1996); and Program Planning Guide for AgriScience and Technology Education, by Jasper S. Lee, (Danville, Ill., INTERSTATE PUBLISHERS, INC., 1994).

Create an instructional program based on student interests and agricultural career opportunities.



Assess students' needs and interests, determine the community's vision and examine future employer needs in the agricultural industry and our global society. Tailor your instructional program to fill those needs. Make connections outside the classroom to increase the influence of your program.



Ways to create a program based on interest and career opportunities:

- ☐ Share what is happening in your program with administration, community, students and parents.
- ☐ Establish and use a local advisory committee for program and instructional planning.
- ☐ Make students, parents, community members and administrators a part of the instructional planning process.
- ☐ Develop a plan for equipment and technology purchases over a three- to five-year period with advisory committee, industry and business input.



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- ☐ Develop business and industry partnerships that directly support daily instruction.
- ☐ Support students in other programs and activities.
- ☐ Offer adult education courses to the community.
- ☐ Have students involved in community service projects.
- ☐ Assess community perceptions of the program.



Learn What Your Community Wants

When he first taught at **Presque Isle, Maine**, Ray Chelewski visited one parent or business person listed in the telephone book every night after school to learn what they expected of his program. He designed a diverse and technologically



Ray Chelewski

advanced curriculum based on their recommendations. Six years later, vegetables and fruit produced on a 38-acre farm are sold through a student-managed store. Students grow plants for resale in two state-of-the-art greenhouses and raise fish for retail stores in an aquaculture lab. The program was the first in the nation to grow genetically-engineered potatoes as part of a research program with Monsanto.

Results: In six years, enrollment grew by 489 percent and two teachers were added. A \$70,000 budget is assisted by nine local businesses that contribute more than \$1,000 each toward the program's success.

Ray Chelewski, (207) 764-0121

Instructional Planning and Advisory Committees

Establish a local advisory committee that includes community, industry and administration leaders who can offer assistance and counsel in planning and evaluating instruction. Instructional improvement needs to be an outgrowth of long-term planning and must relate to the overall program mission to gain community and school buy-in. Use the *Advisory Committee Checklist* to help in planning local instruction.



It takes new approaches to make instruction more relevant and to prepare students for specific career paths in the food, fiber and natural resource systems.

Integrating Instruction Across Disciplines

Integrating your instruction and other disciplines helps students make connections between what they learn in English or math and what is taught in horticulture or biotechnology courses. Instruction could include activities such as writing brochures for a local greenhouse or team teaching with the math teacher.

Arrange Cross-Discipline Credits

Students in Sheila Folan's **Sacramento, Calif.**, floral design classes gain art credit. Grassroots support and student recognition in local and district floral design competitions convinced administrators and art teachers of the program's value.



1. Get involved in the community:

- Survey the community, including potential industry partners, to see what type of skills are needed.
- Ask local businesses if students can visit their operations.

- Form a local advisory committee and make sure it has an active role in reviewing curricula.

2. Highlight skills you want to obtain credit for:

- Have students complete projects or make presentations to administrators, parents, school board and other teachers.

3. Communicate with school staff:

- Become familiar with performance standards in the discipline for which you're seeking credit. Use texts and reference materials that relate to that subject.
- Complete required paperwork after students prove themselves.
- Get official written agreements approved early, rather than handling the situation informally.
- Meet one-on-one with department heads first to discuss your goals and the mutual benefits of gaining credit for your agricultural course.
- Next, meet with small groups of teachers. Show them materials you plan to use and make them aware of your students' supervised agricultural experience programs, class and lab projects.

Sheila Folan, (916) 689-8600, ext. 6205

Helping students
make connections
between what they
learn in school and
how they will use
that knowledge in
the workplace is
one way to
increase student
interest in learning.

Make connections to
real-world situations
through student
SAEs, school-based
enterprises, grading
based on industry
standards and visits
to area businesses.

Step 3

Make “real-world” connections for learners.

Agricultural education is the application and mastery of principles taught in the academic classroom. Make agriculture a part of the total learning environment for maximum impact. It provides an excellent tool for integrating academic and career-based education and making learning relevant. It improves learning in science, math and language because of the natural fascination of many youth with plants, animals and technology.

Ways to make real-world connections:

- ☐ Use an integrated approach by teaching across disciplines. Try team teaching with the biology or math teacher.
- ☐ Make instruction and course content the springboard for all FFA and SAE activities.
- ☐ Teach to “real-life” problems and engage students in hands-on activities that reinforce lessons and other subjects.
- ☐ Make connections to real-world situations through student SAEs, school-based enterprises, grading based on industry standards and visits to area businesses.
- ☐ Use the community as a laboratory with frequent use of guest speakers, field trips and demonstrations. Build partnerships with higher education, associations and non-profit organizations.

- ☐ Minimize barriers between disciplines by offering credit for other subjects.



- ☐ Be the innovator for new ideas in other disciplines. Share your expertise.

Teaching Teamwork

Students at **Avery County High School, Newland, N.C.**, are split into greenhouse teams that resemble real-life work crews, and receive a grade as a unit. Student “leaders” receive a tasks checklist, which is worth 100 points. They monitor work flow and check to see that tasks are completed. Every team member receives points if the whole team completes the checklist.

Results:

Teamwork thrives and students learn to delegate no matter what their learning abilities. They learn that high productivity and teamwork can mean increased earnings.

Gwen Clark, (704) 733-0151



Gwen Clark

Use Industry Standards for Grading

Willmar Senior High School, Minn., welding students don’t pass or fail, they’re either hired or fired. “Telling students, ‘You’re fired.’ is a serious motivator,” agriculture teacher Scott Thaden says. Here’s how the grading system works:



Scott Thaden

- Students are assigned six to 10 welds to complete at industry standards.
- Students decide when their welds are ready to present to the “boss.”
- Students schedule a mock job interview to see if their welds make the cut.

Results: The system gives students at all learning levels flexibility to work at their own pace. Employers tell Thaden his students are more knowledgeable about welding skills than most new employees.

Scott Thaden, (320) 231-8359

Integrating Instruction with Post-secondary Education

Career pathways (called Tech Prep in some states) offer new ways to make education relevant and prepare students for the work place and further education. Most career pathways programs organize courses around broad career areas or pathways such as natural resources.

Students explore various pathways their first two years of high school with intensive career guidance. Then they enter a program their junior year that offers integrated academic and occupational courses, college credit for high school agriculture courses or dual enrollment in high school and post-secondary courses. Students normally have three options:

- Prepare to graduate and move directly into the workplace.
- Move to specialized training programs targeted to a specific career (certificate or associate's degree).
- Move on to additional education including two- or four-year programs.

Contact your state's agriculture coordinator or your local principal to find out how to get involved.

Distance Learning and College Credit

The **College of Southern Idaho** (CSI) matched funds with the high schools across the state to build interactive classrooms for distance learning. A microwave system transmits video images

and audio to and from students and college instructors. "Students earn the full college credit for each of these courses,"



Tom Clifton

says **Jerome, Idaho**, agriculture teacher Tom Clifton. "Students can also use two or three of my high school classes to count for one credit at CSI."

Even FFA activities, verified by a state FFA degree or a letter from an advisor, as well as mechanics, welding, fabrications and/or structures lab work, can qualify as college credit.

Results: Students gain credit while in high school for post-secondary education. "We've had about a five percent increase in students at the College of Southern Idaho," says Bob Becker, CSI Region Four Tech Prep coordinator.

Other benefits:

- Since CSI lets teachers and students use lab equipment and machines they would not normally have access to, the quality of education is going up.
- Parents, who see the financial benefits of their high schoolers getting free college credits, are very supportive of the program.
- Enrollment is at maximum capacity. "Every class is booked to the hilt, you have a waiting line to get in there," Clifton says.

- Students are gaining confidence and realizing they can handle college courses.

Tom Clifton, (208) 324-1269

Bob Becker, (208) 733-9554, ext. 2338

Idaho Integration Tips

- Contact your state agriculture coordinator to get the ball rolling.
- Set up an advisory committee that includes two business and industry representatives and an



Bob Becker

instructor from each high school and college program.

- Meet with the college's agriculture dean, your principal, the school board superintendent, college instructors and advisory committee members.

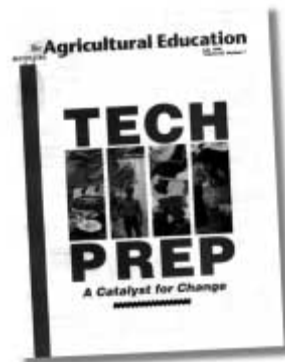
- Compare your courses with the college's offerings.

- After you see where courses overlap, determine how much credit students can attain for taking high school classes. "You sometimes have to be willing to redesign your course to make it match the college program," Becker says.

- Write an articulation agreement that describes the program goals and courses, and includes:

- Strategies to meet the needs of female, minority and other members of special populations.
- Inservice training for teachers and counselors.
- Involving an advisory committee.
- Measuring participation and success of students.
- Integrating academic competencies in the occupational curriculum, such as academic and vocational team teaching.

The July 1996
Agricultural
Education
Magazine
includes career
pathway models
that teachers
can use locally.



Keys to success in

engaging all

learners are

continually assessing

your teaching

performance and

adapting your

teaching to the

learning styles of

students.

Engage all students across all ability levels.



More than ever before, it's important to reach every student in your classroom and help each build a successful portfolio, career and life. But not all students learn the same way or have similar goals. Keys to success are continually assessing your teaching performance and adapting your teaching to the learning styles of students.

Ways to engage all students:

- ☐ Share and implement colleagues' methods that work.
- ☐ Set high expectations for students. Individualize goals for each student and assess where you can help him or her, and challenge each one to excellence.
- ☐ Treat students as partners in education by asking them for input on classroom topics.
- ☐ Build student ownership in lessons

by relating them to their interests and experiences.

- ☐ Use team-building and diversity curriculum and activities to recognize and appreciate unique student cultures and abilities.
- ☐ Use students as mentors to their classmates.
- ☐ Use a variety of student activities and testing methods such as oral, written, team projects, hands-on tests and problem solving.
- ☐ See teacher/student roles as interchangeable. Provide opportunities for students to research and present to their peers.
- ☐ Engage parents as partners in student education both in and out of the classroom.
- ☐ Create school-based enterprises where you function as a "manager of resources," guiding and facilitating student learning.



Integrating Instruction and the Workplace

Helping students make connections between what they learn in school and how they will use that knowledge in the workplace is one way to increase student interest. The U.S. Labor Secretary's Commission on Achieving Necessary Skills Report provides a framework for teaching students workplace and life skills. To teach the competencies and personal qualities needed in the workplace, as identified by supervisors and employees:

- Restructure classroom and lab activities to reflect workplace safety, production and quality standards.
- Ask community and business leaders and

parents to assess local instruction and offer suggestions for improvement. Use the SCANS *Assessment Sheet* to evaluate your teaching style and instruction.

- Develop instructional activities and combine these with work-based learning opportunities (student SAEs) that highlight these skills.
- Evaluate and recognize student achievement in these areas, and reinforce these skills through FFA activities and award programs.

SCANS Workplace Skills

Competencies—Effective workers can productively use:

- **Resources**—They know how to allocate time, money, materials, space and staff.
- **Interpersonal skills**—They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information**—They can acquire and evaluate data, organize and

maintain files, interpret and communicate and use computers to process information.

■ **Systems**—They understand social, organizational and technological systems; they can monitor and correct performance; and they can design or improve systems.

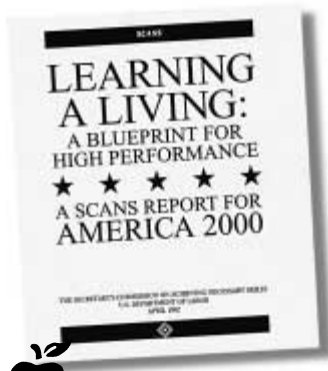
■ **Technology**—They can select equipment and tools, apply technology to specific tasks and maintain and troubleshoot equipment.

Foundation Skills—Competent workers in a high-performance workplace need:

- **Basic Skills**—reading, writing, mathematics, speaking and listening.
- **Thinking Skills**—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.

■ **Personal Qualities**—individual responsibility, self-esteem, self-management, sociability and integrity.

(Adapted from Learning a Living, A Blueprint for High Performance. U.S. Department of Labor, 1992, p. 5.)



Teacher as Manager Makes Students Active Learners

Floriculture students at **Derry Area High School, Pa.**, are expected to produce products that meet classroom and workplace requirements and that external customers will accept.

Since the class arranges two or three weddings a year, an inferior or late product is a disaster. No late assignments are allowed.

Results: Students learn conflict resolution through self-directed teams, accept responsibility for their products, are empowered by their success and the resulting revenues, see the relevance of their education and are motivated to work harder. Derry Area students consistently perform at a high level when pursuing further education or in the workplace post graduation.

Dr. Kenneth Rhodes, (412) 694-9797

Self-Evaluations Increase Students' Confidence

Students in **Enterprise, Ala.**, agriculture classes regularly evaluate their performances and attitudes.



Results:

"Our self-evaluations teach us about ourselves and build self-esteem," says student Dillon Parrish. "Self-evaluations allow us

to recognize our strengths, what we're capable of and areas for improvement."

Alan Waters, (334) 393-2514



Alan Waters

Care about students and be an advocate for their needs.

If you show students you care about them, they will be more apt to listen to your advice and be attracted to your classroom. Students often need someone outside their family to confide in and lean on.

Ways to be an advocate for students:

- ☐ Visit students at their homes at least once or twice a year.
- ☐ Encourage students to pursue appropriate career pathways based on their needs and career interests.
- ☐ Teach students for the "next step" after high school by using activities that highlight research, communication, problem-solving and decision-making skills.
- ☐ Attend student activities in other disciplines.
- ☐ Implement an individual education plan (IEP) for each student. Consult with parents, school counselors, administrators, specialists and other teachers and implement portfolios to track success and allow students to showcase their achievements.
- ☐ Monitor student achievement and goals and help individual students address problem situations.
- ☐ Recognize student success by having an achievement bulletin board.
- ☐ Discipline students individually to demonstrate that you are sincerely interested in their needs.



*If you show students
you care about them,
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Get to Know the Family

Students at **Marionville High School, Mo.**, become part of advisor Mark Estep's extended family. They come to him with their personal or

school problems and they know he will listen. Estep has found that visiting each student's



Mark Estep

home at least once a year helps him to understand the underlying reasons for their behavior. It gives parents a name and a person to contact. "I feel that I have gained their respect by respecting them," he says.

Results: Forty percent of the high school's 180 students are enrolled in agriculture. All agriculture students are FFA members. And 98 percent of students who sign up for one agriculture class stay in the program for four years.

Mark Estep, (417) 463-2521

A key to recruiting all types of students and then helping them succeed in school is understanding the unique ways students learn. Students from different cultural or ethnic backgrounds possess different methods of interacting and learn in a variety of ways.

Accept and recruit students with diverse ideas, abilities, backgrounds and cultures.



When agriculture enrollment is representative of the student population, there are many rewards such as greater service to students, parents and community; broader community support; a more creative program through diverse input; and students who respect and embrace differences.

A key to recruiting all types of students and then helping them succeed in school is understanding the unique way each student learns. For example, students from different cultural or ethnic backgrounds may have different expectations about what is acceptable to do and say.

- To appeal to these students, never believe stereotypes.
- Be open to the benefits of diversity.
- Strive to learn about and be sensitive to different cultural communication norms that cause students to interact and learn in a variety of ways.
- Familiarize yourself with possible cultural differences such as students' level of comfort with communicating emotions and thoughts to you and their peers.
- Seek helpful books, classroom activities and curriculum.



Ways to accept and recruit students from all backgrounds and cultures:

- ☐ Position agricultural education to school leaders and other teachers as a solution to raise student learning levels and as part of the total school learning environment and mission.
- ☐ Support other staff and their activities.
- ☐ Offer a variety of courses, FFA activities and SAE options that recognize, value and interest students from all backgrounds and cultures.

- ☐ Participate in seminars and workshops that increase your understanding of diversity issues.
- ☐ Promote an agricultural industry that has opportunities for all people by:

- Encouraging all points of view to be discussed.
- Using bias-free instructional and program materials.
- Using diverse role models in teaching and encouraging students.
- Disciplining in a fair and firm manner.

Offer a Variety of Courses To Entice Students

Righetti High School, Calif., agriculture courses offer something that fits every student's interests from meat processing to agricultural biology. Classes are designed to offer every student involvement in hands-on activities such as competitive teams, FFA events, community volunteer projects and supervised agricultural experience programs or student projects. And teachers represent the diversity of the student body: One teacher speaks Spanish; another is female. "We find a spot where every student can be successful," says instructor Stan Rose.



Stan Rose

Results: In 27 years, the program has grown from a two-teacher to a five-teacher department. Each year about 80 students are on competitive teams and more than 500 ethnically and culturally diverse students take agriculture classes. Stan Rose, (805) 937-2051, ext. 273



Become part of your community on a personal level. Show a vested interest in the community.

By spending time with community members outside your professional role, you will demonstrate your commitment to local students and form valuable connections to enhance your program.

Ways to become involved in the community:

- ☐ Join local, civic, sport and recreational activities that develop relationships outside the school.
- ☐ Attend open houses, receptions, block parties and other events. You'll have fun and become more visible in the community at the same time.
- ☐ Volunteer for community service projects. Bring along interested students.
- ☐ Seek out positions on the boards of local community organizations. You'll establish yourself as a leader and meet other leaders.
- ☐ Make the community your home. Put down roots as much as possible.
- ☐ Constantly assess community perceptions of your program through informal conversations and formal surveys.
- ☐ Be a role model in your community. Establish yourself as a resource for people looking for information on the Internet, gardening and other skills you have developed as an agriculture teacher.
- ☐ Contribute to community development and fund-raising efforts when possible. Consider "in kind" contributions of time and service instead of or in addition to giving money.

See the Partnerships section for more information on working with your community.



Stay up-to-date on technology.

Today's students have grown up with technology. They are familiar with computers, the Internet and other new resources; they can probably even program a VCR! Teaching to their interests means including technology in both how and what you teach. Consider the equipment you use in the classroom as well as the agricultural technology you teach about as class content.

Ways to learn about technology:

- ☐ Use up-to-date technologies with strong instruction and real-life applications such as Internet, CD-ROM, industry-based tools and equipment and computers.
- ☐ Order the Data Transmission Network (DTN) for your classroom. This online resource features commodity market reports, current agriculture news and more.
- ☐ Network with other teachers in agriculture and other disciplines to find out about new technologies they have tried.
- ☐ Read computer magazines to find out about the latest hardware and software for the classroom.
- ☐ Volunteer with computer companies and software developers to test new resources in your school and provide feedback to the company in exchange for equipment for your classroom.
- ☐ Find a technology mentor. Possibilities include the information systems professional at a local business or university or another agriculture teacher who uses technology extensively.
- ☐ Attend technology briefing sessions at professional conferences.

Teaching to students' interests means including technology in both how and what you teach.

Electronic Services

For more information:

DTN Service,
(800) 485-4000

For FarmDayta,
(800) 972-3939

For AgEd Network,
(800) 334-9779

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❑ Spend a day "shadowing" a professional at a local agribusiness to see applications of current technology.

❑ Lobby your administration for Internet access in your agriculture classroom. A quick tour of the National FFA Online site (<http://www.ffa.org>) and links to other agriculture resources should show them what a valuable teaching tool the Internet is for agriculture.

❑ Read agriculture magazines and check Internet sites regularly for updates on the rapidly changing world of agricultural technology.

❑ Form a contact with someone in your state department of agriculture or local university who can help you understand new technology. Invite them to make presentations to your classes.

❑ Continue to expand your subject knowledge and experience base through high-tech internships and continuing education that focuses on new technology.

❑ Attend NAAE professional development workshops.

❑ Utilize the Council's Professional Growth Series Materials.

Stay In Touch With Technology

One great way to team with different teachers is to establish a committee to review their technology needs. By working together you may be able to take advantage of discounts, attain larger grants and increase understanding of your programs' goals, needs and successes. You will also ensure that you will be benefitting all students

instead of just a select few.

Ruben Alaniz, agriculture teacher in **Mission, Texas**, serves on his school's technology committee. He gathers information about needs and concerns from local teachers and presents them to the committee. His group then works with technology committee members from other schools in his district to apply for grants to fund new technology.

Results: "By banding together to get grants, we get the latest equipment. We recently were given \$250,000, and the district will match that to update old computers and buy some new ones.

Our whole school will be on the Internet by this fall."

Ruben Alaniz, (210) 580-5762



Ruben Alaniz

Be a student of teaching.



Agriculture teachers are constantly looking for new information about the agricultural industry so they can teach their students about the most current careers and applications. But how many take time to collect new ideas about teaching? If you keep learning *how* to teach, not just *what* to teach, you will find new ways to energize your classroom and laboratory instruction. Your students will be more excited about your class and you'll gain more satisfaction from teaching them.

Ways to study teaching:

❑ Make continuing education part of your professional growth plan. Look for courses or seminars on teaching.

❑ Read current education publications for information on new teaching philosophies and methods.



❑ Develop a relationship with a teacher educator at a local university or with one of your former college professors. Check in regularly for new ideas and approaches.

❑ Review current teaching textbooks to see how teaching philosophies have changed.

❑ Request a student teacher. College students arrive with new ideas and without preconceptions about teaching. They often will approach teaching from a different angle and can help you take a new look at your program.

❑ Spend a day attending your colleagues' classes to see how their styles differ from yours and what works.

❑ Watch for announcements of teachers who win awards, then call them to find out what they did to be successful.

See the Professional Growth chapter for more information about continuing education opportunities.



Best Practices

Below are ideas teachers across the nation can use to build an instructional program. Special credit for many of the ideas below is given to Dr. Joyce Povlacs Lunde, who wrote the article "101 Things You Can Do the First Three Weeks of Class" for the University of Nebraska-Lincoln Teaching and Learning Center's August 1986 newsletter, *Teaching at UNL*, and to Dr. Dave Krueger of Michigan State University, who wrote on the same topic in the 1996 *ANR Educator*.

Create an instructional program based on student interests and agricultural career opportunities:

- Join professional organizations that promote improved instruction, such as NAAE and your state agricultural teachers' association.
- Conduct a focus group with six to 12 students who graduated in the last three years. Find out how to make instruction more appealing and what skills they learned.
- Attend a Professional Growth Series workshop conducted by the National Council for Agricultural Education and NAAE or an Advisor Development Workshop sponsored by the FFA that relates to your instructional needs.

- Contact publishers and volunteer to pilot test new courses, textbooks or curriculum software and present a workshop on the results and how you implemented them into instruction.
- Form a peer teacher support group or find a mentor in your region whose curriculum closely matches yours and share ideas and resources.
- Place a suggestion box in the back of the room and encourage students to make written comments about what's taught every time the class meets.
- Invite community members to serve as judges for FFA competitive events.

Make "real-world" connections for learners:

- Encourage students to interview agricultural professionals to identify skills necessary for the workplace.
- Discuss a current topic and how it affects students' futures or careers.
- Have students research industry topics for the Agricultural Issues Forum and present their findings to local civic clubs.
- Stage a change-your-mind debate on a current issue, with students moving to different parts of the classroom to signal change in opinion during the discussion.
- Encourage students to bring to class and discuss newspaper clippings on current course topics.



- Incorporate English into the curriculum by having students keep daily journals of experiments and class activities. They can prepare reports on topics discussed in classes and put them in their student portfolios.
- Encourage students to use the Internet to research information for extemporaneous and public speaking ideas, Agricultural Issues Forum topics and agriscience research projects. The National FFA Online homepage at <http://www.ffa.org> allows teachers and students to chat with other FFA advisors and chapter members across the nation and to share ideas.
- Implement extensive work-based learning or SAE programs.
- Integrate agricultural education and language arts by having each student write an article complete with cutlines and photographs for an FFA Week supplement to the local newspaper. Have each student assist local businesses in developing an advertisement saluting the FFA. Work with the local paper staff in design and layout.
- Work with natural resources personnel to offer "adopt-a-lot," where students work with the same lot of fish through a growing cycle to stream stocking. Or, offer to manage forest land for your state's game commission.

Engage all students across all ability levels:

- Have students write out their expectations for the course and goals for learning. Work with them individually to achieve those goals.
- Form a student panel to present alternative views of the same concept taught in class.
- Distribute a list of the unsolved problems, dilemmas, or great questions in each course and invite students to claim one as their own to investigate.
- Let students see the enthusiasm you have for your subject and your love of learning.



One way to make real-world connections for students is to encourage them to have an SAE program and explore those possibilities in class.

Continued on page 1-12 >

- Use students' names and call on them frequently.
- Assign students to do an independent group research project once a week. Pair students with a business mentor they can contact for help with their projects. Have them give oral presentations on their results.
- Challenge students to find something you do not know and give them extra credit. This will motivate them to search through books and other sources.
- Develop a special curriculum for students who have open class time. Assign specific responsibilities to each "student teacher." Both student mentors and those being taught learn more.

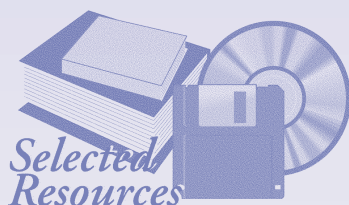
Care about students and be an advocate for their needs:

- Collect students' current telephone numbers and addresses in case you need to reach them.
- Check out absentees. Call or write a personal note.
- Interact with students before and after class by joining their conversations about course topics.
- Monitor students who are having academic or behavioral problems and direct them to appropriate resources for assistance.
- Set up a buddy system so students can contact each other about assignments and coursework.
- Post photos of all student activities in classroom, office or lab.
- Visit each student at his or her home at least once a semester.

Accept and recruit students with diverse ideas, abilities, backgrounds and cultures:

- Make sure recruitment materials—slide shows, brochures, videos and flyers—include images of diverse populations you are recruiting.
- Offer "non-traditional" courses such as leadership, environmental science, marketing and small animal care that appeal to a larger group of students.
- Provide student mentors who mirror school population. The

- more closely students relate to your class and FFA chapter leadership, the more likely they will feel comfortable within your program.
- Find out what students want and develop instruction and recruitment activities for this audience.
- Use the student interest survey to help place them in activities that interest them.



The following curriculum resources are available for use in your classroom. Specific publishers and a more complete list of instructional services and resource centers are listed in the back of this guide.

- Agricultural Issues: Food Safety video (FFA)
- Agricultural Issues: Global Competitiveness video (FFA)
- Agricultural Issues: Water Quality video (FFA)
- Animal Welfare instructional materials (National Council for Agriculture Education—The Council)
- *Anticipation and Preparation: Two Keys to Survival, A Guidebook for the Student Teacher and the Beginning Teacher* (Lowell E. Hedges, The Ohio State University, 1995)
- Applied Environmental Science instructional materials (The Council)
- Aquaculture Species Manuals (The Council)
- *Assessing Learning* (Lowell E. Hedges and Valija M. Axelrod, Vocational Instructional Materials Laboratory (VIML), 1995)
- Beef Marketing (The Council)
- *Culminating and Enabling Expectations for Selected National FFA Activities* (FFA)
- Decisions & Dollars instructional package (The Council)
- *Developing Your Curriculum Guide, From Competencies to Student Performance Objectives* (Lowell E. Hedges, VIML, 1995)
- *Discovering Learning Preferences and Learning Differences in the Classroom* (Curriculum Materials Services)
- *Enhancing Professional Practice: A Framework for Teaching* (ASCD)
- Equine Science instructional materials (The Council)
- FFA New Horizons magazine (FFA)
- Food Science, Safety and Nutrition instructional materials (The Council)
- *Leadership: Personal Development and Career Success* (Delmar)
- Lesson Plans: *Teaching For Connection: Critical Thinking Skills, Problem-Solving, and Academic and Occupational Competencies*
- Maximum Economic Yield/No-Till Ag instructional materials (The Council)
- *Methods of Teaching Agriculture* (Interstate)
- *Middle Grade Agricultural Leaders' Guide* (FFA)
- *Multiple Intelligences* (ASCD)
- *Performance Assessments for Horticulture Occupational Competency Analysis Profile* (VIML, 1996)
- Professional Growth Series workshops (The Council)
- *Program Planning Guide for Agriscience and Technology Education* (Interstate)
- "Tech Prep, A Catalyst for Change" theme edition (The Agricultural Education Magazine)
- *Reading to Learn in the Content Areas* (Wadsworth Publishing)
- *The Skillful Teacher, Building Your Teaching Skills* (Research for Better Teaching, Inc.)

Use the following worksheets to improve classroom and laboratory instruction:

- SCANS Assessment Form, 1-14.
- Student Interest Survey, 1-15.
- Student Teamwork Evaluation Form, 1-16.
- Student Self-Assessment Form, 1-17.
- Advisory Committee and Planning Checklist, 1-18.



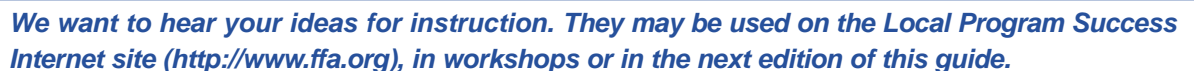
- How will you apply it to your program?
- What are your goals?

My Notes:

[illegible]

Chapter 1—Instruction (Contextual Learning): Preparing Students for Life

1. Spend time on planning at all levels, including the lesson, the activity and the program levels.
2. Create an instructional program based on student interests and agricultural career opportunities.
3. Make “real-world” connections for learners.
4. Engage all students across all ability levels.
5. Care about students and be an advocate for their needs.
6. Accept and recruit students with diverse ideas, abilities, backgrounds and cultures.
7. Become part of your community on a personal level. Show a vested interest in the community.
8. Stay up to date on technology. Consider the equipment you use in the classroom as well as the agricultural technology you teach about as class content.
9. Be a student of teaching. Keep learning how to teach, not just what to teach.



Describe the activities you do, how you implemented them and the results. Send your ideas on this form or a separate sheet of paper to Local Program Success Liaison, Teacher Services Team, National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268-0960, fax: 317-802-5334 or e-mail: jarmbruster@ffa.org.

SCANS

Assessment Form



Teachers: Give this form to key partners and advisory committee members or use it yourself to assess how effectively your program is in preparing students for careers. On a scale from one to five, please mark your approach on the range from one, conventional instruction, to five, innovative instruction. Then, work with your advisory committee to make instruction closer to the SCANS criteria in this area.

Conventional Classroom

SCANS Innovative Approach

Teacher knows answer.	1	2	3	4	5	More than one solution may be viable and teacher may not have it in advance.
Student routinely works alone.	1	2	3	4	5	Students routinely work with teachers, peers and community members.
Teacher plans all activities.	1	2	3	4	5	Students and teachers plan and negotiate activities.
Teacher makes all assessments.	1	2	3	4	5	Students routinely assess themselves.
Teacher organizes, interprets, evaluates, and communicates to students.	1	2	3	4	5	Students gather, organize, interpret, evaluate, and share information with appropriate audiences.
Organizing system of the classroom is simple: one teacher instructs 30 students.	1	2	3	4	5	Organizing systems are complex: teacher and students both reach out beyond school for additional information.
Reading, writing and math are treated as separate disciplines; listening and speaking often are missing from curriculum.	1	2	3	4	5	Disciplines needed for problem-solving are integrated; listening and speaking are a fundamental part to learning.
Thinking is usually theoretical and "academic."	1	2	3	4	5	Thinking is problem-solving, reasoning, and decision-making.
Student is expected to conform to teacher's behavioral expectations: integrity and honesty are monitored by teacher; student's self-esteem is often poor.	1	2	3	4	5	Student is expected to be sociable, responsible, self-managing, and resourceful: integrity and honesty monitored within the social context of the classroom; student's self-esteem is high because he or she is in charge of of his or her own learning.

Source: *Learning a Living, A Blueprint for High Performance*, U.S. Department of Labor, 1992, p. 42.

Student Interest Survey

Building quality programs and putting school-to-career in action

Teachers: Copy and distribute this form to students enrolled in agriculture. After they complete this form, use the information to determine if any instruction or program improvements are needed to meet their needs.

Students: Complete this form and return it to your agriculture teacher.

A. Name: _____ Male _____ Female _____
 (Print.) Last First Middle

B. Birthdate: ____/____/____ C. Year in School (Circle one.) Fr. So. Jr. Sr. D. Year in Agriculture Program (Circle one.) 1 2 3 4

E. Course Title: _____
 Teacher: _____

F. Vital Information: G. Draw a map to your home for instructor visits. Be sure to include the four roads/streets nearest your home.

Address: _____ North

City: _____ Zip: _____

Phone #: _____ East West

Parent/Guardian Name(s) (Print full name.)

Mr. _____ South

Ms./Mrs. _____

H. Ethnic Origin (Optional) (Check box that applies.)
☐ Native American /Alaskan Native
☐ White (except Hispanic)
☐ Hispanic
☐ Black (not Hispanic)
☐ Filipino
☐ Asian or Pacific Islander

I. I am taking this course because: (Check one.)
 1. _____ I plan a career in agriculture.
 2. _____ Not a career, just an interest in agriculture.
 3. _____ Not interested, placed in class.

J. What occupation are you interested in? If your dream is not agriculture, go ahead and name an occupation in agriculture you would enjoy and put a star ★ by it. (Example: ★ forest ranger, elementary teacher).

K. Please indicate your plans after high school. (Check one ✓ from choices 1 to 4 and answer additional questions.)

_____ 1. Go to work full time.
 _____ a. no further education
 _____ b. some college

_____ 2. Go to college.
 _____ a. community college
 _____ b. four-year college
 _____ c. technical college

_____ 3. Go into military service.

_____ 4. Other: _____

L. List any involvement in agricultural work or projects.

Project	Size/Quantity	Hours Per Week
_____	_____	_____
_____	_____	_____
_____	_____	_____

M. List FFA activities you would like to participate in as a member.

FFA Activity	Skill Development	Recognition
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ a. attend full-time
 _____ b. attend part-time

_____ a. agriculture major
 _____ b. non-agriculture major

Student Teamwork Evaluation Form

Building quality programs and putting school-to-career in action

Teachers: Have students complete this form to identify places for improvement in teamwork.

Students: Assign points for your teammates in the categories below according to the key.

TEAM NAME: _____

Team Members' Names:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Teamwork Scoring

10 points - *Excellent* • 8 points - *Above Average* • 5 points - *Good* • 3 points - *Fair* • 1 point - *Poor*

Teammate Number	1	2	3	4	5	6	7	8	9	10
Overall attendance in meetings/classroom	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Was prepared to work and showed initiative	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Gave supportive/helpful suggestions/feedback	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Allowed/encouraged others to present their ideas; didn't dominate	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Completed task with satisfactory effort	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Met deadline on time	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
TOTAL SCORE	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Comments: _____

Source: Sylvester Dunn, agriculture teacher, Pineville, Kentucky

Student Self-Assessment Form

Building quality programs and putting school-to-career in action

Teachers: Have students enrolled in agriculture complete this form to identify places for improvement in self-directed experiences. Compare your score with theirs.

Students: Assign points for your performance in the categories below according to the following key. Return to your teacher when finished.

Name: _____ Course: _____

Grade: _____ Date: _____

Self-Scoring

Please rate your performance at work or in independent school projects honestly from “one,” being the lowest score, to “10,” the highest. When you finish, your teacher will rate your performance and work with you to improve your scores.

	<u>Student</u>	<u>Teacher</u>
I am dependable, punctual and thorough when carrying out my duties.	_____	_____
I have a tendency to show initiative when working.	_____	_____
I maintain tactful relationships when working.	_____	_____
I inspire trust among fellow workers and students while working.	_____	_____
I inspire trust among supervisors and teachers while working.	_____	_____
I produce a consistent personal example from which others can observe the value of cooperation, fair play and respect for others while working.	_____	_____
I produce beyond minimum expectations and group output when working.	_____	_____
I use time wisely when working.	_____	_____
I follow instructions as given or make suggestions directly to my supervisor.	_____	_____
I demonstrate interest in the work.	_____	_____
TOTAL SCORE	_____	_____

Comments: _____

Advisory Committee and Planning Checklist

Building quality programs and putting school-to-career in action

Teachers: An advisory committee can assist you in establishing program goals, meeting student needs and planning instruction. Use this checklist to get the most benefit out of a local advisory committee.

Key Points for Establishing an Advisory Committee:

- ☐ Ask yourself why you need an advisory committee. Set expectations for the committee and yourself.
- ☐ Secure administration and school board approval.
- ☐ Select committee members. Be sure to include a representative from each partner group—parents, students, school officials and community members. Involve community members who have no knowledge of your program. They can help you and other members see program weaknesses that need to be addressed.
- ☐ Send a formal letter inviting committee members to serve. Personally obtain a confirmation from each person.
- ☐ At the first meeting, explain expectations and determine goals.
- ☐ Prepare and deliver agendas prior to all meetings.
- ☐ Continually recognize members for their involvement.

Top Four Advisory Committee Contributions:

- ☐ Recruit students.
- ☐ Improve curriculum.
 - Gather tools, equipment, instructional resources and facilities.
 - Evaluate overall program effectiveness.
 - Assist in preparing and selecting course materials.
 - Recommend resources or guest speakers for courses.
 - Offer resources to assist the teacher's professional growth.
- ☐ Employ and train students.
 - Help secure training stations and placement of program graduates.
 - Identify employment trends in specific industries or career pathways.
 - Identify SAE and other work-based learning opportunities.
 - Serve as judges or chaperones for FFA and SAE activities.
- ☐ Publicize the program.
 - Recognize outstanding students.

Source: Dr. John Mundt, associate professor, University of Idaho Boise Center, Idaho; *New Teacher Owner's Manual*



Work-based
learning
experiences such
as SAEs prepare
students for useful,
interesting and
challenging
careers.

**The following topics are covered in Chapter 2
SAE (Work-based Learning): Providing Hands-on
Experience and Career Exploration**

Benefits of Quality SAEs (Work-based Learning Experiences)

Steps to Success

- 1 Plan comprehensive SAEs.
 - Explore students' interests.
 - SAE types.
- 2 Link SAEs to the curriculum and a career.
 - How to help students apply classroom and lab learning to work-based situations.
 - Base SAEs on instruction and skill development.
 - Making shadowing a part of instruction.
- 3 Let students manage their SAEs.
 - Twelve steps to launching a cooperative.
 - Secure loans for student projects.
- 4 Document the SAE using recordkeeping and analysis.
 - SAE portfolios and career fair.
 - Career passport.
- 5 Take an active role as supervisor of SAEs.
- 6 Recognize students for their SAEs.

Best Practices of Top Programs

Selected Resources

Action Plan

Worksheets and Other Tools

Chapter 2

SAE (Work-based Learning): Providing Hands-on Experience and Career Exploration

To be successful in tomorrow's workplace and life, students need SAEs: planned, supervised, work-based applications of concepts and skills learned in agricultural education instruction.

Research has shown that participation in SAEs has a positive effect on students and correlates to career maturity. According to Dr. Walter Edling, vice president and chief education specialist at the Center for Occupational Research and Development in Waco, Texas, most people learn best through experience. This may involve personal participation, physical or hands-on activities and opportunities for personal discovery. Edling also says that learning is enhanced when concepts are presented in a context using familiar relationships, and that most people relate better to concrete, tangible examples and experiences as opposed to abstract, conceptual models.


SAEs make learning relevant. Instead of just talking about agriculture or the environment, students learn by conducting experiments, working in a greenhouse or agribusiness or raising animals and plants.


Work-based learning experiences such as SAEs prepare students for useful, interesting and challenging careers. Over the next five years, there will be a five per-


cent shortage of qualified graduates to enter key food, fiber and natural resources occupations.


SAEs, an integral part of successful agricultural education programs, offer students a competitive advantage.


SAEs or work-based learning experiences can help you:


 **Motivate** students as they see the *real-world connections* between what they're learning and what they'll be doing when they graduate.

 **Know** your *students possess marketable skills* that give them a head start for career success.

 **Reinforce** classroom and laboratory *lessons* while students are at worksites or exploring careers.

 **Provide** students with opportunities to *explore and become established* in agricultural careers.

 **Develop** *valuable links* between your program and business, industry and community supporters.

 **Build** your *students' financial responsibility and recordkeeping* skills.

SAEs are planned, supervised, work-based applications of concepts and skills learned in agricultural education instruction.

SAEs are an integral part of a local program. Successful teachers follow these six steps:

- 1 Plan comprehensive SAEs.
- 2 Link SAEs to the curriculum and a career.
- 3 Let students manage their SAEs.
- 4 Document the SAE by using recordkeeping and analysis.
- 5 Take an active role as supervisor of SAEs.
- 6 Recognize students for their SAEs.



A quality SAE
contains many
experiences that
help students
select a career or
prepare for further
education.

Plan comprehensive SAEs.

To qualify as an SAE a student's program must be:

- ☐ planned and comprehensive
- ☐ curriculum-based
- ☐ student-managed
- ☐ documented
- ☐ recognized by peers, teachers, parents and/or employers at the chapter level and above and through public and school media.

To build comprehensive SAEs that help students select a career, secure employment or prepare for further education:

- ☐ Survey local agribusiness and production personnel to gain a knowledge of what SAE opportunities are available and skills students need to succeed in the workplace. The *SCANS Report* already provides a preview of skills supervisors and employees say are needed.

☐ Help students design SAEs that address skills needed in the workplace. Use the examples below to brainstorm possible SAE options that match student backgrounds and interests. See your guidance counselor for interest inventories to use with students.

☐ A quality SAE contains a variety of experiences. Use the *Work-based Learning SAE Rating Sheet* to provide a clear definition of what constitutes a quality work-based experience.



Explore Students' Interests

Students at **Wayne County Schools Career Center, Smithville, Ohio**, follow these steps in exploring their career interests:



- Prepare a report on their career choice, including salaries and educational requirements.
- Interview the management and employees of an agricultural business and report on the types of decisions they make.
- Observe or assist someone who works in the agricultural industry for a day.

Continued on page 2-3 ➤

Types of SAEs

Exploratory

Students broaden and then clarify their interests in agriculture and the environment through carefully planned experiences. Exploratory SAEs are a foundation for research, ownership and placement SAEs.

- Assist on a farm for a day
- Shadow a veterinarian
- Observe a florist
- Interview a seed salesperson
- Tour a fish hatchery

Research/Experimentation and Analysis

Students conduct carefully planned, curriculum-based and long-term investigations of applied or basic areas related to agricultural and environmental science.

- Water pollution remediation
- Fertilizer loss based on application methods
- Feed nutrient retention
- Media for tissue culture

Ownership/Entrepreneurship

Students create and/or own agricultural businesses to meet unique market needs.

- Raise ornamental fish
- Own and operate a lawncare service

- Grow and sell poinsettias
- Operate a roadside fruit stand
- Raise swine
- Own and operate a tree farm
- Run a pay-to-fish operation
- Grow and sell vegetables
- Grow apples and make jam from fruit
- Grow an acre of corn
- Raise dairy heifers
- Operate a custom combining service

Placement

Students work for others or in a common setting to develop career skills in agricultural or environmental areas, and does not require earning a wage.

- Sell farm supplies
- Work as a riding stable attendant
- Work as a floral designer
- Secure an apprenticeship with a landscaper
- Work as an apprentice to a biotechnology technician
- Propagate plants for a nursery
- Work on a farm (crop or livestock)
- Work in a fish hatchery
- Work at a farm supply store
- Form an internship arrangement with a local business or farm

- Write to a college or university for information about courses offered in agriculture.
- Collect magazine and newspaper articles on opportunities in a specific career area of interest.
- Use the Internet to research up-to-date information on careers. Go to the

“Students Only” section on the National FFA Online web site at <http://www.ffa.org> and click on “careers” for more information.

Dennis Finley,
(301) 669-2134



Dennis Finley

SAEs not only provide hands-on experience for students, but also contribute to success in career pathways.

Learning Activities That Can Lead to SAEs

The following activities can help students decide what type of SAEs they would like to pursue.

While any one of these activities is not an SAE, a combination of the activities can add up to one if they are planned, supervised, work-based applications of concepts and skills learned in the classroom or laboratory.

Science-based Activities

Students plan and conduct agricultural experiments in biotechnology, agri-science and other courses.

- Determine the impact of protein levels and fish growth.
- Analyze display method effectiveness on garden center plant sales.

- Determine weld strength using different welding methods.

- Grow plants in a milk jug “greenhouse.”

Community Study

- Interview a veterinarian about animal health careers.

- Visit with a local grocery store manager about retail food careers.

- Volunteer for community-based activities.

Communication Study

Students gather and evaluate data, and produce a finished product or plan.

- Develop a marketing plan for an agricultural commodity.
- Write a series of newspaper articles.
- Design a landscape plan for a community center.
- Develop a plan to dispose of used pesticide containers.

- Produce an advertising campaign for an agribusiness.

Orientation Study

Students explore agricultural careers by observing or working with professionals for a few hours or a day.

- Prepare a scrapbook on the work of a veterinarian.
- Attend an agricultural career day at the university.
- Prepare a research report on food science careers.

Supplementary

Students improve the performance of a specific skill taught in an instructional unit.

- Prune a fruit tree.
- Ball and burlap a tree.
- Help a neighbor dehorn cattle.
- Cut firewood with a chain saw.
- Stake tomatoes.

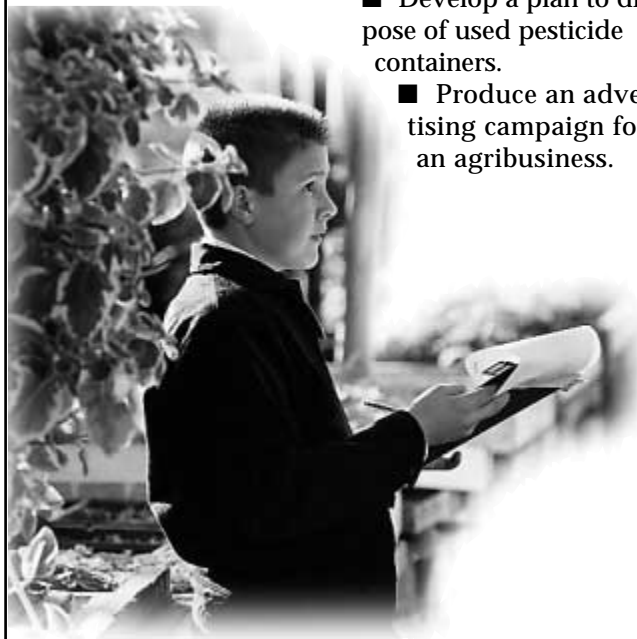
Improvement

Students improve the value or appearance of the place of employment, home, school or community, the efficiency of a business or family living conditions.

- Landscape a home yard.
- Monitor water pollution and clean-up process.
- Remodel and paint a room.
- Overhaul a piece of equipment.
- Renovate and restock a pond.
- Computerize records for an agribusiness.

(Adapted from North Carolina State University SAE Record Book)

These activities can help students decide what type of SAE they would like to pursue or help them gain valuable career skills.



SAEs provide an
easy way to
prepare students
for the workplace
and let them apply
what they learn in
the classroom.



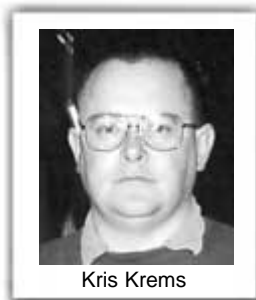
Link SAEs to the curriculum and a career.

Here's how to help students apply classroom learning to work-based situations:

- ❑ Create classroom activities and teach skills that help prepare students for the workplace. For example: Have floriculture students prepare and design bouquets and work with customers.
- ❑ Build worksite responsibilities and activities into what's taught in the classroom or laboratory. For example: Have students keep records of SAE activities and require employers, students and the school officials to sign a program agreement, with goals and evaluation criteria, which acts as a contract.
- ❑ Have worksite mentors return an assessment form each quarter, evaluating students' performance and offering suggestions for improvement. Use this assessment as part of the grade.

Base SAEs on Instruction and Skill Development

The summer before **Cuyahoga Valley Career Center, Ohio**, students enroll in Kris Krems' horticulture classes, he determines what type of careers interest them. After a year of exploratory lab-based SAEs where students



Kris Krems

learn the basics of landscaping, greenhouse work and floral design, they are placed at a worksite.

Results: All students complete a formal training plan and program

agreement to ensure that their SAE is a broad-based, multi-purpose educational experiences. The *SAE Handbook* provides a thorough overview of how to establish SAEs.

Kris Krems, (216) 526-5200



Shadowing Allows Exploration of Career Pathways

Central Woodstock High School, Va., natural resources students spend a day with a professionals working in that field, observing all that they do.

Students ask employees they shadow: What do you like and dislike about the job? What are typical starting salaries? What kind of skills do you need to perform your job? What responsibilities do you have?

Back in the classroom, students write a report and give an oral presentation. They are then encouraged to establish an SAE based on their career interests explored through shadowing.

Results: Students learn what type of careers they are interested in before they commit time and money to post-secondary education. Shadowing allows students to immediately see the connections between the classroom and the work world.

Sherry Heishman and George Bowers, (540) 459-3806



Sherry Heishman



George Bowers

Make Shadowing a Part of Orientation to the Workplace

While it's not an SAE, shadowing is an excellent way to help students discover what type of SAE would interest them.

- Have students make a list of everyone, including entrepreneurs, they could shadow as a class assignment, including community entrepreneurs.

Continued on page 2-5 >

Shadowing continued from page 2-4

■ Explain the goals and benefits of shadowing to your school administration and request permission. Propose a specific date for release from school.

■ Have students write a letter to business people they would like to shadow. Design a sheet that explains shadowing goals. Propose a mutually convenient date and include in the letter.

■ Once enough professionals have agreed to let students shadow, ask if they mind having photos taken of them and students at work.

■ Contact your local newspapers ahead of the event, explaining that “shadowing” would be of interest to readers because it provides an example of how the school is preparing quality employees for the community. Have students interested in communications, the chapter reporter or a public relations committee member take photos and write articles.



To function in today’s workplace, students must learn to apply curriculum-based skills in real-world settings.

Empower students to get needed resources, to ask for assistance—such as from a work mentor—and to learn to work independently.

School-based cooperatives can provide opportunities for students to conduct relevant and meaningful student-managed SAEs. They can provide experience for all students and may be especially appropriate for members with barriers to SAE (such as urban students and those with disabilities).

Twelve Steps to Launching A Cooperative SAE

1. Hold an exploratory meeting.
2. Conduct a community needs assessment. Determine what will sell in the community and make sure the program does not compete with other local businesses.
3. Select a steering committee.
4. Analyze markets and costs.
5. Determine financial needs and methods of financing.
6. Set goals and develop a business plan.
7. Draw up legal papers and articles of incorporation.
8. Hold a meeting of charter members to adopt articles of incorporation and bylaws.
9. Elect a board of directors.
10. Elect officers.
11. Hold a membership drive and issue certificates.
12. Implement the business plan.

For a complete guide to cooperative SAEs, call the National FFA Teacher Services Team, (703) 360-3600, ext. 254.

Secure Collateral for Student Projects

Teacher Dale Glazier, **Thomas, Okla.**, secured reduced interest loans through a local bank for students. Members start with a credit limit of \$1,500. “After proving themselves, some students have \$30,000 to \$40,000 loans with the bank,” he says. “We tell students the only limiting factor when they’re starting a project is their imagination.”

Results: Ninety percent of agriculture students have SAEs, ranging from beef to rodent production.

Dale Glazier and Jim Maddox,
(405) 661-3200

SAEs help students

function in today's

workplace and make

independent decisions

based on problem-

solving skills learned

through placement,

entrepreneurship and

cooperative

work-based learning.

SAE Cooperative Examples

- Fruit sales (and other fund-raisers)
- Bedding plant retail sales
- Broiler production
- Finishing feeder pigs
- Aquaculture production (tropical fish for pets or fish for food)
- Bait shop
- Lawn care or landscaping service
- Firewood
- Small animal care
- Maple syrup production
- Tree nursery
- Greenhouse operation
- Soil testing
- Crop scouting
- Farm and home supplies





Step 4

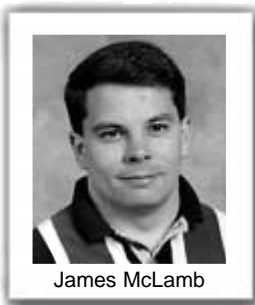
Document the SAE by using recordkeeping and analysis.

Recordkeeping is key to well-documented SAEs, which teach students to evaluate practices and identify alternatives based on their records. The information students gather—such as work samples, assignments, grades and SAE evaluations—can be used to update their portfolios and to market their skills for post-high school education and careers. The Agricultural Proficiency Award application is an excellent format for student portfolios. Order the Decisions and Dollars instructional material to provide guidance in documenting SAEs.



SAE Portfolios and Career Fair

Demonstrating career competency is a priority for students at **Riverside High School, Durham, N.C.** Former teacher James McLamb required students to maintain portfolios on all



James McLamb

SAE records, including photos of events they attend, awards they win and competitions they enter. Students provide narratives of the SAE or classroom activities that relate to their project area.

Results: Portfolios provide an excellent example of student work. Students use them to showcase learning in agriculture at an SAE fair and possibly later in employment interviews.

James McLamb, (919) 677-9440

Career Passport

Students at **Miami Valley Career Technology Center, Clayton, Ohio**, fill out an SAE agreement letter, outlining their goals. They keep daily SAE work journals and have worksite mentors fill out evaluation forms each quarter. Students assemble these forms, along with the descriptions of skills learned and work experiences gained, into a Career Passport—a portfolio of performance information which can be used as a tool in seeking post-high school education or employment. You can even use proficiency award applications—which require a resume and recommendations—as part of students' portfolios.

Results: Students possess a ready-made tool to market to prospective employers or college recruiters.

Tom Vranesic, (937) 837-7781



Step 5

Take an active role as supervisor of SAEs.

Teacher supervision and instruction are important parts of the SAE experience. Teacher involvement is key to bridging the gap between the classroom and workplace and has a direct correlation to SAE program quality and student success.

☐ Provide year-round, worksite SAE instruction for students.

- Visit each student individually at his or her SAE site.
- If individual visits are not possible for each student, consider these alternatives:
 - cooperative group SAE instruction
 - small group instruction and supervision for students with related SAEs
 - use of paraprofessionals and workplace mentors trained by the agriculture teacher (These alternatives should not be used to eliminate extended contracts for the agriculture instructor nor eliminate support for SAE teacher supervision.)
- Visit students with SAE problems promptly and frequently.
- Discuss students' progress with parents/guardians and/or employers.
- Between personal worksite visits, phone employers and students while they are on the job to check on progress.



☐ Keep SAE visit records.

☐ Have the local advisory committee help plan and supervise SAEs.

☐ Inform state supervisory staff and teacher educators of progress and ask for assistance when needed.



Recognize students for their SAEs.

Find ways to reward quality SAEs. Encouraging students to apply for recognition above the chapter level and publicizing results in the media are great motivators for increased achievement. Without SAEs, many students may be denied valuable learning experiences available through FFA recognition programs.

Let students know early on about the National FFA Agricultural Proficiency Award Programs as well as chapter, state and American FFA Degrees and the Star Farmer and Star in Agribusiness Awards. Use these awards as a way to motivate and reward members for high-quality SAE work. Base student recognition on skills learned, application of classroom and individual instruction and record books.

Promote student SAEs to key partners with these steps:

- Invite partners to come along on tours, or teaching visits, to observe SAEs.
- Feature SAEs at the annual banquet or other public events such as the school board meeting. Invite

employers, parents, school officials, students and other partners to participate.

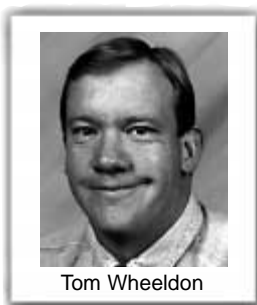
- Prepare monthly SAE visit reports, complete with photographs, for administrators and board members to review.
- Be sure partners receive copies of SAE articles published in the local newspaper.
- Invite administrators or school counselors to attend classes or labs, especially when students are working on aspects of SAEs such as career research or record books.

Create Innovative Award Programs

Schuyler Central, Neb., students who average 80 percent or better on their record book for three months qualify for a steak dinner and travel on an SAE tour. Besides having proud parents and other students recognize their efforts, "we also publicize the event in the local paper," says teacher Tom Wheeldon.

Results: Eighty-five percent of students have SAEs and three-fourths make the grade for the SAE tour.

Tom Wheeldon, (402) 352-5838



Tom Wheeldon



The SAE Handbook is your guide for planning and carrying out successful SAEs. It includes templates to help establish and manage student SAEs.



Below are ideas from teachers across the nation that will help you develop a successful SAE program.

Plan comprehensive SAEs:

- Network for new contacts by distributing business cards to area organizations and companies you buy from and let them know your students are available for job placement.
- Schedule summer visits by sending a letter ahead with these details:
 - A schedule listing the days you plan to evaluate each student's program.
 - A request for students to call you as soon as possible if they will not be home on the date you have chosen to visit. Send a response card two weeks prior to the appointment as a reminder.
 - A request that students have their record books filled out and available when you visit.
- Have students write a letter to themselves at the beginning of the year, defining SAE goals they hope to achieve by school's end or graduation. Give the letters back to them at the end of the year so they can evaluate their progress.

Link SAEs to the curriculum and a career:

- Give classroom grades based partially on completion of record books.
- Use FFA activities to assess the performance of work-based skills.
- Conduct shadowing or exploratory SAEs as a part of key courses.

Let students manage their SAEs:

- Offer financial and mentoring resources to encourage research and imagination when students are designing their SAEs.

Continued on page 2-8 >



■ Invite business people and former members who credit recordkeeping or SAEs with their career success to speak to students during class or FFA meetings or to serve as mentors.

Document the SAE by using recordkeeping and analysis:

■ Require students to submit a daily journal as a part of the grade, describing what they learned. Place these logs in their portfolios.



Take an active role as supervisor of SAEs:

■ Provide administration a calendar of scheduled supervisory activities. Report regularly on your progress.

■ Schedule classroom time and in-school conferences to teach students skills they need for successful SAEs and to plan and supervise them. Use information gained on worksite visits during classroom instruction.



Recognize students for their SAEs:

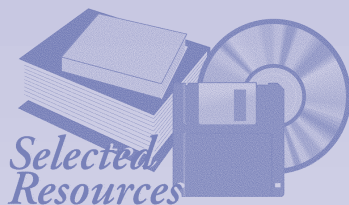
■ Join the local chamber of commerce. Have your students attend meetings and present their SAEs.

■ Use FFA achievement award certificates (as featured in the *FFA Official Chapter Catalog*). Have students set a goal, and if they achieve it, present them with a certificate.

■ Highlight an "SAE of the Week" on your classroom bulletin board, in school announcements, to the local paper and radio station. Take pictures and have students write a brief summary on the career field they're interested in, how they got started and skills learned.

■ Hold an SAE/career fair where students highlight the career pathways they are interested in and demonstrate to parents, administration and other students what they learn through SAE activities.

■ Consider record book accuracy and completeness when selecting students for awards and degrees to motivate them to complete their records.



The following are key resources needed to build quality work-based learning opportunities or SAEs.

A large variety of FFA posters, brochures, videos and recruitment materials are available in the "Educational Resources" section of the *FFA Official Chapter Catalog*, which is produced annually.

- Achievement Certificate (FFA)
- Agriculture's New Professionals video (FFA)
- Agriculture: An Industry Too Big To Ignore brochure (FFA)
- Agri-Entrepreneurship recognition materials (National Council for Agricultural Education—The Council)
- Chronicle of Agricultural Occupations Guidebook (FFA)
- Decisions & Dollars instructional materials (The Council)
- Guide to Cooperative SAEs (Call the National FFA Teacher Services Team, (703) 360-3600, ext. 254)
- Leadership: Personal Development and Career Success (By Cliff Ricketts, Delmar, 1997)
- Open Door career booklet (FFA)
- Proficiency Award Handbook (FFA)
- SAE Handbook (FFA)
- SAE, It's More Than You Think video (FFA)
- SAE Record Book (North Carolina State University, call Dr. James Flowers, (919) 515-1758)
- Think About It brochure (FFA)

Use the following worksheets for building quality work-based learning opportunities or SAEs:

- Work-based Learning/SAE Action Plan, 2-10.
- Work-based Learning SAE Rating Sheet, 2-12.
- SAE Program Agreement Form, 2-14.
- SAE Visitation Form, 2-15.

- Student Journal Worksheet, 2-16.
- Worksite Survey Form, 2-17.
- SAE Supervision Report, 2-19.
- Supervised Agricultural Experience Documentation Form, 2-20.
- On Site Instruction and SAE Evaluation Form, 2-21.
- SAE Contact Report, 2-22.



- How will you apply it to your program?
- What are your goals?

My Notes:

Chapter 2—SAE (Work-based Learning): Providing Hands-on Experience and Career Exploration

1. Plan comprehensive SAEs.
 - ❑ Help students design SAEs that involve skills needed by local agribusiness personnel.
 - ❑ Use the SAE rating sheet to assess what constitutes a quality work-based experience.
2. Link SAEs to the curriculum and a career.
 - ❑ Design in-school experiences that involve workplace skills to help students think on their own.
 - ❑ Have employers, students and school officials sign a training/educational agreement.
 - ❑ Have worksite assessments submitted quarterly.
 - ❑ Make shadowing a part of instruction.
3. Let students manage their SAEs.
 - ❑ Encourage students to launch cooperative SAEs.
 - ❑ Develop a program with bank officials to assist students in securing funds for SAEs.
4. Document the SAE by using recordkeeping and analysis.
 - ❑ Require students to keep SAE portfolios.
5. Take an active role as supervisor of SAEs.
6. Recognize students for their SAEs.



Describe the activities you do, how you implemented them and the results. Send your ideas on this form or a separate sheet of paper to Local Program Success Liaison, Teacher Services Team, National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268-0960, fax: 317-802-5334 or e-mail: jarmbruster@ffa.org.



Work-based Learning/SAE Action Plan



Building quality programs and putting school-to-career in action

Teachers: Give this form to students to encourage them to explore SAEs and to guide them in career exploration.

1. "What's Relevant For Me?" (SAEs provide these MAJOR benefits):

- contacts with potential future employers.
- hands-on work experience that can give you an edge in gaining top jobs.
- a better understanding of where you want to go with your career and how to accomplish your goals.
- self-confidence that comes from developing valuable skills.

2. "What's Possible?" (Three types of SAE areas where you can receive FFA recognition):

Placement Examples

Work for a: ● fish hatchery
● greenhouse
● farm supply store

Ownership/Entrepreneurship Examples

Start a: ● recreational business
● livestock production enterprise
● agricultural processing business

Research/Experimentation and Analysis

Conduct a: ● comparison of the shelf life of fresh food products
● comparison of rooting hormone treatments
● demonstration of the effect of soil acidity on plant growth

SAE ideas you would be interested in:

3. "Explore Your Interests" (Complete your personal mission statement.)

In 20 years:

● I want to be living in what geographic location: _____
(City, State)

● I want to have an annual income of:
\$15,000 to 25,000 _____
\$26,000 to 35,000 _____
\$36,000 to 45,000 _____
\$45,000 or more _____

continued...

● I want a family consisting of: _____

● I want people to see me as: (Explain your image, personality, priorities.)

Right now:

● If I could do anything I wanted and get paid for it, I would:

● The five things I enjoy doing most are:

● If someone told me I could only work for one year, I would:

● Given the choice, this is why I would like to work for myself:

● Given the choice, this is why I'd rather work for someone else:

4. "Complete the SAE Connection"

- Review your answers to these questions.
- Survey the *Chronicle of Agricultural Occupations Guidebook*, library resources, professional magazines, university extension service and the Internet for more details on agricultural careers.
- Make a list of the agricultural careers that closely match your interests.
- Visit a local agribusiness that relates to what you're interested in once you have a list of potential careers and SAEs.

Source: *FFA Advisors Making A Difference*, October 1996 issue, p. 16

Work-based Learning SAE Rating Sheet

Building quality programs and putting school-to-career in action

Teachers: Use this form to evaluate the progress of student SAE and skill development.

Defining SAE Quality

The five factors that define a quality supervised agricultural experience (SAE) program are listed below. There are three levels of quality in each of the five factors. Using the narrative descriptions you can assess the quality of a student's SAE. To be considered in one of the three levels (initial, commendable or superior) a student's SAE must achieve that level's entire narrative description.

1. *The SAE is planned and comprehensive.*

<u>Initial</u>	Student experiences a limited range of activities; focuses on limited skills; sets short-term goals. SAE is teacher-driven and planned.
<u>Commendable</u>	Student experiences skills which meet curricular expectations; accomplishes short-term goals; uses both managed and independent activities.
<u>Superior</u>	Student experiences a wide range of skills which exceeds curricular expectations; accomplishes previous goals and sets new long-term ones; works independently.

2. *The SAE is linked to curriculum and a career.*

<u>Initial</u>	<u>Information (knowledge):</u> Student uses knowledge gained from instruction in planning SAE; marginal portions of curriculum are included in the SAE.
<u>Commendable</u>	<u>Skill and Application:</u> Student uses curriculum skills in carrying out SAE; student can apply information and skills in varied situations, major portions of the curriculum included in the SAE.
<u>Superior</u>	<u>Integration and Synthesis:</u> Student uses agricultural and academic principles to arrive at end products; assesses new situations and selects appropriate knowledge and skills from curriculum. The entire curriculum is included in the SAE.

3. *The SAE is student managed.*

<u>Initial</u>	Student applies a limited number of classroom learned skills in real-world settings with direct assistance; student does not control decisions.
<u>Commendable</u>	Student applies an increased number of skills learned in the classroom in real-world settings with little direct assistance; student may control some decisions.
<u>Superior</u>	Student applies classroom learned skills in real-world settings with self-initiated assistance; initiates and controls decisions.

4. *The SAE is documented by using recordkeeping and analysis.*

<u>Initial</u>	Student begins a record system and keeps appropriate records in a timely fashion with assistance; begins résumé.
<u>Commendable</u>	Student maintains accurate records with some assistance; understands and summarizes records; updates résumé.
<u>Superior</u>	Student analyzes records, evaluates practices and identifies alternatives based on his/her records with little assistance; updates résumé.

continued...

5. Student receives recognition for SAE.

<u>Initial</u>	Student receives peer and teacher, parent and/or employer recognition for SAE accomplishments.
<u>Commendable</u>	Student receives certificates and local membership degrees and receives public and school media recognition.
<u>Superior</u>	Student receives recognition based on SAE above the chapter level and is recognized through public media.

SAE Rating Sheet	Student Name: _____		
Quality Indicator	Initial	Commendable	Superior
<input type="checkbox"/> SAE is planned and comprehensive.	_____	_____	_____
<input type="checkbox"/> SAE is linked to curriculum and a career.	_____	_____	_____
<input type="checkbox"/> SAE is student managed.	_____	_____	_____
<input type="checkbox"/> SAE is documented by using recordkeeping and analysis.	_____	_____	_____
<input type="checkbox"/> Student receives recognition.	_____	_____	_____

Source: Local Program Success SAE Work Group

SAE Program Agreement Form

Teachers: Have all parties involved with each student's SAE program sign the following agreement to help them understand exactly what has been planned.

The SAE program is an integral part of the total agricultural education program. The purpose of the SAE is to provide real-world experiences to help the student select a career, secure employment or prepare for further education. A quality SAE program contains a variety of experiences.

This agreement shall be in effect for the _____ school year.

The student's SAE program will consist of: (List all the activities in which the student will be involved. Be specific. **Examples:** Shadow a local business leader for a day, develop a marketing plan for an agricultural commodity, observe and/or assist a florist, cut firewood with a chain saw, raise a 20' by 20' garden, work 20 hours a week at Johnson's supply store, landscape the home lawn.)

The materials and resources for each of the SAE activities will be provided by: (List who will provide the materials and resources required for each activity.)

For activities in which a profit (or loss) might occur, describe who will receive the gain (or loss) or how it will be divided:

Signature: _____ **Date:** _____

Student: _____

Parent/Guardian: _____

Other people who might be involved: _____

Agriculture Teacher: _____

SAE Visitation Form

Building quality programs and putting school-to-career in action

Teachers: Fill out this form when you visit students' SAEs to keep track of their progress.

DATE OF VISIT: _____

TIME OF VISIT: _____

STUDENT'S NAME: _____

WORKSITE: _____

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

RECOMMENDATIONS/NEXT STEPS:

Student's Signature Date

Teacher's Signature Date

Student Journal Worksheet

Class Period: _____ **Student:** _____

Instructions:

Summarize your SAE activities and accomplishments each day. Be sure to use correct spelling and punctuation in your summaries and date each entry. This is an important activity, as you will be graded on your journal at the end of the semester.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Worksite Survey Form



Building quality programs and putting school-to-career in action

Company _____ Representative _____

Individual Conducting Interview _____

Date of Interview _____ Telephone _____

Teachers: Give this form to business and industry personnel to determine their needs and support for your program.

Business and industry personnel: We are conducting a survey to evaluate the types of skills employers are seeking and gain commitment for work-based learning sites or shadowing experiences. On a scale from one to five, please rate the following with one being unimportant and five being very important. Please also circle the most important skill in each area.

I. BASIC SKILLS

1. Reading	1	2	3	4	5
2. Writing	1	2	3	4	5
3. Arithmetic	1	2	3	4	5
4. Speaking	1	2	3	4	5
5. Listening	1	2	3	4	5

II. THINKING SKILLS

1. Creative Thinking	1	2	3	4	5
2. Decision Making	1	2	3	4	5
3. Problem Solving	1	2	3	4	5
4. Knowing How to Learn	1	2	3	4	5

III. PERSONAL QUALITIES

1. Responsible	1	2	3	4	5
2. Social Skills	1	2	3	4	5
3. Self Management	1	2	3	4	5
4. Integrity and Honesty	1	2	3	4	5

IV. RESOURCES

1. Manages Time	1	2	3	4	5
2. Manages Money	1	2	3	4	5
3. Manages Materials and Facilities	1	2	3	4	5
4. Manages Human Resources	1	2	3	4	5

V. SYSTEMS AND TECHNOLOGY

1. Understands Systems	1	2	3	4	5
2. Uses Technology	1	2	3	4	5

VI. INFORMATION SKILLS

1. Acquires and Evaluates Information	1	2	3	4	5
2. Organizes and Maintains Information	1	2	3	4	5
3. Interprets and Communicates Information	1	2	3	4	5

VII. INTERPERSONAL SKILLS

1. Participates as a Team Member	1	2	3	4	5
2. Teaches Others	1	2	3	4	5
3. Services Clients/Customers	1	2	3	4	5
4. Exercises Leadership	1	2	3	4	5
5. Works with Cultural Diversity	1	2	3	4	5

continued...

What do you feel are the two most important qualities to be successful in the world of work?

What classes in school do you feel would help a student make a successful transition into an entry level position in your company?

Do you possess any special skills or knowledge related to the food, fiber and natural resources systems?

Would you be willing to share your special skills or knowledge with students as they work on school projects?

Would you be willing to serve as a mentor for students enrolled in our agriculture program?

Yes, I would be interested in supporting my local agricultural education department.
(Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Guest Classroom Speaker | <input type="checkbox"/> Competition Coach/Judge |
| <input type="checkbox"/> Tour Guide of Business Site | <input type="checkbox"/> Educational Resources |
| <input type="checkbox"/> Agricultural Student Mentor | <input type="checkbox"/> FFA Advertisement/Project Sponsor |
| <input type="checkbox"/> Chaperone of Field Trips | <input type="checkbox"/> Experiments/Small Projects Consultant |
| <input type="checkbox"/> Site for SAE/Career Intern | <input type="checkbox"/> Advisory Committee Member |
| <input type="checkbox"/> Site for Shadowing Experiences | |

Are you currently an FFA Alumni member? Yes ____ No ____

If "No," would you be interested in receiving information on membership? Yes ____ No ____

Source: Dennis Finley, agriculture teacher, Clayton, Ohio

SAE Supervision Report

Teachers: Fill out this report regularly and give to administrators to inform them about your program and supervisory work on SAEs.

Submitted by: _____
(Name)

Report for _____ **to** _____
(Date) (Date)

Introduction: Supervised agricultural experience is the part of the agricultural education program where students gain practical, "hands-on" experience. Each student enrolled in agriculture sets occupational goals. Instruction in school teaches knowledge and skills related to these goals. SAE involves students in planned work situations so that what they learn in the classroom has more meaning. Students keep careful records of what they do.

All students have certain basic experiences. These relate to leadership and personal development. Projects that improve the home and community are also included.

The SAE programs of students are in two broad groups: placement/directed laboratory and entrepreneurship. Placement programs involve students in employment in agribusiness or on farms. The student may be paid a wage. Directed laboratory experiences occur in school facilities after regular class time. Entrepreneurship programs involve students owning livestock, crops or other enterprises.

Basic experiences of students/members

Number of students in high school _____

Number of students enrolled in agriculture _____

Number of FFA members _____

Number of agriculture students on committees . _____

Number of agriculture students holding offices:

Local _____
County _____
District _____
State _____



Number of agriculture students participating in leadership activities:

Public speaking _____
Parliamentary procedure _____
Other _____

Number of agriculture students participating in FFA activities for awards:

Agricultural proficiency awards _____
Livestock judging events _____
Agricultural mechanics events _____
Parliamentary procedure events _____
Showing livestock _____
Other _____

Number of agriculture students participating in school/community activities other than FFA . . . _____

Number of agriculture students with improvement activities _____

Number of improvement activities completed . . _____

FFA degree advancements:

Greenhand Degree members _____
Chapter Degree members _____
State Degree members _____
American Degree members _____

Placement experience of students/members

Number of agriculture students placed _____

Placement stations:

Farm machinery dealerships or repair shops _____
Agribusinesses _____
Farms _____
Total number of different students _____

Number of hours worked in placement by agriculture students _____

Income to students from placement _____



SAE Resource

Supervised Agricultural Experience Documentation Form



Building quality programs and putting school-to-career in action

Teachers: Have your students fill out this form showing the skills that they have learned through their SAEs.

<i>Time Invested In Skill</i>			<i>Documentation of Experience</i>		
<i>Item</i>	<i>In Class Hours</i>	<i>Out of Class Hours</i>	<i>List skill or task performed</i>	<i>Instructor's Initial/ Completion Date</i>	<i>Points</i>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
Grand Total Hours and Points =					

On Site Instruction and SAE Evaluation Form

Building quality programs and putting school-to-career in action

Teachers: Use this form to evaluate student SAEs during site visits. Provide copies to the student and parent or guardian.

Date: _____ Student's name: _____

Student Site of SAE Visit ☐ Home ☐ School ☐ Lab ☐ Ag. Bus. Worksite ☐ Other

SAE Description: _____ Site Phone: _____

Parent/Guardian: _____ Phone: _____

Evaluation	Area		Poor		Fair		Good	
	1 Point	2 Points	3 Points	4 Points	5 Points			
SAE Record Books	Not Available	Available / Not Started	Available/ Started	Available and Up to Date with Questions	Available/ Up to Date with Documentation		3	
General Record Book	Not Available	Available / Not Started	Available/ Started	Available and Up to Date with Questions	Available/ Up to Date with Documentation		2	
Home and Community Improvement	Not Available	Available / Not Started	Available/ Started	Available and Up to Date with Questions	Available/ Up to Date with Documentation		1	
Student Evaluation of SAE Assessment Form	Not Available	Not Completed Prior to On Site Instruction	Completed with Assistance	Completed and Reasonable	Completed and Justifiable		1	
Agricultural Experience Observation	No Student Work Observed/No Decision Making	Little Student Work Observed/No Decision Making	Student Work is Evident with Some Student Responsibility	Student Work Shows Evidence of Consistent Effort and Responsibility	Student Work Shows Evidence of Consistent Effort, Responsibility, and Decision Making		3	
					TOTAL			

Additional Comments:

Teacher: _____ Parent/Guardian/Student: _____
(Signature) (Signature)

Source: Kit Hamilton and Harold Niehaus, agriculture teachers, Preble Shawnee High School, Camden, Ohio

SAE Contact Report

Building quality programs and putting school-to-career in action

Teachers: Use this form to track SAE visits and report to your administration. Provide copies to your superintendent and principal.

Date: _____

Contact Performed*	Contact Means **	Time in Hours	Related Career Cluster	Mileage Used	Instruction, Task or Event Completed
Calculated Totals					

Report Key

***Contact Performed:**

S = Student P = Parent I = Industry E = Educational

****Contact Means:**

P = Phone H = Home S = School Lab A = Ag. Bus. Worksite O = Other

Source: Kit Hamilton and Harold Niehaus, agriculture teachers, Preble Shawnee High School, Camden, Ohio



FFA activities and award programs bring learning to life and allow students to apply knowledge and skills learned in the classroom and lab. This gives them a powerful advantage now and for their futures.



**The following topics are covered in Chapter 3
FFA (A Connecting Activity): Bringing Learning to Life**

Benefits of an Active FFA Chapter

Steps to Success

- 1 Link FFA leadership, award programs and competitive events to high-quality agricultural education curriculum.
- 2 Recruit and retain new members from diverse populations.
 - Help FFA members understand themselves.
 - Surveying helps find membership barriers.
- 3 Inform every student about the diverse opportunities in FFA.
 - Share opportunities with new members.
 - Former members serve as role models.
- 4 Elect capable officers and train them.
- 5 Ensure that all members share responsibilities and have access to leadership and other opportunities.
 - Create special awards.
 - Track and reward participation.
- 6 Formulate a workable constitution and bylaws.
- 7 Develop a challenging program of activities.
- 8 Secure adequate financing.
- 9 Build school and community support.
- 10 Conduct well-planned, regularly-scheduled chapter meetings.
- 11 Maintain proper equipment and records.

Best Practices of Top Programs

Selected Resources

Action Plan

Worksheets and Other Tools

Chapter 3

FFA (A Connecting Activity): Bringing Learning to Life

Students spend their middle and high school years searching for a place to belong, discovering their own ambitions, and choosing a career path to follow. As teachers and advisors, you are challenged to guide those students to success.

FFA activities and award programs bring learning to life and allow students to apply knowledge and skills learned in the classroom and lab. This gives them a powerful advantage now and for their futures. At the same time, they have fun, meet new friends, earn awards and money for college, travel, become leaders and “belong” to a team. This builds a strong defense against negative influences and pressures of being a teenager today.

Members will take advantage of these life-changing experiences if they know about them and are encouraged to participate. A strong FFA chapter that develops every student’s potential for premier leadership, personal growth and career success is an integral part of a successful agricultural education program.

With an active, successful FFA chapter, you will:

🍏 See *students thrive* and have valuable leadership opportunities.

🍏 Watch student *interest and membership rise*.

🍏 Obtain relief while active, motivated members and officers run chapter activities and allow you to become a facilitator of events.

🍏 Possess *greater job satisfaction* from increased student confidence.

🍏 Gain program visibility as members become involved in a challenging program of activities and are recognized for their achievements.

🍏 Reinforce students’ communication, science, math, problem-solving and creative skills.

🍏 Build successful partnerships with employers and businesses that encourage student learning.

Members will take advantage of FFA's life-changing experiences if they know about them and are encouraged to participate.



The local chapter is the heartbeat of the FFA, which is an intracurricular part of agricultural education. Steps to build a strong, active FFA chapter:

- 1 Link FFA activities to high-quality agricultural education curriculum.
- 2 Recruit and retain a diverse membership.
- 3 Inform every student about the diverse opportunities in FFA.

- 4 Elect capable officers and train them well.
- 5 Ensure that all members share responsibilities and have access to leadership and other opportunities.
- 6 Formulate a workable constitution and bylaws.
- 7 Develop a challenging program of activities.
- 8 Secure adequate financing.
- 9 Build school and community support.
- 10 Conduct fun, well-planned, regularly-scheduled chapter meetings.
- 11 Maintain proper equipment and records.

The knowledge
and skills
students develop
through FFA
prepare them for
life and future
careers.

Link FFA leadership activities, award programs and competitive events to high-quality agricultural education curriculum.

FFA career development events, award programs, community service projects and leadership activities strengthen instruction by providing a real-world context for learning. Prioritize and select only those activities that apply to classroom instruction and career opportunities. For example, don't enter the poultry event if you don't teach poultry production and there is no community interest or job opportunities.

The knowledge and skills students develop through FFA prepare them for life and future careers. You will find a complete listing of life and career skills addressed by FFA in the publication *Culminating and Enabling Expectations for Selected National FFA Activities*.



FFA Service Projects Offer Skill Development

FFA members in **Williamsfield, Ill.**, collected the closing agricultural commodity reports during class and recorded them for a local radio station as part of an FFA community service project.

Results: Students learned about commodity markets and gained valuable public speaking skills.

Dennis Harper, (309) 639-2216



Recruit and retain new members from diverse populations.

When FFA membership is representative of the student population, there are many rewards:

- greater service to students, parents and community
- broader community support
- more creative programs planned through diverse input
- students who understand and embrace differences

So how do you go about creating diverse membership?

- Set a membership goal that reflects the diversity of the school population and that everyone agrees on.
- Teach each student to recruit potential members.
- Think about what type of students you have in your school. Consider the various ethnic, socio-economic and minority groups, personality types, learning styles and cultural backgrounds of students as well as how many are male or female.
- Learn about your students' interests, and show how agriculture courses and FFA activities fit in.
- Once the students are members, teach them about different cultures whenever you can, no matter what the subject matter. Make it very obvious that you're open to different people and ways of approaching things, whether you're talking about ethnic groups or about different learning styles. The curriculum *Many Faces, One People* gives activities to break through stereotypes. It shows students and teachers how to be more open as they look at themselves and others.



Help FFA Members Understand Themselves

Steve Gratz, Ohio FFA executive director, uses *True Colors*, a personality profile assessment tool, to help his state officer team work better together. He says it's a good idea to take all FFA members through the program. "It will allow teachers to understand how their students learn, work together and put them in more functional work groups," he says.



Results: The activity helps students and adults cultivate respect for differences.

Steve Gratz, (614) 644-5924

Surveying Helps Find Membership Barriers

To recruit a diverse group of students at Indianapolis' STAR Academy, FFA chapter members:



- Organized a school fair for potential students and parents and asked them what they wanted in a high school education.

- Created brochures, using information collected from potential students and parents, showing how agricultural education and FFA met parents' and students' needs.



Robert Moses

- Collected data on what interested non-member friends, and polled parents and potential students over the phone to find out their interest level.

- Invited potential members to an open house where they could win prizes in a "mystery raffle" while they learned more about the program.

- Sent a letter to open-house participants to keep agricultural education top of mind when they registered for classes.

Results: Enrollment increased by 320 percent or 107 students in three years.
Robert Moses,
(317) 226-4167

Teamwork Day Fosters Cooperation

Canoga Park, Calif., draws a diverse group of students from the Los Angeles area. To help the high schoolers understand each other and work together better, Environmental Ag Science Magnet Coordinator Steve Pietrolungo organized a one-day, teambuilding leadership conference for all 225 students. "It was all very positive," Pietrolungo says. "We arranged seating with a computer-generated list of the kids so they would have to interact with new people."

The reason the program was so successful and that students were still talking about it months later is "we planned and planned and then planned some more," he says. The chapter officers and group leaders spent a day rehearsing, thinking about what could go wrong. And, we used different resources, from the University of California system, from 4-H and scouts," he says.

Results: It's difficult to quantify how a new sense of respect for others can pay off, but Pietrolungo says by pairing students with different ages, interests and ethnic backgrounds, the seminar helped develop an overall sense of community and let students know the agriculture program is open and receptive to all kinds of students.

Steve Pietrolungo,
(818) 346-1720

"By pairing students with different ages, interests and ethnic backgrounds, we helped develop an overall sense of community and let students know the agriculture program is open and receptive to all kinds of students."



Steve Pietrolungo

Steve Pietrolungo,
Environmental Ag
Science Magnet
Coordinator, Canoga
Park, California

FFA members reap
many benefits
when their career
and educational
interests are
matched to FFA
activities.

Inform every student about the diverse opportunities in FFA.



Students who fully understand what's available can reap the benefits FFA provides. Help students match their interests as well as career and educational needs to specific FFA activities. Members have many opportunities to choose from: leadership, travel, career preparation, service, competition and scholarships. Communicating these opportunities to students and their parents is essential.

Share Opportunities with New Members

In **Yelm, Wash.**, students join FFA throughout the year, so it's hard to know who has been told what. Advisor Dennis Wallace offers these tips:



Dennis Wallace

- Give each new member an FFA calendar of events.
- Publish a monthly newsletter, announcing activities.
- Post events on a bulletin

board and keep it current.

- Read school-wide announcements each morning.
- Hold meetings once a month at night and during the day.
- Challenge committee chairs to publicize events in the school paper and motivate other students to participate.

Results: New and current members stay informed of chapter activities.

Dennis Wallace, (360) 458-7777

Former Members Serve as Role Models

Randy Keyser has former students speak to his **Broadway High School, Va.**, leadership development class on how FFA was a motivating factor in their lives. "Most of the time, when students hear this they say, 'Maybe I can do it too,'" he says.

In class and meetings, Keyser shows FFA videos that describe programs such

as **Made For Excellence, Washington Leadership Conference** and the national FFA convention. After showing specific segments, he discusses possibilities with students.

Results: The class is so popular that it has a list of students waiting to enroll. It's increased his program's appeal to nontraditional students.

(Randy Keyser passed away the week this guide went to press. Our condolences to his family.)



Randy Keyser

Elect capable officers and train them well.



Local FFA officers are the most visible representatives in your school and community. They serve as role models for members and direct chapter activities. As advisor, your role is to guide members in electing capable and dedicated officers. You have an added responsibility to orient them to their new duties. By remaining in the background and providing assistance when needed, you can help members assume responsibility for their chapter.

Identify Strong Officer Candidates

To eliminate "popularity contests" and identify the best candidates, Larry Gossen, **Neodesha High School, Kan.**, implemented a two-stage election. First, candidates complete an application and write an essay on their interest in and qualifications for office, then give a short speech to members, who vote for the top 10 candidates. In stage two, candidates interview with a panel including Gossen, the retiring senior officers, two teachers and several business people. Gossen combines the interview results, essay, application



Larry Gossen

Continued on page 3-5 ➤

Capable officers continued from page 3-4

and vote total to slate the team. Candidates not elected are given the opportunity to head a committee.

Results: "This year we assembled the best officer team we ever had," Gossen says. "We ask them in interviews who they would want on their team, what office they want, and if they would have problems working with anyone else running. This brings out potential problems before they have a chance to develop."

Larry Gossen, (316) 325-3015

Focus on Team Goals

Chapter officers at **Spencer High School, Spencer, Wis.**, develop a clear mission and set goals at the annual chapter officer retreat. Each officer answers three questions:



Mark Zimmerman

- What personal characteristics are important to me? (Examples: honesty, caring)
- What contributions and achievements do I want to make?
- What do I value?

The team then selects the most important characteristics it wants to represent and crafts a mission statement from them. Next, chapter officers fill out an action plan to help them accomplish the goals that support their mission.

Results: "It rallies the group around something, and builds ownership in the chapter," says advisor Mark Zimmerman. "Nothing gets students fired up more."

Mark Zimmerman, (715) 659-4211

Ensure that all members share responsibilities and have access to leadership and other opportunities.



When all members are active, the entire chapter benefits. A well-planned program of activities ensures that each member has



specific duties in the chapter. Create and plan more opportunities for student success and recognition at every level of membership. Give every student the opportunities to be a leader. Use a committee structure so each student can be "in charge." Even members with disabilities or other challenges can head activities such as a poster contest or canned food drive.

Create Special Awards

Teachers at **Ledyard, Conn.**, make sure chapter proficiency contests exist for most students to enter. "We set up proficiency awards based on what types of SAEs our kids have," says instructor Shelly Roy. "We have an aquaculture proficiency category, and we've had a goat proficiency area."



Shelly Roy

Applications for local awards are very simple. Students summarize their projects, what improvements they've made and what they've learned. They tell what they think makes their project better than everyone else's. Since teachers visit all student programs, they don't have to include photos.

Results: "A greater number of proficiency awards keeps up the kids' interest," Roy says. The majority of the 190 agriculture students continue their SAEs for all four years of high school.

Shelly Roy, (860) 464-9600

Track and Reward Participation

To help students track their progress and work towards a bigger goal, the **Mt. Vernon High School, Ind.**, chapter established a point system for members to record their FFA activities. The chapter counts how many points members have accumulated to decide who's eligible for trips and to win awards.

Results: "It keeps things fair," says advisor Dave Reese, "and it lets students know your expectations."

Dave Reese, (812) 838-4356



David Reese

A well-planned program of activities ensures that each member has specific duties, so the entire chapter benefits.



Formulate a workable constitution and bylaws.

All chapter decisions should be based upon the constitution and bylaws, which allow flexibility for progress, yet provide enough structure to give the chapter a firm foundation for operation. Your chapter constitution may be more stringent than state and national ones, but should not be more lenient. Use the national FFA constitution, found in the *Official FFA Manual*, or the sample one at the end of this chapter as a model.



Before each school year begins, review the constitution and bylaws with your chapter officers to determine if revisions are needed. Base your decision on the past year's performance and any special needs which may have arisen during the previous year. For more on evaluating your chapter, see *Chapter Planning and Recognition: A Student Handbook* available from FFA.

Develop a challenging program of activities.



FFA chapters use the program of activities (POA) as a road map for planning and accomplishing their goals. A well-planned and well-executed POA helps students develop their leadership, interpersonal and planning skills. By assigning each member specific POA responsibilities, you can achieve greater local, state and national participation.

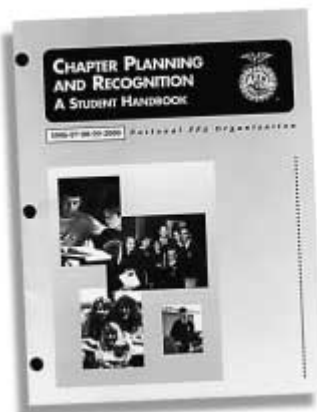
By involving community and school leaders in the planning, you can make your POA an excellent public relations tool.

Organize For Success

- Find out what your community and students want your program to accomplish.



Chapter Planning and Recognition: A Student Handbook available from FFA provides information on how to plan, write and implement a program of activities that benefits students, the chapter, school and community.



- Create committees and designate officers to handle business in three major areas:

- **Student development**—Promote personal and group activities that improve life skills.
- **Chapter development**—Encourage students to work together.
- **Community development**—Cooperate with other groups to make the community a better place to live and work.

- Present committee plans to the chapter for approval of action and resources.

- List the goals approved by the chapter, along with steps to accomplish them, target dates, estimated costs, and results or notes on an *Activity Planning Sheet*. Assign a person to complete each activity. Select a “spark plug” officer to remind members of their commitments.



- Complete the National Chapter Award application, which provides local, state and national recognition for chapter success.

- Evaluate all activities to determine where improvements are needed. Make a wall chart to evaluate how well goals are being implemented. Celebrate each time you achieve a goal. Keep these questions in mind when evaluating activities:

- Should the activity continue in the future?
- Did all members take part in and benefit from the activity?
- Were all the goals achieved?
- Were the estimated costs correct?
- How did the activity benefit student learning?
- What changes would improve this activity?

Delegate Responsibilities

Start small and plan ahead as you begin to delegate responsibilities to students, advises Gary Moore, **North Carolina State University** agricultural education professor. “It works much better for teachers to delegate early, rather than wait until they’re over their heads.”

Moore offers these tips:

- Give students small tasks to build self confidence and desire to accept greater responsibility. Encourage officers and committee chairpersons to delegate tasks.
- If you’re uncomfortable with delegating, examine why. “Are you afraid of losing control, or that somebody else might do a better job? We have to make sure we aren’t subconsciously sabotaging our own efforts,” he says.
- Time spent planning ahead allows students to perform responsibilities successfully.
- Remember it’s okay to delegate unpleasant tasks. You’re still giving students opportunities to develop self-confidence, while managing activities more effectively.



Secure adequate financing.

Yearly fund-raising projects contribute to the support of important chapter activities. Effective fund-raisers provide students with career learning opportunities and involve a majority of members. The *FFA Selling and Fund-raising Guide* and the fund-raising checklists listed in this chapter have information on how to plan, conduct and evaluate fund-raisers.

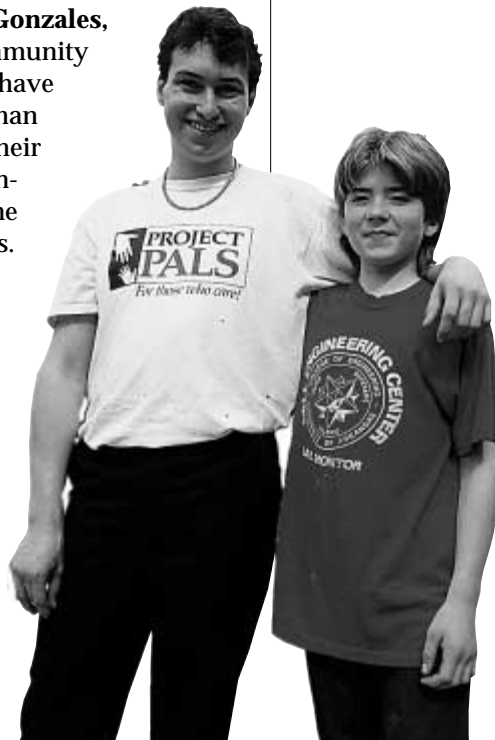


Some creative fund-raisers:

■ Conduct a Rent-a-Plant chapter business. Students at **Northern Potter High, Ulyssess, Pa.**, rent out plants to teachers, businesses, restaurants and post offices. At the end of the year they sell the plants. Students learn horticulture and business skills.

■ The **Thomas High School, Thomas, Okla.**, chapter raised \$14,000 by conducting an auction where local employers hired students to shadow them for a day.

■ With the help of alumni members, students at **J.W. Tate in Gonzales, Fla.**, host community rodeos. They have raised more than \$100,000 for their local FFA foundation over the past five years.



Build school and community support.

A chapter must strive to meet the needs of its community and school.

■ Demonstrate how FFA activities and award programs build and recognize skills needed for the workplace and life. This will establish credibility with the local community, parents and administration.



■ Ask key influencers—people within the general community, school administration, students and parents—what they need and want in an FFA chapter. FFA alumni members can help provide key influencer contact names.

■ Involve these key groups in FFA events, recognize them for their efforts and report their achievements within the school and community.



Showing how FFA builds skills needed for the workplace will establish credibility with key influencers in the community and school.

Mentoring elementary students through the FFA Partners in Active Learning Support (PALS) program provides an excellent activity and shows how the community benefits from the organization.

Step 10

Conduct fun, well-planned, regularly-scheduled chapter meetings.

Monthly meetings, scheduled at regular times and guided by sound agendas, promote chapter unity and efficiency, and encourage better attendance and involvement. Participating members will learn communication and parliamentary skills.

The *Official FFA Manual* and *FFA Student Handbook* contain more information on how to conduct a chapter meeting or annual banquet.

Remember variety is essential for successful chapter meetings, so don't forget the entertainment, refreshments, fun icebreakers and teambuilding activities.

Make Chapter Meetings and Activities Fun

To keep students motivated about attending FFA events, Sherry Heishman lets members at **Central Woodstock High School, Woodstock, Va.**, earn extra points on tests if they attend chapter meetings.

Developing fellowship with recreation and refreshments after each meeting is important, she says.



Sherry Heishman

Some of the chapter's biggest hits:

- For Halloween, pin the nose on the pumpkin. Whoever's the closest gets a bag of candy.
- Host a piñata party. Use a dodge ball instead of a baseball bat to hit the piñata.
- Guess how much candy or how many beans are in a jar. The winner gets a prize such as an FFA hat or T-shirt.
- Play an energetic game of volleyball or basketball.

Results: Meeting attendance is up and students love the fun activities.

Sherry Heishman and George Bowers, (540) 459-3806

Step 11

Maintain proper equipment and records.

The chapter should acquire the necessary equipment, such as secretary's and treasurer's books, for officers to perform their duties as listed in the *Official FFA Manual*. Maintaining proper records allows the chapter to conduct its business in a professional and ethical manner as described by the FFA Code of Ethics.



Best Practices

Below are ideas teachers across the nation use to develop active, strong FFA chapters:

Link FFA activities to high-quality agricultural education curriculum:

- Host a farm safety program where agricultural mechanics students demonstrate proper operating procedures for farm equipment.
- Encourage students to develop a marketing plan on how to "position" FFA to the community.
- Arrange for horticulture students to landscape the school grounds.
- Organize an envirothon where chapter teams are tested on topics such as soil, forestry, wildlife management, aquatics and current environmental issues.
- After discussing marketing principles in an agribusiness course, encourage students to participate in the FFA Marketing Plan Career Development Event, presenting a product or service of their choice.

Recruit and retain a diverse membership:

- Send non-members a special newsletter that highlights the benefits of joining.
- Start a 7th and 8th grade leadership class to attract students to enroll in agricultural education.
- Hold a middle school or 4-H orientation program, demonstrating the benefits of FFA.
- Invite state officers for a chapter visit and arrange for them to speak to an entire school assembly.
- Take photos of FFA members winning awards and participating in events. Post them in visible spots within your school or on the general bulletin board. Be sure to include diverse populations in photos.

Continued on page 3-9 ➤

- Offer semester courses in non-traditional areas to attract new students.
- Make FFA a part of the grade if school or state policies permit.
- Give the FFA "Why Not?" brochures to potential students and their parents to explain the benefits of joining the organization.
- Include students from different social and ethnic groups on your advisory committee to help create plans to interest their peers.
- Display recruitment posters on bulletin boards in the main school hallways.
- Offer an independent study for students whose schedules won't permit them to take agriculture courses.
- Update instruction to reflect student interests and industry expectations.
- Host a facility tour for parents, explaining the benefits of FFA and how agricultural education answers their concerns.
- Pair new recruits with members who are different from them or who they haven't worked with before. For example, have a freshman eat lunch with a senior, or assign an outgoing person and a shy student to organize a local event.

Inform every student about the diverse opportunities in FFA:

- Host an agriculture olympics and FFA knowledge quiz event at the beginning of the school year and award prizes. Include all students and teachers, not just members.
- Hold an incoming freshmen orientation program where the opportunities for involvement are explained to new students and parents.
- Host an "international day," highlighting opportunities available through FFA travel programs.
- Give each new member the *Discover World Class Opportunities in FFA* brochure, which describes what the organization has to offer.
- Hold a middle school career day and picnic to promote agricultural careers.

- Establish an agricultural careers corner in the school counselors office.

Elect capable officers and train them well:

- Help students analyze their communications and learning styles, so they can better work together. Check with your guidance counselor for personal profile resources or contact one of the educational institutions listed in the back of this guide.
- Watch the "Impact Leadership" video series from the National FFA Organization.
- Organize outdoor team-building activities to teach officers how to trust each other.
- Have officers develop their own notebooks that include information they learned through teambuilding and self-evaluation.
- Assign mailboxes to officers and committee chairpersons.
- Spend a weekend exchanging ideas with a neighboring chapter's officer team.



Ensure that all members share responsibilities and have access to leadership and other opportunities:

- Post exciting position descriptions for each committee assignment. Then encourage members to sign up for the committee of their choice.
- Use a checklist for every FFA activity and recruit members to fill the duty roster.
- Encourage each agriculture class to elect its own officers. This will allow more members opportunities to be involved in leadership positions.

Secure adequate financing:

- Keep detailed receipts of all income and expenses.
- Form a landscaping and lawn care cooperative.
- Start a chapter hauling service.
- Host a barbecue feed for the entire community and sell tickets.
- Conduct a sausage and smoked

meat sale.

- Sell concessions at athletic events or sale barns.
- Hold a fruit sale with fruit grown from the chapter orchard.
- Start a scrap metal, aluminum and paper recycling program.
- Conduct a community cookout with fish raised by the aquaculture class.

Build school and community support:

- Hold a fall picnic and invite former FFA members, school administrators and community members.
- Demonstrate safe hunting procedures for a local television station.
- Sponsor an anti-drug program. One chapter organized two concerts to collect money for anti-drug groups.
- Conduct Food For America or Agriculture in the Classroom activities for elementary students.
- Host a "good will" business and industry tour with your chapter officers.
- Invite key community members or school leaders to the chapter banquet. Present a special award or certificate for their support.
- Invite and sponsor partners' and administrators' way to attend the state and national FFA conventions.
- Plan a breakfast, lunch or barbecue in partners' honor.
- Create a newsletter to keep administrators, parents and community members informed and included in FFA.
- Send supporters the brochure *Open a Promising Future for Students*, which explains in detail what the FFA is all about from partners' perspective.
- Host a parent night where chapter successes are highlighted.
- Pair chapter members with FFA alumni or community mentors who have similar career interests.

Continued on page 3-10 ➤

Conduct fun, well-planned, regularly-scheduled chapter meetings:

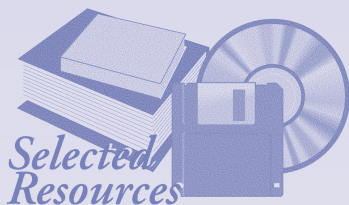
- Have the chapter executive committee plan the agenda and post it in the chapter meeting room or on the bulletin board several days prior to each meeting.
- List items of business along with any potential speakers on agendas to create excitement.
- Have the chapter recreation committee plan fun activities such as these after meetings:



- open gym night
- ice skating
- motivational speakers
- inter-chapter volleyball tournament
- bowling
- movies
- prizes (perfect attendance)
- refreshments (ice cream, pizza)
- family night
- slide show on international travel
- "bring a friend" meeting

Maintain proper equipment and records:

- Each May before the school year ends, encourage outgoing officers to evaluate whether any new equipment, record books and other FFA paraphernalia are needed. Then have the chapter sentinel order supplies through the *FFA Official Chapter Catalog*.



The following are key resources needed to build a successful, active FFA chapter.

A larger variety of FFA posters, brochures, videos and recruitment materials are available in the "Educational Resources" section of the *FFA Official Chapter Catalog*, which is produced annually.

- *Advisor's Guide to the FFA Student Handbook (FFA)*
- *Banquet Planning Guide (FFA)*
- *Bridging Horizons, an FFA Advisor's Guide to FFA Involvement for Members with Disabilities (FFA)*
- *Career Development Event Handbook (FFA)*
- Chapter Leadership Development video with worksheet masters (FFA)
- *Chapter Planning and Recognition: A Student Handbook (FFA)*
- *Culminating and Enabling Expectations for Selected National FFA Activities (FFA)*
- *Discover World Class Opportunities in FFA brochure (FFA)*
- *FFA: Preparing for the Future* video with worksheet masters (FFA)
- *FFA Selling and Fund-raising Guide (FFA)*
- *Leadership: Personal Development and Career Success (Cliff Ricketts, Delmar, 1997)*
- *FFA Student Handbook (FFA)*
- Food for America kit (FFA)
- Leadership for a New Millennium recruitment materials (FFA)
- *Many Faces, One People* curriculum (National 4-H Organization)
- *National FFA Career Development Event Questions and Answers (FFA)*
- *Official FFA Manual (FFA)*
- *True Colors* personal assessment program (ESI)
- "Why Not?" recruitment brochure (FFA)

Use the following worksheets:

- *Activity Planning Sheet, 3-12.*
- *Meeting Planning Form, 3-13.*
- *Chapter Officer Action Plan, 3-14.*
- *Fund-raising Idea Criteria Checklist, 3-15.*
- *Fund-raising Committee Checklist, 3-16.*
- *Sample Local Chapter Constitution, 3-17.*



- How will you apply it to your program?
- What are your goals?

My Notes:

[illegible]

1. Link FFA activities to high-quality agricultural education curriculum.
2. Recruit and retain a diverse membership.
 - ☐ Train each student to recruit potential members.
 - ☐ Learn about your students' interests and show how agriculture courses and FFA activities fit in.
3. Inform every student about the diverse opportunities in FFA.
 - ☐ Give each new member an FFA calendar of events and a monthly newsletter that announces activities.
 - ☐ Have former members serve as role models.
4. Elect capable officers and train them well.
 - ☐ Have officers develop a clear mission and set goals at their annual chapter officer retreat.
5. Ensure that all members share responsibilities and have access to opportunities.
 - ☐ Create special awards and established a point system to record FFA activities.
6. Formulate a workable constitution and bylaws.
7. Develop a challenging program of activities.
8. Secure adequate financing.
9. Build school and community support.
10. Conduct fun, well-planned, regularly-scheduled chapter meetings.
11. Maintain proper equipment and records.



Activity Planning Sheet

Building quality programs and putting school-to-career in action

Teachers: Use this sheet to ensure that all members share responsibilities and have access to leadership and other opportunities. This sheet can help you keep track of the details of activity management.

Steps in Project Management:

1. Identify the project.
2. List the individual tasks necessary for completion.
3. Identify necessary resources for each task.
5. Create a timeline.
6. Follow-up and evaluate.

Activity Planning Sheet

Project: _____

Planned Completion Date: _____

<u>THINGS TO DO</u>	<u>COSTS/RESOURCES NEEDED</u>	<u>WHO'S IN CHARGE/DEADLINE</u>	<u>RESULTS</u>
Promotions			
Thank Yous			
News Release			
Evaluation			

COMMENTS:

Source: Mike Shirey and Chris Hall, agriculture teachers, Monroeville, Indiana

Meeting Planning Form



Building quality programs and putting school-to-career in action

Teachers: Use this form with FFA chapter members to conduct well-planned, successful chapter meetings.

PURPOSE OF MEETING:

DATE:

TIME (Beginning and Ending):

LOCATION:

WHO'S IN CHARGE:

WHO RECORDS WHAT HAPPENS:

ASSIGNMENTS TO BRING TO THE MEETING:

<u>Assignment</u>	<u>Resources Needed</u>	<u>Person Responsible</u>

MEETING TOPICS (from members, officers, staff):

- ☐ Most important first
- ☐ Avoid back to back emotional issues
- ☐ Give each item a time period for discussion
- ☐ Include only items appropriate for the meeting

DATE OF NEXT MEETING (if one is needed to deal with issues addressed):

ADJOURN ON TIME:

RECREATION/SPECIAL EVENT PLANNED:

Chapter Officer Action Plan

Teachers: Use this form to assist chapter officers in developing their mission statement and focus on setting FFA chapter goals.

We, the members of the _____ FFA officer team set forth this mission:

What are the steps to obtain this mission?

- 1.
- 2.
- 3.
- 4.
- 5.

What can I personally add or give to achieve this mission?

How does our team mission benefit the chapter and community?

What are possible problems or barriers to the team mission statement?

Fund-raising Idea Criteria Checklist



Teachers and students: Before you make that final decision on which fund-raiser you want to do, make sure it meets both your chapter's sales and overall program goals. Use this checklist to evaluate the pros and cons of potential fund-raising activities.

- ☐ Does this fund-raiser promote the image we want to have?
- ☐ Does this project meet the public relations goals of our chapter? If our goal is to promote the environment, are we selling products that are themselves environmentally friendly? Is the packaging environmentally friendly?
- ☐ Do we want to promote an agricultural product in our fund-raising?
- ☐ Is this a product or service chapter members will be excited about selling? Members will want to sell something if it is fun, there's some competition and if they can see rewards for their work.
- ☐ Is there a need for this product in our community? Will people buy it?
- ☐ Is the product or service of high quality? Will it fall apart or not work as we promised, thus, the community will not buy from us again next year?
- ☐ Is this project original? Will other school organizations, grocery markets or area stores be selling this product or service too? Not only will we have more competition selling an unoriginal product or service, but the community may be more willing to buy something that's new and different.
- ☐ Can we do this fund-raiser with the number of members we have in our FFA chapter? Can we meet our sales goals with the number of students we have? Will we have enough people to unload, check for quality and deliver the product or do we need to seek assistance?
- ☐ Can the manufacturer or the supplier be trusted? Will he or she listen to our individual chapter needs? Have other chapters had success with this supplier? Is the supplier trying to make this a win-win situation for everyone?
- ☐ What is the return policy for this product both back to us and to the manufacturer?
- ☐ Can the chapter make money selling this product or service? Is it profitable?

Source: *FFA Selling and Fund-raising Guide*

Fund-raising Committee Checklist

Teachers and students: There are many questions to answer as you begin fund-raising. Use this checklist to determine if you have all details covered for your potential fund-raising activities.

- ☐ What is the school policy on selling?
- ☐ Do other school organizations have first option on selling this product?
- ☐ What is the chance of a joint fund-raiser with other school organizations?
- ☐ Who is the manufacturer/supplier? Address? Phone number? Person we should talk to?
- ☐ What is the product name?
- ☐ What method of payment will need to be made by the chapter? Does the manufacturer/supplier expect payment before or after we sell? If payment is expected before we sell, can our chapter budget cover that amount?
- ☐ What day will our order be delivered?
- ☐ What are the storage requirements of the product while it is being delivered? (cold/cool temperature, dry storage, etc.)
- ☐ What is the manufacturer/supplier return policy for unwanted or damaged goods?
- ☐ What are some product features and benefits?
- ☐ Does the manufacturer have any brochures or promotional items for our salespeople to carry while selling?
- ☐ Will the sales forms be provided by the manufacturer or by the chapter?
- ☐ Does the manufacturer/supplier sponsor prize programs for top salespeople? Get a complete description of the program—how much does each member need to sell to win a prize? Are there chapter and individual prizes?
- ☐ What is the reputation of the manufacturer/supplier among other FFA chapters or school organizations?

Source: *FFA Selling and Fund-raising Guide*

Sample Local Chapter Constitution

Teachers: Use this sample as a model for your local chapter constitution.

ARTICLE I - Name, Mission and Strategies

Section A. The name of this organization shall be the _____ Chapter of the National FFA Organization.

Section B. The mission and strategies for this chapter are as follows:

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

1. Develops competent and assertive agricultural leadership.
2. Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthens the confidence of agriculture students in themselves and their work.
4. Promotes the intelligent choice and establishment of an agricultural career.
5. Encourages achievement in supervised agricultural experience programs.
6. Encourages wise management of economic, environmental and human resources of the community.
7. Develops interpersonal skills in teamwork, communications, human relations and social interaction.
8. Builds character and promotes citizenship, volunteerism and patriotism.
9. Promotes cooperation and cooperative attitudes among all people.
10. Promotes healthy lifestyles.
11. Encourages excellence in scholarship.

ARTICLE II - Organization

Section A. The _____ Chapter of FFA is a chartered local unit of the _____ Association of FFA which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions in the constitution and bylaws of the _____ Association of FFA as well as those of the National FFA Organization.

ARTICLE III - Membership

Section A. Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.

Section B. The regular activities of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1. While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study. Either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
2. Show an interest in the affairs of the organization by attending meetings, striving for degrees of membership, and participating in other organized activities of the chapter.
3. Pay all current state and national dues by the date determined by the chapter.
4. Display conduct consistent with the ideals and purposes of the National FFA Organization.

Section E. Names of applicants for membership shall be filed with the membership committee.

ARTICLE IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

ARTICLE V - Degrees and Privileges of Active Membership

Section A. There shall be four degrees of active membership based on individual achievement. These degrees are: (1) Greenhand FFA Degree, (2) Chapter FFA Degree, (3) State FFA Degree, and (4) American FFA Degree. All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the regulation silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Greenhand FFA Degree. Minimum qualifications for election: (Refer to National Constitution.)

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the meaning of the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the *Official FFA Manual* and the *FFA Student Handbook*.
7. Submit a written application for the Greenhand FFA Degree.

Section C. Chapter FFA Degree. Minimum qualifications for election: (Refer to National Constitution.)

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program and be enrolled in an agricultural education course.
3. Must have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Must have earned and productively invested at least \$150 by the member's own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Must have effectively led a group discussion for 15 minutes.
6. Must have demonstrated five procedures of parliamentary law.
7. Must show progress toward individual achievement in the FFA award programs.
8. Must have a satisfactory scholastic record.
9. Must submit a written application for the Chapter FFA Degree.

Section D. State FFA Degree. Minimum qualifications for selection:

1. Qualifications for the State FFA Degree are those set forth in the constitution of the state FFA association and National FFA Organization.

Section E. American FFA Degree. Minimum qualifications for selection:

1. Qualifications for the American FFA Degree are those set forth in the constitution of the National FFA Organization.

ARTICLE VI - State and Chapter Officers

Section A. The offices of an FFA chapter shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the local advisor and/or governing body. The teacher(s) of agricultural education shall be the FFA advisor(s). Chapter officers shall be elected annually or semi-annually by the members present at any regular meeting of the chapter.

ARTICLE VII - Dues

- Section A. Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B. Full local, state and national dues shall be paid by all active members.
- Section C. No member shall be considered as active and in good standing unless he/she pays full local, state and national FFA dues.

ARTICLE VIII - Amendments

- Section A. This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B. Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws do not conflict in any way with the constitution and bylaws of either the state association or the national organization.



You may not need community members marching in the street to support your program, but there are things partners can do to make teaching easier and more productive.

The following topics are covered in Chapter 4
Partnerships: Becoming a “Manager of Resources”

Benefits of Building a Network of Partners, Allies and Volunteers

Steps to Success

- 1 Identify potential partners.
- 2 Identify benefits of involvement for partners.
- 3 Present benefits to potential partners.
 - How to turn a “no” into a “yes.”
 - Using school-to-career concepts to attract key partners to your program.
- 4 Establish a plan for involving core partners.
- 5 Reward partners by recognizing their contributions and support.

Tips on How to Recruit and Retain Partners

- Set a vision for volunteer involvement.
- Create job descriptions to provide focus.
- Focus on partners’ reasons for supporting the program to keep them motivated and involved.
- Prevent burnout.

Best Practices of Top Programs

Selected Resources

Action Plan

Worksheets and Other Tools

Chapter 4

Partnerships: Becoming a "Manager of Resources"






You may not need community members marching in the street to support your program, but there are things partners can do to make teaching easier and more productive.

This chapter demonstrates how you can ease your workload and maximize your efforts by becoming a "manager of resources." When community members and school administration see your program's benefits to students and the community, they can help you obtain supplies, plan events, market your program, secure equipment and provide moral support.

Once you convince key partners of your program's benefits, they will sell it for you. By working together and using community resources to ease your work load, you are free to focus on the bottom line—facilitating learning.



Building a network of partners, allies and volunteers will help you:

-  *Accomplish more* because they will fulfill specific tasks that support your local program.
-  *Avoid burnout* by having *more time and resources* to plan new activities.
-  *Increase the influence and impact* of your program. You will benefit from school administrators and guidance counselors who steer students to your classroom and believe in your program.
-  *Ease your workload* by becoming a "manager of resources." Get more done in less time.
-  *Build credibility* with local administrators, legislators and business people.

By working together with key partners and becoming a "manager of resources," you can ease your workload and focus on the bottom line—facilitating learning.



Teachers who become "managers of resources" and develop a shared responsibility with local supporters effectively use their time, program dollars, facilities and community resources. Here are five steps to enlist the support of potential partners:

- 1 Identify potential partners.
- 2 Identify benefits of involvement for partners.
- 3 Present benefits to potential partners.
- 4 Establish a plan for involving core partners.
- 5 Reward partners by recognizing their contributions and support.

Identifying and
getting to know
“core partners”
can affect your
funding, student
enrollment and
the success of
your program.

Identify potential partners.

Partners are those groups or individuals who are essential to the success of your program.

Prioritizing Partners

Prioritizing your partners requires an understanding of who the key influencers are in your community. Eventually the same names will start to surface again and again. Those are likely your community's key influencers.

- Take an active role in local organizations and events will help you see who the prominent people are and get to know them.
- Attend city council meetings to get to know the members and to see who appears regularly to voice opinions.
- Volunteer to chair a committee for your town's founder's day celebration or summer fair.
- Ask your students' parents to help identify key decision makers.
- Find out who sits on the boards of local businesses and organizations.
- Talk to the local bank president and other community leaders.

- ☐ Review the guide's list of partners and prioritize those you want to contact first.



- ☐ Make a list of potential supporters' names, titles, phone numbers and mailing addresses for easy access.



Identify benefits of involvement for partners.



Use the key benefit messages at right to show partners how agricultural education meets their needs. Answer the question: “What’s in it for them?”

Identifying Key Partner Benefits

- ☐ Schedule a meeting and ask potential partners such as principals about

their goals for student learning. Ask open-ended questions beginning with who, what, how, when and where to determine their concerns.

- ☐ After the initial discussion, make a list of benefits that will help your potential partners accomplish their goals.

- ☐ To get a more in-depth view of what motivates school officials to support your program, use the *Partner Needs Assessment Sheet*.



Other school teachers:

- increased graduation rates and test scores
- increased career opportunities
- opportunities to share resources
- ability to “learn by doing”
- individual and school recognition

Principals, superintendents, school board members:

- individual and school recognition
- success for students (increased test scores, lower dropout rates)
- delivery of academic content through contextual learning, demonstrating how academic principles are applied to life
- opportunities for school-to-career experiences

School counselors:

- scholarships for FFA members for post-secondary education
- work-based experiences leading to careers
- leadership development
- increased self-esteem
- more than 200 rewarding careers in the food, fiber and natural resources systems

Parents and community members— business leaders, policy makers, alumni:

- satisfaction from being useful and productive citizens
- community recognition
- leadership and organizational skills
- community service projects
- quality potential employees and adequately prepared workforce
- increased science and math literacy
- access to qualified employees trained in agriculture to contribute to success of new and growing businesses
- opportunity to give back to FFA

Using School-to-Career Concepts to Attract Key Partners to Your Program

School-to-career is a new approach to student learning that links schools, workplaces and students. The 1994 School-to-Work Opportunities Act provides funding to local communities and schools to develop programs that combine a high level of academics, and provides students a seamless transition from high school directly into post-secondary education or careers.

Agricultural education has long incorporated school-to-career concepts. SAE programs that create partnerships with employers and businesses to help students apply instruction to the workplace are just one example.

Show core partners such as principals, school counselors and administrators how agricultural education is meeting the school-to-career needs of students, the community and school. School-to-career concepts also provide a framework to evaluate your staff.

School to career has three basic parts:

- School-based learning
- Work-based learning
- Connecting activities between school and careers

Practical Application

These terms, which apply directly to instruction, supervised agricultural experience programs and FFA, represent language school officials will understand and appreciate. Use them to explain how your pro-

gram helps students prepare for careers and life-long learning.

FFA events, for example, can be connecting activities. Various FFA career development events and leadership activities allow students to learn about and be involved in the community.

Glossary of Terms

Here are some terms that will help you better speak the school-to-career language:

Benchmarking—A continuous process of measuring products, best practices, services and practices against strong competitors or recognized leaders to improve performance.

Career Awareness—Activities that occur at the elementary or middle school level to make students aware of the broad range of careers and/or occupations in the world of work. Activities may include field trips to classroom speakers.

Career Major/Pathway—A sequence of courses or field of study that prepares students for a first job or for employment in a broad industry sector or post-secondary education.

Connecting Activities—Programs or human resources that link school- and work-based educational programs.

Contextual Learning—Learning that occurs in close relationship with actual experience, enabling students to test academic theories via real-world applications.

Entrepreneurial Projects—Projects that provide opportunities for school-age students to assess, design and operate business and community service activities.

High Performance Workplace—A workplace that employs technically advanced and efficient production techniques and demands workers who can adapt to changing technology and work in teams to solve problems.

Integrated Curriculum—Curriculum taught to emphasize relationships between instruction normally offered in separate courses. It may include introducing academics into traditional occupational courses or organizing instruction around a career major.

Internships—Student internships are where students work for employers for a specified time period to learn about a particular industry or

occupation, may or may not include compensation and includes special projects. *Teacher internships* last at least two weeks at a worksite to learn specific skills.

Occupational Cluster—A grouping of occupations from one or more industries that share common skill requirements. They form the basis for national skill standards, establishing career academies and creating career pathways.

Portfolio—A collection of work that documents a student's educational performance over time. It typically includes materials selected by the student and increases learning, demonstrates skill development and teaches greater responsibility for self-learning.

SCANS—The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 to define the skills needed for employment, propose skill levels, assess proficiency and disseminate the findings.

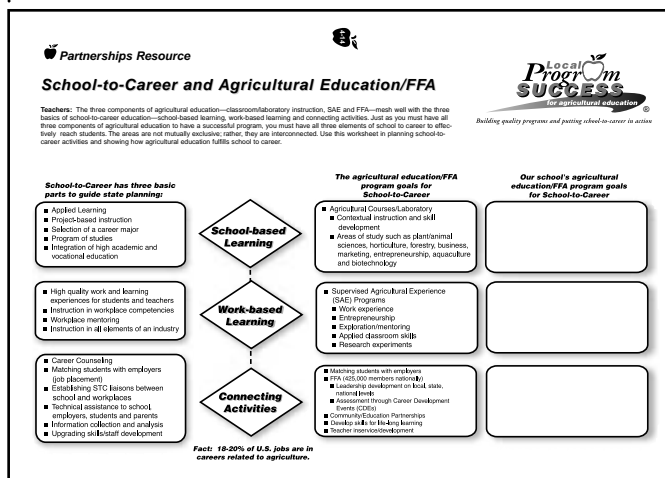
School-sponsored Enterprise—An enterprise in which goods and services are produced and managed by students as part of their school program on or off the school site.

Skill Standard—The knowledge and competencies required to perform successfully in the workplace.

Tech Prep—A name given to programs that offer at least four years of sequential course work at the secondary and post-secondary levels to prepare students for technical careers and may end in an associate's degree or certificate.

For more information and a complete glossary, contact the National School-to-Work Learning and Information Center, (800) 251-7236.

Agricultural education has long incorporated school-to-career concepts. SAEs that create partnerships with employers and businesses to help students apply instruction to the workplace are just one example.



Agricultural
education links
“real-world”
experiences with
classroom instruc-
tion. More than 20
percent of
America’s work
force is employed
in some phase of
the food, fiber and
natural resources
systems.



Present benefits to potential partners.

- ☐ Schedule a meeting with key influencers to discuss the benefits of agricultural education, FFA and SAEs.
- ☐ Before the meeting: Review the lists of general benefits that may appeal to the key influencers (or those that you have gathered from surveys and interviews).
- ☐ Practice explaining how agricultural education, FFA and SAEs deliver the benefits that interest your key influencers. Know the answers to these questions:
 - What do I hope to accomplish with the help of key influencers?
 - What are the program priorities?
 - What do I want key influencers to do as a result of this visit?
 - What do they want me to do for them?

Brochures such as
Agriculture: The
Industry Too Big to
Ignore, Think About
It, Open A
Promising Future
For Students,
School-to-Career
Solutions and
Circle of Life (at
right) help increase
partners’
understanding of
agricultural careers
and benefits of
agricultural
education.



- ☐ At the meeting: Set joint, measurable goals. Talk about dates to get items accomplished. Bring an FFA officer or key business leader with you.
- ☐ Begin the meeting on a positive note by showing you know that key influencers are concerned about students. You might start by saying: “I understand that you want to see more students excited about learning science and math. We believe agricultural education can help. Our program links “real-world” experiences with classroom instruction (share success stories, personal experiences and other important facts).”
- ☐ During and after the meeting, approach potential supporters and emphasize key benefits in conversations and when reporting activities.
- ☐ Be prepared for potential supporters to have misconceptions about agricultural education. Commit these statistics to memory to combat stereotypes.
 - More than 20 percent of America’s work force is employed in some phase of the food, fiber and natural resources systems.
 - Virtually any career field applies to the food, fiber and natural resources industry:
 - science and engineering (includes biotechnology)
 - production
 - marketing, merchandising and sales
 - education and communications
 - management and finance
 - social services
- ☐ After your meeting, keep spreading the word about the benefits of agricultural education. Provide open house presentations, school board updates or student/parent orientations. Use the *Partner Core Group Action Plan* to arrange other activities.



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How to Turn a “No” into a “Yes”

From time to time, potential partners will not be interested in your program. Here are some tips to turn them into supporters:

- Share your message with those who have influence such as key parents, school board members, teachers and community members and ask them to write letters of support.
- Enlist community and alumni members or current and past FFA officers to share their positive stories.
- Provide newspaper and magazine clippings of successful agricultural education activities.
- Explore objections. Determine why they disagree, so you better understand their positions. Figure out what you can give them to help them say “yes” to your agriculture program.
- Develop presentations for school board members given by students as well as business and industry supporters. Use videos such as *Agricultural Education...Investing in Our Future* or the *Discovering an Agricultural Biotechnology Career* publication to explain the program in their terms.
- No matter how frustrating communication with potential supporters gets, always stay positive about and respect their opinions during each encounter.



Establish a plan for involving core partners.

Establish Yourself as a Community Leader

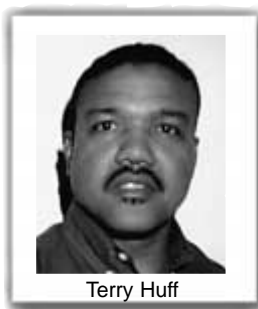
Connecting with influential people in your community will be easier if you are seen as a leader yourself. Be open to opportunities to serve on boards and committees, give presentations and position yourself as an expert in your field. Terry Huff, agriculture teacher at **McIntosh High School, Ala.**, serves on the environmental community advisory panel of a local chemical company.

Getting involved is the only way to develop yourself and your program, he says.

Results:

Huff's service enabled him to get students involved with company issues and established him as an environmental resource in the community.

Terry Huff, (334) 944-2660



Terry Huff

1. Make a “wish list” of all program needs. While it's not a guarantee you'll find partners to do the work, this process will provide a strategy for recruiting people able to handle those tasks. Start by asking these four questions:

- What are we currently doing that we would like to do more of?
- What unmet needs does the local program have that we presently can do nothing about?
- What would support me in my work?
- What might we do differently if we had more skills and time available to us?

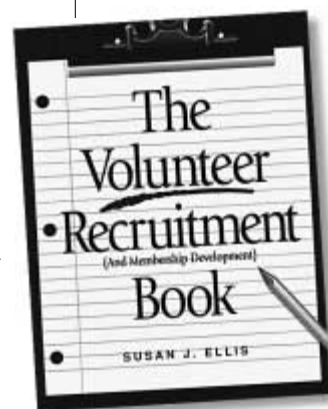
2. Ask members, parents, school administrators, alumni, and community members what types of activities would best support the agriculture program. Plan and implement your program's goals and activities by answering these questions:

- How do we position agricultural education within the school and community?
- How do business and industry fit into the program?
- How can we use alumni?
- How can we demonstrate student achievement to potential partners?

3. Find out who can do the work. “It is not enough to say we need supporters and volunteers,” says Susan Ellis, internationally known volunteer leader and author of *The Volunteer Recruitment Book*. Recruiting specific volunteers for specific jobs can help gain and retain their support long-term.



Recruiting
volunteers for
specific jobs can
help gain and retain
their support
long-term.



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For example, if you're looking to establish a scholarship program, search for someone such as a grant writer whose occupation involves educational funding, counseling or proposal writing. Partners are apt to say "yes" if they have a concrete task that suits their interests.

4. Research and know all the legal or policy requirements and liabilities of working with volunteers. Legal issues vary by state, but could include liability while driving vehicles, steps for notifying administration when entering the school, legal background checks and guidelines for how to interact with students. Contact your local administration for school district policies.

5. Analyze Community Resources. Find out:

- Where will you get the equipment, supplies and money you need?
- Who do you know who has valuable contacts and resources?
- Where will you get the highest return on your time invested?



Involvement Key Partners on Advisory Committees

With help from her advisory committee, Sheila Folan revamped the **Florin High School, Sacramento, Calif.**, agriculture program.

- Key business leaders identified the community's career and industry trends and crafted curriculum.
- They hold one or two meetings a year to review all features of the agriculture program: goals, competencies, curriculum, lesson plans and classroom and lab formats.

Results: Folan's program now includes courses in horticulture—a growing industry in her area—and students gain art credit for part of their horticulture work. Advisory committee members secure agribusiness positions for students to gain workplace experience.

Sheila Folan, (918) 689-8600 ext. 6205

Retired Citizens Are Strong Volunteers

When Marcia Paterson, director of agriculture and environmental education, **Hershey, Pa.**, taught in **Chicago**, she recruited retired citizens to assist as tutors. "Seniors were very effective working one-on-one with whatever projects students needed help with—such as

reading science fair project papers," she says.

Results: Agriculture teachers had experienced volunteers to provide personal attention for students. As a result, they were less stressed and students received extra help that wasn't always available before.

Marcia Paterson, (717) 520-2240



Marcia Paterson

Alumni Can Help Organize Local Support

Establish an FFA alumni affiliate to support the local program. Invite key parents and business leaders to serve as charter members. The *FFA Alumni Affiliate Action Plan* has details on how establish an affiliate.



Recruiting and Retaining Partners

Internationally-known Volunteer Leader and Presenter Susan Ellis

1. Set a vision for volunteer involvement. Know why you want key partners involved or you may find recruiting difficult. Here are four easy tips:

- Take time to write down your program's reasons for involving volunteers and make sure everyone agrees—advisor, officer teams, alumni, business leaders and recruitment committee members.



Susan Ellis

- Review the program's mission and determine what partners are expected to do.
- Set specific goals and objectives for partners. Ask: How will they make a difference in supporting agricultural education and FFA?
- Annually review and revise your program's goals and objectives for partner participation.



2. Create job descriptions to provide focus. Design job descriptions that will appeal to partners and include tangible and intangible perks. Have a committee of advisors, alumni, FFA officers, principals and business leaders who will work with partners create job descriptions for them.

3. Focus on partners' reasons for supporting the program to keep them motivated and involved.

- Show them how they fit into the program's mission and fulfill local needs. This can serve as a springboard for an initial training session.
- Show new partners the personal benefits of their involvement.

4. Prevent burnout.

- Ask partners for input when making important decisions. They are more interested in things they help plan.
- Make sure partners know what is expected of them. Regularly review responsibilities and benefits.
- Give personal tokens of appreciation.
- Encourage partners to work together for extra support.
- Insist that partners rotate positions and assignments.

Step 5

Reward partners by recognizing their contributions and support.

Include activities in your plan to recognize and report partners' success. For example, counselors are interested in career development. Solicit media coverage that recognizes business leaders who help students build career skills through work-based learning (supervised agricultural experience programs—SAEs). Send published articles to school counselors.

Keep in constant touch—to offer support, to remind partners of your goals and to thank them.

Create Events to Thank Supporters Such as Alumni

People like to see their names in print, says Ken Seering, who makes sure **Denmark, Wis.**, alumni members' good deeds are publicized in the local newspaper and newsletter. Five times a year, members host celebrations such

as a bratwurst festival and a sweet corn boil to show their appreciation to their partners. "This publicity helps give the alumni

members ownership of their activities and motivates them," he says.

Results: Publicizing good deeds is one reason FFA alumni membership increased from eight to more than 400 members. Volunteers provide all kinds of assistance, such as writing support letters to school administrators and contributing more than \$8,000 annually to sponsor local awards and projects.

Ken Seering, (414) 863-2176



Ken Seering

Best Practices

Here are ideas that will help you become an effective "manager of resources."

Identify your potential partners:

- Use the telephone book to identify all agricultural businesses in your area.
- Build a database of all the people who have been in contact with the program in the last year.
- Form a local partner development team to identify and work with prospective supporters.
- Conduct a focus group session with key former and current students, administrators, business leaders and parents to develop a list of potential partners to contact.

Identify benefits for potential partners:

- Read *Promoting Programs By Building Partnerships* from FFA for a view of partner benefits.
- Conduct a survey to assess what partners are looking for in a high school education.

Present benefits to potential partners:

- Hold an FFA alumni rally and invite key community leaders as guests.
- Invite partners to tour student agribusiness, landscape, aquaculture and other SAEs.
- Initiate a joint teaching project to help other teachers see the value of agricultural education.
- Volunteer to speak about your program's activities at a community service organization meeting. Demonstrate how agricultural education and FFA address members' needs. If the group is a civic

association like the Kiwanis, have the parliamentary procedure team exhibit how the FFA develops the skills to run a business meeting.

- Hold a career fair to show how agricultural education integrates math, science and English.
- Hold a technology day and demonstrate the links between science and agriculture.
- Provide core partners with local success stories. Document your own statistics on how agricultural education and FFA help students learn. Be sure to include this information:
 - How many agriculture program graduates have gone on to pursue post-secondary education?
 - How does this compare to non-agriculture students?
 - How many years did it take students who took high school agriculture courses to graduate from post-secondary education compared with non-agriculture students?
 - What key career and life skills did students learn in agricultural education?

- How many students were encouraged to go to college because they went through your program?

Establish a plan for involving core partners:

- Invite partners to serve on the advisory committee.
- Invite your principal to the state or national FFA convention and sponsor his or her trip.
- Sponsor life alumni membership for the school administrator.
- Invite parents to chaperone distant trips such as to the national FFA convention.
- Use the local alumni board of directors as the advisory committee to review curriculum, as well as direct program activities such as fund-raising, transportation to FFA events and scholarships.
- Establish an agricultural careers corner in the guidance office.



Continued on page 4-8 ➤

Best practices continued from 4-7

- Offer three-ring binders full of agricultural career and college information, along with brochures and videos to educate counselors and encourage them to promote agricultural careers.
- Lobby for an ex-officio student seat on the city council. Have an FFA representative attend chamber of commerce meetings and bring a report of school and chapter activities.
- Invite local FFA alumni members, parents and business leaders to:
 - train the chapter's teams or individuals for career development events or competitions
 - assist with fund-raising
 - volunteer to speak with graduates about potential careers
 - transport FFA members' projects to the county fair
 - serve as a chaperone for overnight events
 - encourage students to enroll in the local program or become FFA members
 - offer students paid or unpaid agricultural career experiences such as on farms or a community businesses

Reward partners by recognizing their contributions and support:

- Send a thank you note after every visit with the principal.
- Plan a breakfast, lunch or barbecue in their honor.
- Invite partners to attend your awards banquet and present them with a certificate of appreciation.
- Present one key partner annually with the honorary chapter FFA degree or FFA achievement award.
- Encourage students to write thank you notes after every sponsored event.



The following are key resources needed to build building strong partnerships. For details about how to order these materials, see the appendix.

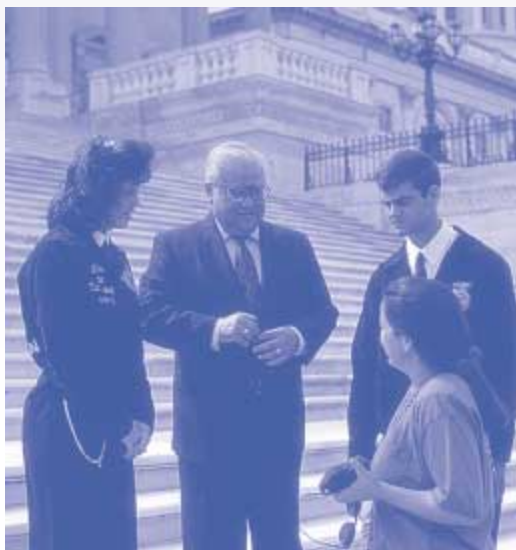
A larger variety of FFA posters, brochures, videos and recruitment materials are available in the "Educational Resources" section of the *FFA Official Chapter Catalog*, which is produced annually.

- *Agriculture: An Industry Too Big To Ignore* brochure (FFA)
- *Agricultural Education... Investing in our Future* brochure and video (FFA)
- *Discovering an Agricultural Biotechnology Career* publication (FFA)
- *Discover World Class Opportunities* brochure (FFA)
- *FFA Alumni Manual* (In development) (FFA)
- *Make It Happen* instructional materials (FFA)
- *National FFA Week* promotional materials (FFA)
- *Open A Promising Future For Students* promotional materials (with school counselor insert) (FFA)
- *Open Door* career brochure (FFA)
- *Promoting Programs By Building Partnerships* handbook (FFA)
- *School-to-Career Solutions* brochure (FFA)

- *The Volunteer Recruitment Book* (Energize, Inc.)
- *Think About It* brochure (FFA)

Use these worksheets to help you become a manager of resources by building strong partnerships:

- *Partner Needs Assessment Sheet*, 4-10.
- *Partner Priority List*, 4-11.
- *Partner Needs and Resources Sheet*, 4-12.
- *FFA Alumni Affiliate Action Plan*, 4-13.
- *School-to-career and Ag Ed/FFA*, 4-14.
- *Partner Core Group Action Plan*, 4-15.





- How will you apply it to your program?
- What are your goals?

My Notes:

[illegible]

Chapter 4—Partnerships: Becoming a “Manager of Resources”

1. Identify potential partners.
2. Identify benefits of involvement for partners.
Ask, “what’s in it for them?”
3. Schedule a meeting to present benefits to potential partners.
4. Establish a plan for involving core partners.
 - ☐ Make a “wish list” of all program needs.
 - ☐ Ask members, parents, school administrators and community members what types of activities would best support the agricultural program.
 - ☐ Find out who can do the work.
 - ☐ Research and know all the legal or policy requirements and liabilities of working with volunteers.
 - ☐ Analyze community resources.
5. Reward partners by recognizing their success.
 - ☐ Create events to thank supporters such as FFA alumni.
 - ☐ Thank supporters by publicizing their good deeds in the local paper, the school paper and chapter newsletter.



Partner Needs Assessment Sheet

Building quality programs and putting school-to-career in action

Teachers: Give the following survey to agricultural education partner groups to help determine their needs and wants.

Key partners and supporters: Your assistance will help teachers and students better understand your concerns and the challenges you face. Thank you for your cooperation. Please return survey to the agriculture department.

Instructions:

Review the following list of issues and topics and rate them by using a one to seven scale (seven being the most important).

- _____ Accountability (setting and meeting standards)
- _____ Improving student achievement
- _____ Building morale/motivating staff
- _____ Using technology to improve learning
- _____ Building students' self-esteem
- _____ Improving the leadership of school principals
- _____ Getting parents involved in their children's education
- _____ Helping at-risk students
- _____ Building public confidence in schools
- _____ Serving the "student in the middle"
- _____ Teaching values and ethics
- _____ Recognizing student achievement and performance
- _____ Responding to students' learning styles
- _____ Cooperative learning/peer teaching
- _____ Dropout prevention
- _____ Building effective school/business partnerships
- _____ Education for employability and citizenship
- _____ Other (please list): _____
- _____ Other (please list): _____

Source: *Promoting Programs By Building Partnerships*, National FFA Organization

Partner Priority List

Teachers: Review this list of partners and rate each one A, B or C according to their importance in your community and program. Use "A" for the most immediate priority contacts. Next, rank the "A"s in order of importance by adding a number next to the "A." This will help you determine where to begin your partnering efforts. Note that this list is not all-inclusive; add other partners in your school and community in the blank spaces.

In School:

- _____ central administration (e.g. finance director)
- _____ coaches
- _____ counselors
- _____ elementary school programs
- _____ local funding agencies
- _____ middle school programs
- _____ other high school teachers
- _____ other student organizations (DECA, band, etc.)
- _____ other students
- _____ parents
- _____ principal/assistant principal
- _____ school board
- _____ school secretary
- _____ site council
- _____ superintendent
- _____ support staff
- _____ vocational director
- _____ adult agricultural education instructors/students

In the Community:

- _____ agriculture in the community
- _____ agricultural associations
- _____ agricultural businesses
- _____ agriculture adult education students and teachers
- _____ American Association of Agricultural Educators
- _____ community college agriculture faculty and students
- _____ Farm Bureau
- _____ Grange
- _____ National Council for Agricultural Education
- _____ National Vocational Agricultural Teachers' Assoc.
- _____ local FFA alumni association
- _____ natural resource commission
- _____ natural resources/environmental groups
- _____ state department of agriculture
- _____ state department of education
- _____ state extension staff
- _____ university agriculture faculty and students
- _____ Young Farmers

Others in the Community:

- _____ advisory committee
- _____ American Association of Retired Persons
- _____ area and state school board members



Building quality programs and putting school-to-career in action

- _____ businesses
- _____ chamber of commerce
- _____ city council
- _____ city manager
- _____ county government officials
- _____ county/parish board members
- _____ funding providers
- _____ governor
- _____ immediate and extended families
- _____ key staff of elected officials
- _____ local legislators
- _____ local media (newspaper, radio and TV reporters)
- _____ long-term residents (bedrock of the communities)
- _____ mayor
- _____ parent/teacher association
- _____ professional journals
- _____ professional organizations
- _____ Business and Professional Women of America
- _____ real estate agents
- _____ economic/financial leaders
- _____ insurance agents

Others:

- _____ religious entities
- _____ school newsletter sent to parents and community
- _____ school paper staff
- _____ social/service organizations:
 - _____ American Legion
 - _____ Eagles
 - _____ Elks
 - _____ Garden clubs
 - _____ Isaak Walton
 - _____ Jaycees
 - _____ Junior League
 - _____ Kiwanis
 - _____ Lions
 - _____ Moose
 - _____ Rotary
 - _____ Veterans of Foreign Wars
- _____ state agricultural publication
- _____ state legislators
- _____ state school official
- _____ state supervisors of agricultural education
- _____ state vocational educational council
- _____ urban groups
- _____ Other: _____
- _____ Other: _____

Partner Needs and Resources Sheet

Teachers: Once the core partner groups have completed the *Partner Needs Assessment* survey, use this form to evaluate the survey and partner concerns.

1. Which concerns are most valuable? Where is our time best spent?

2. What goals can be set from partner key concerns and needs?

3. What key activities would satisfy these needs and concerns?

4. What equipment or supplies do we need to accomplish our goals?

5. How much money do we need to accomplish our goals?

6. What contacts do we need to accomplish our goals?

7. Who do we know (within the school system, media and the business community) who has available money, equipment or relationships with needed contacts?

FFA Alumni Affiliate Action Plan

Building quality programs and putting school-to-career in action

Teachers: You don't have to do it yourself. Use this form to establish an alumni affiliate to support your efforts and ensure your program's survival.

Action Plan: How to organize a local FFA alumni affiliate

Task	Target Date	Completed ✓
A. Identify potential members. Begin with three to five interested patrons at a nucleus meeting.	_____	_____
B. Develop a tentative constitution and bylaws prior to the meeting.	_____	_____
C. Call a nucleus meeting to:	_____	_____
1. Review the purpose and benefits of a local affiliate and how it will help local FFA chapter members.		
2. Discuss the procedure for chartering a local affiliate.		
3. Define membership eligibility.		
4. Review the suggested FFA Alumni bylaws, constitution and application for local charter.		
5. Appoint a chairperson to assign duties.		
6. Make a list of potential members and divide the responsibility of contacting each prospect.		
D. Publicize an organizational meeting open to the public, the alumni affiliate and its goals:	_____	_____
1. Deliver a news release to the local media and announce meeting date, location and purpose.		
2. Have FFA members send handwritten invitations to parents, administrators and community leaders.		
3. Contact potential members in person or by telephone. Ask people to spread the word to at least five others.		
E. Conduct the organizational meeting:	_____	_____
1. Present the purpose of the meeting.		
2. Use Alumni promotional materials.		
3. Invite an FFA alumni state or national council member to assist in presenting the purpose and objectives of the alumni association.		
4. Temporary chairperson asks for motion to form affiliate. Then, proceeds to pass constitution and elect officers.		
5. Establish local dues and set date for next meeting.		

School-to-Career and Agricultural Education/FFA

Teachers: The three components of agricultural education—classroom/laboratory instruction, SAE and FFA—mesh well with the three basics of school-to-career education—school-based learning, work-based learning and connecting activities. Just as you must have all three components of agricultural education to have a successful program, you must have all three elements of school-to-career education to effectively reach students. The areas are not mutually exclusive; rather, they are interconnected. Use this worksheet in planning school-to-career activities and showing how agricultural education fulfills school-to-career concepts.

School-to-Career has three basic parts to guide state planning:

- Applied Learning
- Project-based instruction
- Selection of a career major
- Program of studies
- Integration of high academic and vocational education

- High quality work and learning experiences for students and teachers
- Instruction in workplace competencies
- Workplace mentoring
- Instruction in all elements of an industry

- Career Counseling
- Matching students with employers (job placement)
- Establishing STC liaisons between school and workplaces
- Technical assistance to school, employers, students and parents
- Information collection and analysis
- Upgrading skills/staff development

School-based Learning

Work-based Learning

Connecting Activities

The agricultural education/FFA program goals for School-to-Career

- Agricultural Courses/Laboratory
- Contextual instruction and skill development
- Areas of study such as plant/animal sciences, horticulture, forestry, business, marketing, entrepreneurship, aquaculture and biotechnology

- Supervised Agricultural Experience (SAE) Programs
- Work experience
- Entrepreneurship
- Exploration/mentoring
- Applied classroom skills
- Research experiments

- Matching students with employers
- FFA (425,000 members nationally)
- Leadership development on local, state, national levels
- Assessment through Career Development Events (CDEs)
- Community/Education Partnerships
- Develop skills for life-long learning
- Teacher inservice/development

Our school's agricultural education/FFA program goals for School-to-Career

Fact: 18-20% of U.S. jobs are in careers related to agriculture.



Partnerships Resource

Partner Core Group Action Plan



Building quality programs and putting school-to-career in action

1. Fill in the blanks with names and phone numbers of key partners in your area.
2. Identify the major challenges to recruiting partner support, and develop key messages to address them.
3. Develop a plan to ask, involve, recognize and report to these key partners.
4. Continue developing partnerships throughout the year.

Name/Phone Number	Major Challenges	Key Messages	Activities for Involvement/Date
Superintendent			1. _____ / _____ 2. _____ / _____
Principal			1. _____ / _____ 2. _____ / _____
Assistant Principal			1. _____ / _____ 2. _____ / _____
School Counselors			1. _____ / _____ 2. _____ / _____
School Board Member			1. _____ / _____ 2. _____ / _____
Vocational Director			1. _____ / _____ 2. _____ / _____
Key Parents			1. _____ / _____ 2. _____ / _____
Other:			1. _____ / _____ 2. _____ / _____
Other:			1. _____ / _____ 2. _____ / _____

1. Fill in the blanks with names and phone numbers of key partners in your area.
2. Identify the major challenges to recruiting partner support, and develop key messages to address them.
3. Develop a plan to ask, involve, recognize and report to these key partners.
4. Continue developing partnerships throughout the year.

	Name/Phone Number	Major Challenges	Key Messages	Activities for Involvement/Date
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____
Other:				1. _____ / _____ 2. _____ / _____

ALUMNI RELATIONSHIPS KEY TO *Program Success*



A working relationship with alumni members is vital to the success of your local program. Alumni can do a lot to make teaching easier, increase your chapter's funding and recruit more students for the program. Want to ease your workload and maximize your efforts? Then tap into the support of your local FFA alumni affiliate. And if you don't have one, now's a good time to start one.

The key to this relationship is for you to become a "manager of resources" and let alumni members do the rest. By working together and using alumni resources to ease your workload, you are free to focus on the bottom line—teaching students. Sound too good to be true? Read on.

"Alumni have really taken a burden off of our shoulders," says Brenda Oldfield, agriculture teacher at Scott County High School in Georgetown, Ky. "Without them, there's no way we'd get all our activities done."

TEACHERS LEARN TO DELEGATE

Just ask Oldfield and fellow agriculture teachers John Lacy and Regina Fritsch how important it is to have a supportive FFA alumni affiliate. When Oldfield began teaching agriculture at Scott County in 1985, the local affiliate was inactive and had about 30 members. At first the teachers tried to jump-start the volunteer group. They tried to enlist community leaders to no avail. "It was an alumni in name only," Oldfield recalls.

In 1991, after five years of trying to do "everything" in the program themselves, the three teachers realized they needed alumni members to carry some of the workload. "We finally had to admit we needed people to serve," Oldfield explains. "We just got worn out and were afraid of imposing on people."



"Become a Manager of Resources..."

Instead of going in all directions, a relationship with alumni can ease your workload and free you to focus on the bottom line—teaching students.

BENEFITS OF ALUMNI SUPPORT

In less than seven years later, the Scott County FFA Alumni is one of the most active affiliates in the nation. Now more than 140 alumni members participate in 75 activities that support the local program's needs. Alumni members:

- Raise more than \$10,000 annually at a fall Pumpkin Fest to fund FFA activities,
- Cover students' expenses to the state leadership camp, National FFA Convention, Washington Leadership Conference and Made for Excellence personal development program,
- Sponsor more than \$3,000-worth of scholarships annually (for a total of \$20,000 in nine years),
- Train students for speaking and judging competitions,
- Recruit students to the program (more than 20 percent of freshmen were recruited by alumni members),
- Serve as substitute teachers and chaperones on field trips when teachers have other duties,
- Chaperone monthly FFA-sponsored recreational activities such as a ski or canoe trip, and
- Serve as mentors to students and offer needed encouragement and advice.

During the 1996-1997 school year alone, the affiliate logged more than 8,800 hours in serving the local program and working directly with students. As a result, it received the outstanding affiliate award in 1997 for its support of the local FFA chapter and agricultural education program.

QUICK LOOK

- Secrets to Support.....4-18
- Parents Crucial to Support4-19
- How to Recruit and Retain Alumni Members4-20
- Activities to Support Your Program.....4-22
- Action Plan: How to Start an Alumni Support Group.....4-25
- Form: FFA Alumni Grant Program4-26

SECRETS TO ALUMNI SUPPORT

Here are Scott County's secrets to creating a dynamic, alumni support network:

SECRET 1 **Focus on parents as your main supporters.** "Parents know that \$1 of their dues goes directly into the scholarship fund," Oldfield says. "They see that as a small investment when they understand that the organization is giving \$15,000 to their students."

SECRET 2 **Let everyone participate at their own level.** "Trust members to volunteer when you need them," Oldfield explains. "We can still be successful without having all 140 members at each meeting."

SECRET 3 **Share with alumni what they can do to serve the program.** At first, teachers invited alumni to support projects directly related to the chapter's program of activities. Later, they found it more advantageous to review with members their roles and general areas on how they could support the program and let them go from there. "After alumni realized they could fund scholarships for students," Oldfield recalls, "they just took off and continued to find new ways to raise money."

SECRET 4 **Recruit strong leaders.** One of the things that has helped the affiliate to thrive has been the strong support and leadership of parents who have active students in the program. In 1988, 1991 and 1994, alumni elected parents and a former agricultural education major to serve as presidents. Knowing what the program was all about helped these leaders to focus the affiliate on the true needs of the program, students and teachers. At this point, all three agriculture teachers realized they could relinquish more control because the group was in capable hands.

SECRET 5 **Recruit members all year long.** Scott County alumni hold a kick-off dinner in September where more than 100 parents, supporters and students listen to the benefits of the alumni membership and FFA. To add prestige to membership, the affiliate offers alumni sweatshirts, t-shirts and a directory to active members.

SECRET 6 **Provide time for fun.** Each month, Scott County alumni chaperone local FFA chapter recreational activities such as trail riding, skiing or a cookout. This builds camaraderie between alumni and students, releases stress and positions the organization to non-members as a "fun" place to be.

SECRET 7 **Develop activities that place alumni in direct contact with students.** "Sometimes alumni have more credibility than teachers do," Oldfield adds. "Students learn a lot about being punctual and dependable by working side-by-side with alumni such as at the Pumpkin Fest each October."



Read on for more tips to building successful alumni/parent relationships.



IDEA: Scott County, Ky., alumni members take an active interest in helping students prepare for FFA competitions. At left: Alumni Past-president Charlie Hamilton assists two chapter members in preparing for impromptu speaking events prior to the regional competition.

Recruiting Parents to the FFA Dream Team

FFA alumni can build a strong link between parents and local agriculture programs. Involved parents provide leadership, career mentoring and role models, says Denmark, Wis., agriculture teacher Ken Seering. "With more parents on the team, a program has more manpower and students have more opportunities," he adds.

Securing parental involvement has its challenges. Despite the hurdles, the Denmark FFA Alumni has one of the nation's largest memberships and strongest parental/alumni support networks.

SUPPORT STARTS AT HOME

Most parents want their children to become caring adults and good citizens, says Denmark membership chairperson Marilyn Madsen. "FFA youth are doing positive things for society," she adds. "That's a natural selling point."

For other parents, she stresses the need to be involved in their children's education, which is one reason she joined the alumni in 1976.



EXAMPLES BUILD FUTURE LEGACY

"Seeing us involved gets them involved," explains alumni board member Kathy Rentmeester of her children. Though not an active member, Rentmeester's daughter volunteers her time because she sees her mother and father support the local chapter and what FFA does for her friends.

TIPS TO INCREASE PARENTAL INVOLVEMENT

1. Encourage FFA members to talk to parents. Explain how agricultural education and FFA build skills for life and work.

2. Keep them informed. Send parents a regular newsletter, highlighting specific examples of support and ideas for involvement.

3. Invite parents to participate in FFA activities. Many tasks require very little time commitment. Many volunteers mean a low burnout ratio.

In Denmark, parents are invited to participate as soon as their children enroll in agricultural education.

4. Hold social gatherings to show appreciation. Host a corn roast, steak

and shrimp dinner and appreciation night where parents are recognized for their support. "Having fun draws people out," Madsen says.

5. Recruit graduating seniors.

Involve graduates early before they become parents and there is less time in their schedules.

6. Contact parents in person.

"Parents are more apt to respond after personal contact," Madsen adds. "We have a core group of members who keep in touch with volunteers."

7. Refer to acquaintances.

Rentmeester and her husband, Glenn, speak of mutual friends who are current members as a bridge to membership.

8. Build ownership through publicity. Denmark FFA and alumni members submit weekly articles on activities to the local newspaper. They regularly give status reports to the school board. Each year a 40-page supplement appears in the newspaper featuring award winners, degree recipients and other positive examples of what the program is doing. "We have a lot of support because we tell our story and the community knows it's their program," Seering says.

GET THE FAQs ON ALUMNI SUPPORT

Answers to Frequently Asked Questions



Q: What is the alumni association?

A: An organized group of individuals concerned with the success and growth

of their community. Their primary purpose is to support their local agriculture program and FFA chapter.

Q: Who should be part of a local alumni volunteer network?

A: Anyone interested in supporting and promoting youth, agriculture and local education success. Parents form the core working group, but bankers, lawyers, co-op owners, school officials

and agribusiness leaders are important potential members too.

Q: Won't an alumni affiliate take too much of my time. Won't I have to be at every meeting?

A: You'll notice it takes very little of your time as you learn to delegate and trust others to help out. Make your expectations about your time commitment clear at the beginning. Have your local FFA president or alumni chairperson serve as the liaison between the chapter and affiliate as Oldfield does in Scott County, Ky.

Q: How do I get people to join an alumni affiliate?

A: You don't have to do it yourself. Provide a list of goals and accomplishments for your program and how it will benefit your students and community (For more ideas on how to

recruit and retain members see pages 4-19 and 4-20).

Q: How can I locate potential members?

A: Again, delegate the task of recruitment. Encourage members to attend community organization meetings and talk about the local program and FFA chapter's achievements (For an exhaustive list of organizations and individuals to contact, see page 4-21).

Q: What are the major benefits of having an alumni affiliate to the program, students and teachers?

A: There are many benefits listed throughout this insert. They can generally be divided into four categories: 1) Continuity after you leave teaching; 2) unified community support; 3) financial support; and 4) an information and career network.

RECRUITING AND RETAINING ALUMNI MEMBERS



*Advice from
Susan Ellis,
internationally-
known
volunteer
leader and
presenter, and
author of
The Volunteer
Recruitment
Book*

1. Set a vision for volunteer involvement. Know why you want alumni involved or you may find recruiting difficult. Here are four easy tips:

- Take time to write down your program's reasons for involving volunteers and make sure everyone—advisor, officer teams, alumni, business leaders and recruitment committee—agrees.
- Review the program's mission and determine what alumni volunteers are expected to do.
- Set specific goals and objectives for alumni. Ask: How will they make a difference in supporting agricultural education and FFA?
- Annually review and revise your program's goals and objectives for alumni participation.

2. Create job descriptions to provide focus and fit your goals for participation. Design job descriptions that will appeal to alumni and include tangible benefits to students, the program and community. Have a committee of advisors, alumni, FFA officers, principals and business leaders who will work with alumni create job descriptions for them (see page 4-22 for more information on how to design job descriptions).

3. Focus on alumni members' reasons for supporting the program. This will help to keep them motivated and involved.

- Show them how they fit into the program's mission and fulfill local student and community needs. This can serve as a springboard for an initial training session.
- Show new members the personal benefits of their involvement such as participation in monthly social activities like skiing or cookouts.

4. Prevent burnout.

- Ask alumni volunteers for input when making important decisions. They will be more interested in things they help plan.
- Make sure alumni know what is expected of them. Regularly review responsibilities and benefits to keep them focused on the reasons for their involvement.
- Give personal tokens of appreciation such as certificates, pins, sweatshirts and small gifts.
- Encourage alumni to work together for extra support.
- Insist that alumni rotate positions and assignments.

.....

*Once you have
decided how alumni
can help the local
program, the list to the
right can help you locate
potential members.*

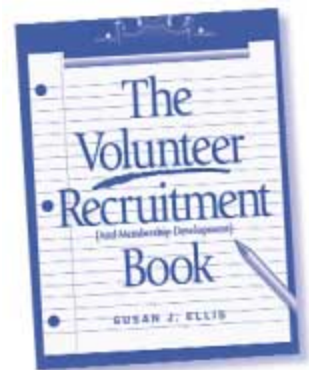


PHOTO COURTESY SCOTT COUNTY FFA/ALUMNI

IDEA: SCHOLARSHIPS ATTRACT PARENTS, AWARD STUDENTS

THE MAIN PROJECT OF SCOTT COUNTY, KY., ALUMNI IS A SCHOLARSHIP FOR GRADUATING SENIORS. ALUMNUS CHARLIE HAMILTON, RIGHT CENTER, PRESENTS CERTIFICATES TO SCHOLARSHIP RECIPIENTS. SINCE THE PROGRAM'S START, ALUMNI HAVE AWARDED MORE THAN \$15,000 IN SCHOLARSHIP FUNDS. PARENTS SEE THEIR DUES AS A SMALL INVESTMENT WHEN THEY SEE THAT THE ORGANIZATION IS GIVING THEIR FUNDS TO STUDENTS.



POTENTIAL ALUMNI RECRUITMENT LIST

IN SCHOOL:

- central administration (e.g. finance director)
- coaches
- career counselors
- elementary school teachers
- middle school teachers
- other high school teachers
- parents
- principal/assistant principal
- school board members
- school secretary
- site council
- superintendent
- support staff
- vocational director
- adult agricultural education instructors and students

IN THE COMMUNITY:

- agricultural associations
- agricultural businesses such as the local co-op, feed mill
- community college agriculture faculty and students
- Farm Bureau
- Grange
- natural resource commission
- natural resources/environmental groups
- university agriculture faculty and students
- Young Farmers

OTHERS IN THE COMMUNITY:

- American Association of Retired Persons
- county extension agent
- general businesses
- chamber of commerce
- city council
- city manager
- county government officials
- county/parish board members
- funding providers
- immediate and extended families
- key staff of elected officials
- local legislators
- local media (newspaper, radio and TV reporters)
- long-term residents (bedrock of the community)
- mayor
- parent/teacher association
- Business and Professional Women of America
- real estate agents
- economic/financial leaders
- insurance agents

OTHERS:

- religious leaders
- social or service organizations:
 - American Legion
 - Eagles
 - Elks
 - Garden clubs
 - Izaak Walton
 - Jaycees
 - Junior League
 - Kiwanis
 - Lions
 - Moose
 - Rotary
 - Veterans of Foreign Wars

IDEA: Alumni members can bring special knowledge of various enterprises to share with students in the classroom. Below: Scott County, Ky., alumni member Mike Wiley demonstrates proper rabbit care and handling techniques with his own animals to agricultural education students.



PHOTO COURTESY SCOTT COUNTY FFA/ALUMNI

Now that you have recruited members, it's time to plan activities that support the program and ease your workload.

CREATE AND IMPLEMENT Successful Activities



1. Make a “wish list” of all program needs. While it's not a guarantee you'll find alumni to do the work, this process will provide a strategy for recruiting people able to handle those tasks. Start by asking these four questions:

- What are we currently doing that we would like to do more of?
- What unmet needs does the local program have that we presently can do nothing about?
- What would support me in my work?
- What might we do differently if we had more skills and time available to us?

2. Ask members, parents, school administrators, alumni and community members what types of activities would best support the agriculture program. Plan and implement your program's goals and activities by answering these questions:

- How do we position agricultural education within the school and community?
- How do business and industry fit into the program?
- How can we best use alumni?
- How can we demonstrate student achievement to potential partners?

3. Find out who can do the work. “It is not enough to say we need supporters and volunteers,” says Susan Ellis, internationally known volunteer leader and author of *The Volunteer Recruitment Book*. Recruiting specific volunteers for specific jobs can help gain and retain their support long-term.

For example, if you're looking to establish a scholarship program, search for someone such as a grant writer whose occupation involves educational funding, counseling or proposal writing. People are more apt to say “yes” if they have a concrete task that suits their interests.

4. Research and know all the legal or policy requirements and liabilities of working with volunteers. Legal issues vary by state, but could include liability while driving vehicles, steps for notifying administration when entering the school, legal background checks and guidelines for how to interact with students. Contact your local administration for school district policies.

5. Analyze Community Resources. Find out:

- Where will you get the equipment, supplies and money you need?
- Who do you know who has valuable contacts and resources?
- Where will you get the highest return on your time invested?

OUTSTANDING AFFILIATES OFFER IDEAS FOR ACTIVITIES

The Scott County, Ky., and LeRoy, Ill., FFA alumni affiliates were the 1997 outstanding affiliate award winner and runner-up. The award is given to affiliates for an outstanding program of activities in support of local FFA chapters and agricultural education programs. Listed here are activities that each affiliate conducts and may spark ideas for you.

INSTRUCTIONAL ACTIVITIES

- Hold a livestock judging clinic
- Provide equipment and materials for an FFA corn plot
- Assist with training career development teams
- Donate computer programs and videos
- Host an FFA/alumni marketing class and Internet workshop
- Offer sites for agricultural placement
- Hold a student skills contest and present awards

COOPERATIVE ACTIVITIES WITH LOCAL CHAPTER

- Serve as judges for chapter speaking events

- Assist with livestock show and sale
- Provide scholarships to FFA members
- Establish nature trails in the country
- Conduct a food drive for local charities
- Distribute trees for Arbor Day
- Remodel community center and athletic facilities
- Conduct a community safety program

FUNDRAISING ACTIVITIES

- Provide food concessions at school sporting events, livestock shows and sales
- Cater an agricultural appreciation dinner

(Continued on page 4-23)



VETERAN TEACHERS SHARE HOW ALUMNI HELP *Build Success*

Two agriculture teachers shared their insights and strategies for building this most important partnership with alumni members.

Q: What can local agriculture teachers do to build a relationship with alumni members?

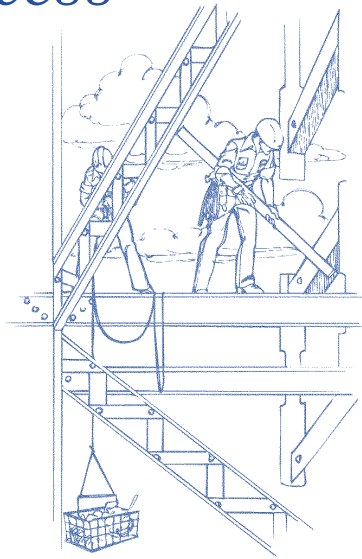
A: Ray Gilmore, a 27-year teaching veteran from Molalla, Ore., suggests local teachers start by meeting with key alumni members. "This will give them an accurate view of your expectations and clarify how they play a positive role locally."

Gilmore, whose 70-plus member alumni affiliate is five years old, says member involvement needs to be structured around the fact that teachers are responsible for the program.

"This means that both sides need to have open and direct communications," adds MeeCee Baker, Ph.D., agriculture teacher at Greenwood High School in Millerstown, Pa.

Q: What is the key to successfully working with local alumni members?

A: "The key word is 'supporter,'" explains Gilmore. "Teachers need to stress



that that is the role for alumni members and not fear that alumni want to 'take over.'"

Baker adds that advisory committees serve as natural places for alumni members to offer support and volunteer their time.

Q: What role can alumni play in building a local program or helping instructors?

A: Baker, who is starting a local alumni affiliate for the program, says teachers usually welcome volunteer assistance, especially in areas that add value to

agricultural education programs. Local volunteers "with experiences or related careers in horticulture have been a tremendous asset in building our greenhouse," she explains.

"It can be as simple as calling them on the phone and asking for help," says Baker. "However, keep in mind the tremendous time demands on local alumni members."

Share an example of how you would like them to get involved, offers Gilmore. "Every community is different, so assess the situation and let them determine how they can contribute."

Both offered the following ideas as ways for alumni to get involved. Suggest that they:

- train the chapter's teams or individuals for career development events or competitions,

"My alumni has been the best thing that happened in my 27 years of teaching!"

—Ray Gilmore, agriculture teacher

- assist the local chapter with fundraising,
- volunteer to speak with graduates about potential careers,
- transport FFA members' projects to the county fair,

- serve as a chaperone for overnight events,
- encourage students to enroll in the local program or become FFA members, and
- offer students paid or unpaid agriculture career experiences.

Q: What other ways can alumni help out?

A: Besides direct instructional assistance, alumni volunteers can be key in reopening a closed agricultural education program as was the case in Millerstown, says Baker. Since that time, the program has grown to more than 75 students, one third of the school's enrollment. "Local residents who are organized are in a better position to assist local teachers."

Gilmore adds that local alumni have been responsible for preserving his advisor's stipend and increasing his extended contract to more than 50 extra days despite severe school district budget cuts.

Molalla alumni have also single-handedly helped the local program secure funding and permission for a new 60' x 125' facility with a shop and computer lab and a 50 acre land lab. They also obtained a \$35,000 sponsorship for equipment for the new shop.

(Continued from page 4-22)

- Sell magazines, cookbooks and calendars
- Provide travel scholarships for FFA members
- Assist with FFA fruit sales
- Donate plants and materials for FFA greenhouse and agriculture course

SOCIAL ACTIVITIES

- Hold a free chili supper
- Host a chapter greenhand meal and program
- Chaperone the chapter's winter ski trip and canoe trip/cookout

- Provide a meal for chapter agricultural olympics
- Conduct a summer cookout and game night for alumni and FFA members
- Hold an FFA Week breakfast for supporters

RECRUITMENT ACTIVITIES

- Conduct a presentation for parents of chapter greenhand candidates
- Publish articles highlighting the alumni in local newspaper
- Send a letter to the parents of new agriculture students
- Conduct a presentation at the

parent-member banquet promoting alumni membership

- Speak to other civic organizations and explain alumni goals and aims
- Conduct a "chartering" program for other schools
- Send a postcard to all existing members reminding them of dues collection

How to Recruit Counselors and Administrators

Counselors and administrators need to be reminded about the solid career opportunities available in agriculture today. Before classes start in the fall, visit with your career counselors, superintendent and principal. If they hold any misconceptions about agriculture, you can share information that can help build the credibility agricultural education and FFA deserve. Comments from alumni such as parents and community members can lend strong support to your agricultural education program. Work with the alumni to help develop the best strategies for success.

Counselors and administrators need to hear these key talking points:

1. Scholarships. FFA awards more than \$1.5 million in scholarships annually to its members. They can remind students about these opportunities for higher education funding.

2. Workbased Experience. Related work experience—supervised agricultural experience (SAE)—is an integral part of agricultural education. Students apply the concepts they learn in a related work experience and document their progress toward individual careers.

3. Leadership Development. The national, state and local FFA officers are outstanding leaders due to their FFA preparation. Students attend workshops such as Made for Excellence, Washington Leadership Conference and the State Presidents'

Conference. More than 30,000 students participate in the National FFA Convention held annually in Louisville, Ky.

4. Increased self-esteem. All FFA members have a chance to grow and experience success through competitive events.

5. Increased Career Opportunities. According to the U.S. Department of Agriculture, there will be a ten percent shortage of college graduates in the food and agricultural sciences needed to fill positions between now and 2000.

EIGHT WAYS TO OPEN DOORS

Here are other activities to give counselors and administrators a better



grasp of the opportunities in agricultural education and FFA:

- Present updates and student successes at staff or public meetings in cooperation with local alumni.
- Invite them to join the alumni association and sponsor their membership.
- Involve counselors or administrators in community activities that allow them to have contact with district residents who support the local program.
- Give each of them a complimentary subscription to the *FFA New Horizons* magazine.
- Invite them to a breakfast or FFA chapter banquet where key business supporters and volunteers present why they support FFA.
- Invite them on a tour that highlights student agribusiness, technology or environmental projects.
- Invite them to a chapter meeting to observe leadership in action.
- Leave copies of the following publications: *The Industry Too Big To Ignore*, *Open a Promising Future for Students* and *Discovering an Agricultural Biotechnology Career*. These excellent four-color publications are available at minimal cost and can help graphically explain your points.

Resource materials in this article are available through FFA Distribution Services, (800) 332-2668.

Photo illustration by Gary Staszak/PhotoDisc © 1996; Canon PhotoEssentials © 1996

WHERE TO GO FOR HELP

1. For more information, contact the National FFA Alumni Association at (317) 802-4292. Write: P.O. Box 68960, 6060 FFA Drive, Indianapolis, IN 46268-0960. Visit the alumni homepage at <http://www.ffa.org>.

2. To purchase a copy of *The Volunteer Recruitment Book*, contact Energize, Inc. at (800) 395-9800 or search its Web site at <http://www.energizeinc.com>.

3. Review *A Guide To Local Program Success* for strategies on how to work with partners such as alumni.



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The Agricultural Education Mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer. This piece was prepared and published by the National FFA Organization in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

Published and prepared in coordination with the National FFA Organization Teacher Services Team and the National FFA Alumni Association.

Sponsored by Monsanto Company as a special project of the National FFA Foundation.



Action Plan

HOW TO ORGANIZE A LOCAL FFA ALUMNI AFFILIATE

Teachers: You don't have to do it all yourself. The estimated times below are approximate and show that it doesn't take a lot of time to start an alumni affiliate. Use this form to establish an alumni affiliate to support your efforts and ensure your program's survival.

ESTIMATED

TIME	TASK	TARGET DATE	COMPLETED ✓
5 minutes	A. Identify potential members. Begin with three to five interested patrons at a nucleus meeting.	_____	_____
10-15 minutes	B. Develop a tentative constitution and bylaws prior to the meeting. (Contact the national office for an example.)	_____	_____
28-29 minutes	C. Call a nucleus meeting to:	_____	_____
5 minutes	1. Review the purpose and benefits of a local affiliate and how it will help local FFA members and the program.		
3 minutes	2. Discuss the procedure for chartering a local affiliate.		
3 minutes	3. Define membership eligibility.		
5 minutes	4. Review the suggested FFA Alumni bylaws, constitution and application for local charter.		
2-3 minutes	5. Appoint a chairperson to assign duties.		
10 minutes	6. Make a list of potential members and divide the responsibility of contacting each prospect between nucleus committee members.		
20 minutes	D. Publicize an organizational meeting that is open to the public, the alumni affiliate and other community members:	_____	_____
10 minutes	1. Write and deliver a news release to the local media and announce meeting date, location and purpose.		
5 minutes	2. Have FFA members send handwritten invitations to parents, administrators and community leaders.		
5 minutes	3. Nucleus members contact potential members in person or by telephone. Ask people to spread the word to at least five other individuals.		
60 minutes	E. Conduct the organizational meeting:	_____	_____
5 minutes	1. Present the purpose of the meeting.		
5 minutes	2. Review alumni promotional materials.		
10 minutes	3. Invite an FFA alumni state or national council member to assist in presenting the purpose and objectives of the alumni association.		
30 minutes	4. Temporary chairperson asks for motion to form affiliate. Then, proceeds to pass constitution and elect officers.		
10 minutes	5. Establish local dues and set date for next meeting.		

CONTACT THE NATIONAL FFA ALUMNI ASSOCIATION, (317) 802-4292, FOR MORE DETAILS.



NATIONAL FFA ALUMNI ASSOCIATION LOCAL PROGRAM SUPPORT GRANT APPLICATION

The National FFA Alumni Association is offering grants to local FFA chapters as a means of providing local chapter support. Interested chapters should submit their applications by **September 15** to the

National FFA Alumni Association
P.O. Box 68960, 6060 FFA Drive
Indianapolis, IN 46268-0960

FFA chapters should consider items needed to strengthen their chapter's program and/or member support. The grant may be used for computers, equipment, members supplies, official dress, etc.—any items the chapter feels are needed to enhance the local program.

The maximum grant amount is \$1,000. Award winners will be recognized during the annual alumni convention. Thank you for your participation.

ELIGIBILITY REQUIREMENTS

- FFA chapter must be from a chartered, active state FFA alumni association and the application signed by the state alumni president.
- FFA chapter must have a nationally chartered, active local FFA alumni affiliate and the application must be signed by the affiliate president.
- All time lines, applications and signature requirements must be adhered to or the application will not be considered.

Chapter: _____ Chapter Number: _____

High School: _____ School Phone: _____

Mailing Address: _____

Chapter Advisor: _____ Signature: _____

Chapter President: _____ Signature: _____

Local Alumni Affiliate: _____

Local Alumni President: _____ Signature: _____

State Alumni President: _____ Signature: _____

Project Name: _____



NATIONAL FFA ALUMNI ASSOCIATION
GRANT PROPOSAL APPLICATION
Page 2

Project Name: _____

A. **Goals/objectives:** (What do you want to accomplish?) 20%

B. **Plan of action:** (Who, what, when, where, why, how?) 10%

C. **Impact:** (How will this project make an impact on your members and/or program?) 40%



NATIONAL FFA ALUMNI ASSOCIATION
GRANT PROPOSAL APPLICATION
Page 3

- D. **Budget:** (Indicate expenses, resources, materials and cash needed to complete the project.
Indicate the total amount needed.) 20%

Item #	Description of Item	Unit Cost	Quantity	Total Cost
1		\$		\$
2		\$		\$
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$
9		\$		\$
10		\$		\$
Total Cost of Project				\$

Below list any other information you feel is vital to your request or which the committee should consider. 10%

Project Name: _____

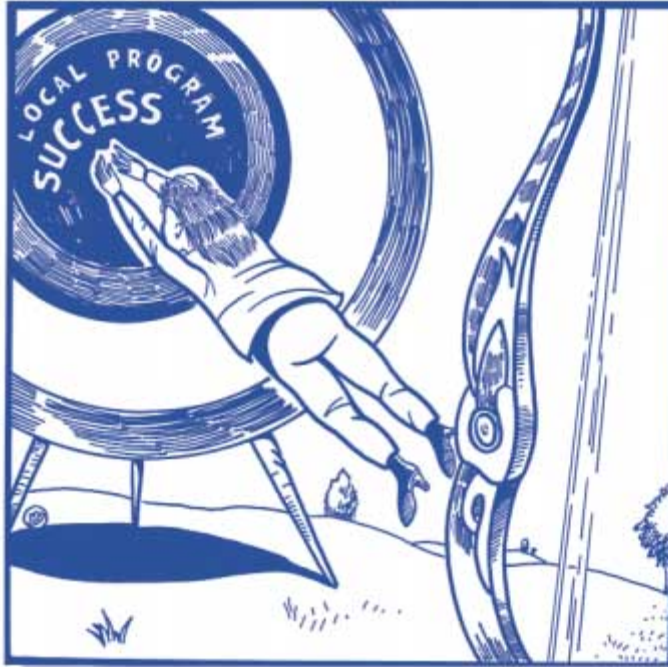
GRANT COMMITTEE EVALUATION

Objectives: _____ / 20%
Plan of Action: _____ / 10%
Impact: _____ / 40%
Budget: _____ / 20%
Other: _____ / 10%

Application Total: _____

Total Awarded: \$ _____





The key to managing your workload and creating a successful agricultural education program is doing the right things, not everything. Follow this advice and your program will be right on target!

The following topics are covered in Chapter 5
Marketing: Charting Your Course to Success

Benefits of Effective Program Planning and Marketing

Steps to Success

- 1 Identify key customers in each of these groups: general community, administration/school, students, parents.
- 2 Establish a plan to ask, involve, and recognize key customers and to report successes to them and the media.
 - Program planning and marketing saves agriculture programs.
 - Identify and meet business needs.
 - Assign students responsibilities.
 - Publicize responsibilities.
 - Get to know influential customers.
 - Invite parents to school.
 - Thank sponsors promptly.
 - Use the media.
 - Track and share former students' successes.

Best Practices of Top Programs

Selected Resources

Action Plan

Worksheets and Other Tools

Chapter 5

Marketing: Charting Your Course for Success

More than 60 percent of agriculture teachers surveyed at a recent national FFA convention said the number one challenge they face is time management—the ability to accomplish all of the programs and projects, and still have time to teach. Many feel suffocated under an ever-increasing workload of diverse student needs, administration expectations and national education initiatives.



How do you balance these needs with all the other demands on your time? How do you help each student build a successful portfolio, career and life? How do you obtain relief from stress? The key to managing your workload and creating a successful agricultural education program is *focusing* on those activities that are important to your customers—community members, administration, students and parents. Do the *right things*, not *everything* and your program will be right on target!

Through effective program planning and marketing, you will:

- 🍏 **Save time** when you define local success and focus on what's important.
- 🍏 **Identify and recruit volunteers** such as alumni to assist you with tasks.
- 🍏 **Maximize resources** available to your program.
- 🍏 **Increase funding and ensure program survival** through strong community support when school finances are tight.
- 🍏 **Gain recognition** for your program.
- 🍏 **Plan and implement curriculum** and programs that *meet the needs* of key customers.

The key to managing your workload and creating a successful agricultural education program is focusing on those activities that are important to your customers. Do the right things, not everything.



Successful teachers use program planning and marketing to help focus on what's important for students, administrators, community members, parents and themselves. You can find and fill key customers' needs by following two steps in a simple process called "GASP for AIRR!"

- 1** Identify key customers:
General Community
Administration/School
Students
Parents
- 2** And establish a plan to:
Ask
Involve
Recognize
Report

Program planning
and marketing
can save
agriculture
programs.


Identify key customers in each of these groups:


General Community
Administration/School
Students
Parents

Who are the customers of your program? In agricultural education, marketing is the creation and retention of satisfied students, parents, administrators and general community members.

How to Identify Key Customers:

☐ Form a program planning and marketing committee of a variety of people—agriculture teacher, FFA and alumni association presidents, principal, advisory committee members, parent, key business leaders, agriculture and non-agriculture students.

☐ Write down the names of key individuals or partners within the four categories on the *Program Marketing Action Plan*. Be sure all committee members agree on the list. 


☐ Gather all the information you need to invite these key people to participate in the process: names, titles, phone numbers and mailing addresses. Review the list of potential partner contacts and key messages as you gather information. 




Establish a plan to:

Ask
Involve
Recognize
Report

✓ How to Ask

Once you've identified potential customers and partners, **ask** them what they *want, need and expect* from your agriculture program. This will help you identify and design the curriculum and program activities around the needs and interests of key customers. Use the *Program Marketing Action Plan* to guide you in this process and collect key information. 

☐ Use formal surveys in this guide or informal discussions with customers to determine: 

- what customers and partners want and expect
- what needs to be taught locally
- what FFA, SAE and other activities are needed to support instruction
- what must be done to ensure program success and a quality product for customers

Continued on page 5-3 ➤

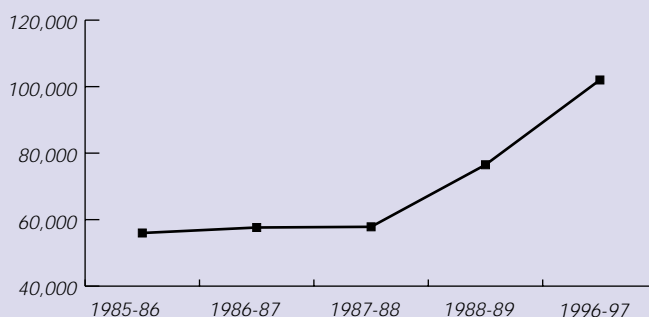
Program Planning and Marketing Saves Ag Programs

Faced with significant political pressure, **Texas** agricultural educators realized that marketing was a key to program survival. They began questioning how and what they were teaching.

They created a new curriculum based on student and community needs and wants. The new semester-based curriculum became mandatory in 1987-88.

Results: Student enrollment responded favorably to the new curriculum. The chart above documents the growth in enrollment from effective marketing.

Jack Winterrowd Jr., (512) 463-9687



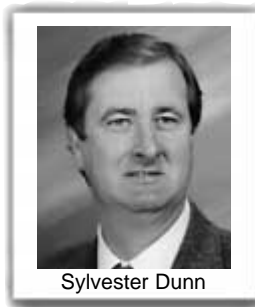
☐ Solicit help from your advisory committee to conduct surveys, then tabulate and evaluate results. Ask:

- What did each group surveyed identify as its main wants, needs or expectations?
- What similar wants and needs do the surveyed groups hold?
- What new revelations about the program did we find?

Identify and Meet Business Needs

Pineville, Ky., agriculture teacher Sylvester Dunn interviewed business and industry leaders and found they wanted graduates to start work with group interaction, problem-solving, math and science skills. Based on their recommendations, he now teaches high-

tech subjects such as robotics and biochemistry; has students and parents sign a contract requiring high performance expectations; and includes teamwork, work attitude and attendance in students' grades.



Sylvester Dunn

Results: Students scored better in other classes, enrolled in more advanced courses, are much more prepared for the workplace, and more are pursuing higher education. "They know how to work in groups, accept responsibility and keep good records," Dunn says.

Sylvester Dunn, (606) 337-7061

Students perform better in the classroom when you base your curriculum on what the community needs and wants.

✓ How to Involve

☐ Identify the top items GASP customers said they wanted, needed or expected from your program or a high school education. For example, employers and parents may say teamwork is a high priority for students to learn.

☐ Brainstorm activities to involve GASP customers and address the benefits they need, want or expect to hear. Besides activities that focus on key partners, include those that will position your program as being active in the community. Use the *Program Marketing Action Plan* to help in your planning in each of the six key areas to program success. If parents and employers rated teamwork skills as something they wanted, conduct an SAE fair or tour that demonstrates how agricultural education is preparing students for their careers and life through work-based learning. You may want to teach a unit on cooperating in the work-



place and invite business representatives to present.

☐ With this information, develop a program mission and plan that describes what you want to accomplish and focuses everyone's attention on what's important and needs to be done. The *Annual and Long-Range Program Plan* can provide a framework for success locally. Have committee members sign planning documents when finished, signifying their agreement and support.



☐ Complete an *Activity Planning Sheet* for each major activity to provide the next step. It will list the resources needed, costs, deadlines and persons responsible for the activity. The *Partner Core Group Action Plan* will help you focus on the key messages and activities needed for partner groups. Keep all planning sheets in one general location.



Assign Students Responsibilities

"We have a one-member, one-job approach in our program," says **Millerstown, Pa.**, teacher MeeCee Baker. A task list on the classroom wall outlines jobs for each student.

Tasks range from making copies to locking the greenhouse daily to calling a local radio station with news.

Results: The students obviously appreciate being involved. Three years ago, the program was closed. Now, 85 high schoolers, one-third of the school's population, are enrolled.

MeeCee Baker, (717) 589-3116



MeeCee Baker

More examples continued on page 5-4 ➤

Recognizing
the successes of
your program,
students and
supporters is
important to
maintaining
long-term
motivation.

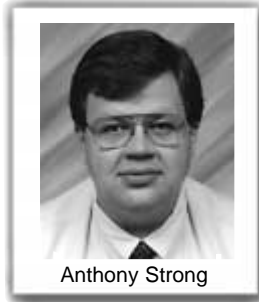
How to Involve continued from page 5-3

Invite Parents to School

The key to parental involvement is getting them interested when they first make contact with the program. **Pendleton County, Ky.**, teacher Anthony Strong hosts a parents' night immediately following registration. The chapter reporter sends a newsletter to all incoming freshmen and their parents explaining the program, as well as a follow-up letter encouraging students to enroll and educating parents about the program. Stress FFA travel opportunities and how the organization includes students from many backgrounds.

Results: Strong says parents who had misconceptions about agricultural education were convinced to let their children enroll. Currently, 115 students are enrolled.

Anthony Strong, (606) 654-3355



Anthony Strong

Get to Know Influential Customers

Always invite the principal, superintendent and school board members to agricultural education and FFA events, says **Denmark, Wis.**, teacher Ken Seering.



Ken Seering

Seering. "If you can get them to see your students in action, they'll get hooked on this stuff, and when you need them they'll be there." Encourage parents or alumni

to write letters of appreciation about your program, include this core group on your newsletter's mailing lists and appoint them to serve on your advisory committee. **The system works for Seering:** 430 FFA alumni members consistently promote the benefits of the program to school administrators.

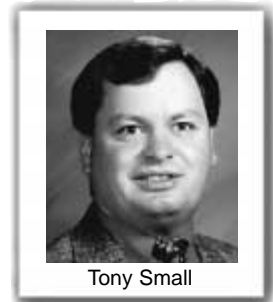
Ken Seering, (414) 863-2176

✓ How to Recognize

Recognizing the successes of your program, students and supporters is important to maintaining long-term motivation. Highlight the achievements of students, parents, administrators and the community and thank volunteers and contributors at chapter banquets and during FFA meetings so each group will see that its efforts are appreciated. Good gifts are items that promote your program such as FFA T-shirts, caps and bumper stickers.

Recognize Members' Contributions

The chapter reporter at **Arkansas City, Kan.**, is in charge of producing a member-written newsletter. The reporter, along with each member who contributes to the newsletter, gets their name published next to their article. This recognition "instills pride in success," says



Tony Small

advisor Tony Small. "Any time students do something well, we recognize them to encourage them to go on to the next step."

Results: "If you give students responsibility, they usually handle it pretty well," Small says. Their confidence grows along with their skills. Membership in his chapter has been increasing right along with his students' self-esteem. "We went from about 50 members four years ago to 184 this year," he says.

Tony Small, (316) 441-2010



Arkansas City, Kan., students write a newsletter that recognizes achievements of the local program and key partners.

✓ **How to Report**

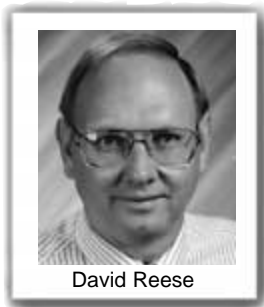
Regularly informing all key customers of program events and accomplishments helps them stay in touch with progress made and builds ownership. Develop publicity activities, such as newsletters or school board presentations, to communicate value to customers and how the program is meeting their needs.

Use the Media

For teacher David Reese, Mt. Vernon, Ind., media coverage is as easy as calling the local reporter on the phone. Offer to do a weekly program on safety for the local radio station. During FFA week, students broadcast live from the classroom for an hour, promoting activities.

Results: Community members are well aware of the chapter. Publicity boosts members' self-esteem, especially when they're on the radio or in the paper.

David Reese, (812) 838-4356



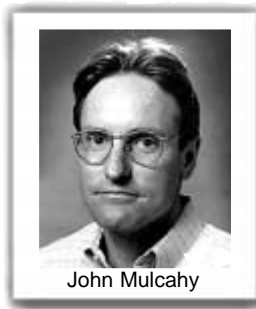
Track and Share Former Students' Successes

Peoria, Ariz., teacher John Mulcahy surveys agriculture program graduates and informs school administrators of their progress. The numbers are impressive. Surveys show that 90 percent of students who study high school agriculture go on to post-secondary education. Five to 10 years after graduation, 50 percent of students are employed in the fields they studied. Ten years after graduation, students who participated in agricultural education are 100 percent employed.

Results: Since the word is out about the success of his program, administrators are very supportive.

John Mulcahy, (602) 486-6300

For more details on "GASP for AIRR!" and examples of tools and activities to use with each group, attend the FFA workshop *Keeping Your Head Above Water: Strategies for Marketing Your Program*.



Sharing your program's success stories can help key customers appreciate and understand the value of your program.



Send regular media alerts before scheduled events, highlighting activities and possible news leads. Be prepared to answer media questions by knowing what are customers' key needs and wants and how your program addresses them.



Best Practices

Here are ideas from successful teachers that will help you chart your program's course for success.

Ask:

- Join community civic organizations to ask members what they expect from the agriculture program.
- Invite all key members of each GASP group to an annual focus group meeting to discuss the direction of your program.
- Conduct a telephone survey of potential students and their parents, asking what they would like to see in a high school education. Use this information to design brochures that meet their needs.
- Visit students and parents at home at least once annually.
- Send a letter to all students' parents, inviting them to join the local and national FFA alumni associations.
- Develop an image survey to assess how administrators, school counselors and principals perceive your program.

Involve:

- Send a letter inviting key business and community leaders to allow students to shadow them on their jobs for a day.
- Focus recruitment efforts on active students who are more apt to participate.
- Conduct an open house, career fair or exhibit in the local mall to invite community members to join the local alumni affiliate and learn about agricultural education.
- Invite administration to the state and national FFA conventions.
- Prune shrubs for area businesses.
- Conduct a tour of student agribusiness, production, environmental or other SAEs.
- Sell concessions at sporting events.

- Find one community project for members to do monthly such as a highway litter clean-up program.
- Renew natural resources: fortify stream banks, stock ponds and rivers with fish.
- Send a promotional letter to parents, detailing how their children will benefit from your program.
- Invite local business or community members to speak about their careers at regular meetings.
- Invite key community members to judge local competitive events.
- Start a local school greenhouse or livestock cooperative, allowing all members to participate.
- Use FFA members as recruiters. Based on the results of non-enrolled student surveys, produce a customized series of brochures with the classroom computer, highlighting key benefits.
- Show community members through orientations or local newsletters how their roles as volunteers fit into the program's vision and fulfill local needs. If they are working on local fund-raisers, for example, explain how those funds will be used.
- Build awareness and reassurance through events such as an open house or chapter banquet.
- Invite them to serve as chaperones, which can provide them a direct experience of what agricultural education is all about.
- Post the latest notices, upcoming activities and students' assignments on the bulletin board. Update bulletin boards during chapter or officer meetings as a reminder to students that they need to get items accomplished.
- Have chapter members help with community events such as a bank appreciation day or spring festival.
- Have chapter officers attend county farm bureau meetings and other functions in official dress. Arrange for them to give the pledge of alliance or bring greetings.

Recognize:

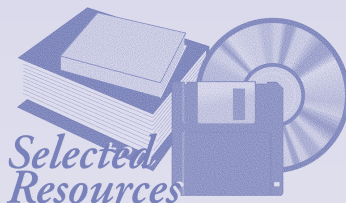
- Thank students and announce awards over the school speaker system daily or weekly.
- Create a student-of-the-month award and write a profile of the recipient for your chapter newsletter.
- Place an advertisement in the local paper, recognizing each of the program's sponsors.
- Provide positive reinforcement to encourage students to follow through on commitments. Recognize students who were responsible for successful activities at FFA and officer meetings.
- Hold an appreciation dinner, a bratwurst feed or sweet corn night to thank members of each group—students, parents, community and administration—for helping out.
- Send a letter to parents congratulating them on their children's achievement.
- Recognize at least one key partner or sponsor each year at the annual FFA banquet with the honorary chapter FFA degree or outstanding achievement award.

Report:

- Take advantage of National FFA Week, National Ag Day, and other events to publicize your chapter.
- Invite the local media to tour the program, highlighting key instructional areas and how they prepare students for careers and life. Give reporters news leads on successful student SAE projects.
- Distribute literature about the benefits of your program. Explain what agricultural education and FFA are all about.
- Share a local example of how FFA changed a student's life at regularly scheduled meetings such as with the school board.
- Distribute flyers to visitors describing the classes you teach as a part of the agriscience curriculum.
- Write a letter to your local legislator, describing the virtues of agricultural education and the merits of your local program.

Continued on page 5-7 ➤

- Have an article ready and prepared when you speak to reporters. You might even write an article introducing your program to the community.
- Start a scrapbook filled with newspaper clippings, highlighting competitive events successes.
- Continually examine your chapter or program's schedule for news opportunities and identify two or three topics a month to share with reporters.
- Build a reputation as a news source for community items. Provide a monthly tips sheet, listing any meetings, FFA activities, awards and guest speakers with their topics.
- Send media alerts before regularly scheduled events, highlighting activities and possible news leads such as competitive event results, national FFA convention and FFA Week.
- Produce special public service announcements at the local radio station.
- Produce an FFA Week newspaper supplement with support from local businesses, highlighting the program and student achievement. Circulate to community residents.
- Send a monthly newsletter to all key business people, administrators and parents profiling program and student successes for that month.



FFA posters, brochures, videos and recruitment materials are available in the "Educational Resources" section of the *FFA Official Chapter Catalog*. Survey the key resources below to use in marketing and program planning. More information on specific publishers is available in the back of this guide.

- *Chapter Planning and Recognition: A Student Handbook* (FFA)
- *Discover World Class Opportunities in FFA* brochure (FFA)
- *FFA Advisor's Public Relations Guide* (FFA)
- *FFA Reporter's Handbook* (FFA)
- Food For America Program instructional materials (FFA)
- *FFA New Horizons* magazine (FFA)
- FFA Week Ideas Booklet and promotional folder (FFA)
- *Keeping Your Head Above Water: Strategies for Marketing Your Program* workshop (FFA)
- Leadership for a New Millennium recruitment materials (FFA)
- Make It Happen instructional materials (FFA)
- *Think About It* brochure (FFA)

Use the following worksheets to assist in program planning and marketing:

- *Agricultural Education Program and FFA Student Survey*, 5-9.
- *News Release Guidelines*, 5-11.
- *Recognition Checklist*, 5-12.
- *Parent/Guardian Survey*, 5-14.
- *Non-Agriculture Student Survey*, 5-16.
- *Program Marketing Action Plan*, 5-18.
- *Annual and Long-Range Program Plan*, 5-20.
- *Agricultural Education Program Goals and Evaluation Sheet*, 5-22.
- *Agricultural Employment Survey*, 5-24.



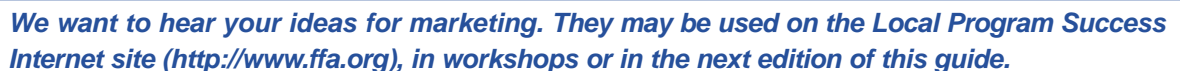
- How will you apply it to your program?
- What are your goals?

My Notes:

[illegible]

Chapter 5—Marketing: Charting Your Course for Success

1. Identify key customers in each of these groups: general community, administration/school, students and parents.
2. Establish a plan to ask, involve, and recognize key customers and to report successes to them and the media.
 - ☐ Identify customer needs through formal surveys in this guide or through informal interviews.
 - ☐ Solicit help from your advisory committee to conduct, tabulate and evaluate results.
 - ☐ Brainstorm activities to involve customers and to address their needs.
 - ☐ Assign students responsibilities.
 - ☐ Invite parents to school.
 - ☐ Thank volunteers and contributors at chapter banquets and during FFA meetings.
 - ☐ Use the media to publicize customers' contributions.
 - ☐ Track and share former students' successes.



Describe the activities you do, how you implemented them and the results. Send your ideas on this form or a separate sheet of paper to Local Program Success Liaison, Teacher Services Team, National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268-0960, fax: 317-802-5334 or e-mail: jarmbruster@ffa.org.

Agricultural Education Program and FFA Student Survey

Building quality programs and putting school-to-career in action

Teachers: Give this form to all students enrolled in your program to improve the program and serve student needs better.

Students: Our agriculture department would like your input in evaluating our program. If you would like to provide additional comments, please write them on the back of this form or include them on a separate page. Your suggestions are important.

Thank you for taking the time to help us improve our program.

1. How many family members are currently enrolled in the agricultural education program?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

2. How did you learn about the program? (Check all that apply.)

☐ Guidance Counselor ☐ Fellow Student or Sibling ☐ FFA Advisor
☐ 8th-Grade Presentation ☐ Promotional Materials ☐ Parent/Guardian
☐ Other: (list) _____

3. Please rate (1= poor, 5=excellent) the following areas of the agricultural education program:

Teacher(s)	1	2	3	4	5
Safety	1	2	3	4	5
Cleanliness	1	2	3	4	5
FFA activities	1	2	3	4	5
Learning environment	1	2	3	4	5
Classroom and agriculture facilities (i.e., shop)	1	2	3	4	5
Agriculture course offerings	1	2	3	4	5
Security	1	2	3	4	5
Opportunities to learn career skills	1	2	3	4	5
Opportunities for college bound students	1	2	3	4	5

4. In which courses are you enrolled? Please list your courses.

5. If you could add a course to the program, what would it be? Why?

6. If you could change one thing about the FFA chapter, what would you change? Why?

7. Do you feel you are being adequately prepared for a career through involvement in this program and/or the FFA? ☐ Yes ☐ No

8. What level of education do you plan to complete?

☐ High School ☐ Trade/Technical School ☐ College ☐ Military Service

9. If applicable, what post-secondary school do you plan to attend? _____

What will be your degree or field of study? _____

What is your career goal? _____

10. How are you going to pay for your education? (Check all that apply.)

☐ Scholarships ☐ Part-time Employment ☐ Military

11. Have you received any monetary awards for academic or extracurricular activities, i.e., scholarships, grants or prize money? If so, what type and in what amounts?

12. How much time do you spend on agriculture courses outside of class (including SAE) each week?

☐ Less than 2 hours ☐ 3 to 5 hours ☐ 6 to 10 hours ☐ More than 10 hours

13. What intracurricular, extracurricular, teams, clubs or organizations are you involved in?
(Check all that apply.)

<input type="checkbox"/> FFA	<input type="checkbox"/> Band/Chorus	<input type="checkbox"/> DECA/VICA/FHA-HERO
<input type="checkbox"/> Varsity or Intramural Sports	<input type="checkbox"/> Language Clubs	<input type="checkbox"/> Booster Club
<input type="checkbox"/> Cheerleading/Pompons	<input type="checkbox"/> National Honor Society	<input type="checkbox"/> 4-H
<input type="checkbox"/> Student Council/Gov't.	<input type="checkbox"/> Debate/Forensics	<input type="checkbox"/> Other: _____

14. What are your three favorite FFA activities?

1. _____ 2. _____ 3. _____

15. What are the main reasons students
don't enroll in agriculture classes?

☐ Scheduling conflict
☐ Agriculture has a poor image in school
☐ Guidance counselor discourages enrollment
☐ Member in too many other clubs
☐ Not interested in an agricultural career
☐ Don't like instructor(s)' teaching methods
☐ Classes are not interesting or appealing
☐ Other: _____

- What are the main reasons
agriculture students don't join FFA?

☐ Can't afford the membership fee
☐ FFA has a poor image in school
☐ Not enough activities for involvement
☐ Member in too many other clubs
☐ Don't like wearing the official dress
☐ Don't know what FFA has to offer
☐ Activities are not fun or interesting
☐ Other: _____

Optional Information:

Full Name: _____

Street Name: _____

Telephone: _____

City/State/Zip: _____

Source: Linda Proctor, supervisor of the Arizona Agribusiness and Equine Center, Phoenix, Arizona

News Release Guidelines

Building quality programs and putting school-to-career in action

Teachers: Use these guidelines to help you format news releases that reporters will use.

Header

- FFA logo, chapter name, school name, address, bold type
- Release Date—*For Immediate Release*, current date, 10-point type
- Contact Person—name, telephone number
- Headline—12-point type, centered, bold, upper and lower case
- Sub Head—12-point type, centered, bold, upper and lower case
- Successive Page Headings—12-point type, left justified, small caps with page number underneath

Body Text

- Body Text—12-point type
- Line Spacing—1 and 1/2 spaces
- Paragraph Spacing—1 and 1/2 spaces
- Indentation—1/2 inch

Margins

- Left and Right—1 inch
- Bottom—1 inch
- Top—1.75 inch (first page)
- Top—1 inch (succeeding pages)

Bottom of Page

- —MORE— centered, if news release continues on successive pages
- ### centered, at the end of the news release

Writing A Good News Release

- The first sentence starts with location in bold in this style—**ANYTOWN, Va.**
- Start with one sentence that sums up the whole event or subject...the one most important idea.
- Send a news release to reporters after and before each major event. Ask yourself: What would interest key customers?
- End with a boiler plate (tag line) about the FFA or your chapter.
“FFA is a national organization...” as seen in the last paragraph in the sample news release.

Sample News Release



ABC FFA Chapter

ABC High School
123 Blue Street
Anytown, VA 54321

For Immediate Release
January 1, 19XX

Contact: FFA Advisor Name
123-456-7890, ext. 123

FFA Officers Elected at ABC High School

ANYTOWN, Va.—Seven ABC High School students were elected by their peers to serve as officers of the ABC FFA Chapter. The newly-elected officers will serve as the leadership core to guide the XX-member chapter through the coming year.

Those elected to office are President (Name), Vice President (Name), Secretary (Name), Treasurer (Name), Reporter (Name), Sentinel (Name), and (Name) as executive committee member.

“Being an officer in the FFA enables students to build self-esteem, leadership and goal-setting skills through a variety of activities. The officer team will oversee monthly meetings, competitions, leadership seminars, community service projects, the annual banquet and 12 planning committees,” says FFA Advisor (Name).

FFA is a national organization of more than 450,000 members preparing for leadership and careers in the science, business and technology of agriculture. The FFA’s mission is to make a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

###

Source: Marcia Paterson, director of agriculture and environmental education, Hershey, Pennsylvania

Recognition Checklist

Building quality programs and putting school-to-career in action

Teachers: Review this checklist for recognition of key people involved in your agricultural education program and the FFA. Check each activity under the Yes or No columns. If there is a promotional or recognition activity your program is not involved in, consider adding the recognition to your Program of Activities.

Principal and Superintendent ✓

Yes	No	Our Agricultural Education Program and FFA...
___	___	Send a thank you note for every event our administrators attend.
___	___	Invite them to our chapter banquet for an award and/or speech.
___	___	Sponsor them for Honorary FFA Degrees.
___	___	Has at least one photo in a newspaper of administrators with students.
___	___	Send an annual report with a thank you letter for their support.
___	___	Sponsor an appreciation meal or gift.
___	___	Thank our administrators at a school board meeting.
___	___	Sponsor a local, state and national membership in FFA alumni.
___	___	Sponsor their trip to the state or national FFA convention.

School Counselors ✓

Yes	No	Our Agricultural Education Program and FFA...
___	___	Send a thank you note for every event our counselors attend.
___	___	Invite counselors to our annual banquet.
___	___	Send an annual report with a thank you letter for their support.
___	___	Sponsor an appreciation meal or gift or present the honorary degree.
___	___	Sponsor a local, state and national membership in FFA alumni.
___	___	Sponsor their trip to the state or national FFA convention.

School Board ✓

Yes	No	Our Agricultural Education Program and FFA...
___	___	Send a thank you note for every event a board member attends.
___	___	Invite them to our chapter banquet.
___	___	Send an annual report with a thank you letter for their support.
___	___	Sponsor an appreciation meal or gift or present the honorary degree.
___	___	Sponsor a member's trip to the state or national FFA convention.

Parents/Guardians ✓

Yes	No	Our Agricultural Education Program and FFA...
___	___	Verbally thank parents for attending member events.
___	___	Hold a parent appreciation program at the chapter banquet.
___	___	Mail a thank you letter and give an appreciation certificate for their support.
___	___	List members' parents' names in news releases.
___	___	Sponsor a parent appreciation event and present the honorary degree.
___	___	Encourage a local, state and national membership in FFA alumni.

continued...

FFA Alumni and Community Sponsors ✓

Yes	No	Our Agricultural Education Program and FFA...
___	___	Hold an alumni/sponsor appreciation program at the chapter banquet.
___	___	Mail a thank you letter and give an appreciation certificate for their support.
___	___	Sponsor an alumni/sponsor appreciation event.
___	___	Encourage FFA alumni membership for community sponsors.
___	___	Sponsor their trip to the state or national FFA convention.
___	___	Send an annual report with a thank you letter for their support.
___	___	List alumni/sponsors in all news releases, banquet programs and PSAs.
___	___	Give awards at the banquet for outstanding service and support.
___	___	Sponsor them for honorary FFA degrees.

FFA Members ✓

Yes	No	Our Agricultural Education Program and FFA...
___	___	Send a news release with photo for every honor or election.
___	___	Send a news release with photo for each leadership conference attended.
___	___	Send a news release with photo for every competition and fair attended.
___	___	Sponsor FFA alumni membership for all graduating students.
___	___	Sponsor a member's trip to the state or national FFA convention.
___	___	List all members on the banquet program.
___	___	Give as many awards and honors as possible at the chapter banquet.
___	___	Have displays with photos and names of members.

How To Write A Thank You Letter

- | | |
|---|---|
| ✓ Check spelling, including names. | ✓ Hand write the note neatly. |
| ✓ Use official FFA stationary or letterhead. | ✓ Use their correct job title in address. |
| ✓ Name their specific contribution to your event. | ✓ Enclose any photos of persons at the event. |
| ✓ Use the words, "thank you." | ✓ Send within one week of event. |
| ✓ Include comments you heard on their kindness. | |

Parent/Guardian Survey



Building quality programs and putting school-to-career in action

Teachers: Give this form to parents and community members to determine their needs and wants. Use this information to improve educational opportunities and involve parents in the local program.

Parents: Our agriculture department would like your input in evaluating our program. If you would like to provide additional comments, please write them on the back of this form or include them on a separate page. We welcome all comments and will consider each suggestion carefully. We want to meet your needs for improved educational opportunities.

Please mail the completed form and comments to the agricultural education department. Thank you for taking the time to help us improve our program.

1. How did your child learn about the program? (Check all that apply.)

_____ Guidance Counselor _____ Fellow Student or Sibling _____ FFA Advisor
_____ 8th-Grade Presentation _____ Promotional Materials _____ Parent/Guardian
_____ Other: (list) _____

2. Does your child enjoy his/her agriculture class? ☐ Yes ☐ No
If "No," why does your child not enjoy the class?

3. Do you feel your child is being adequately prepared for a career through involvement in this program and/or the FFA? ☐ Yes ☐ No

4. Has this program prepared your child for the career she/he wants to pursue? ☐ Yes ☐ No

5. Are you satisfied with your child's academic performance? ☐ Yes ☐ No

6. What is the highest level of education you have completed?
☐ K-6 ☐ Junior High ☐ High School ☐ Trade/Technical School ☐ College

7. What level of education does your child plan to complete?
☐ High School ☐ Trade/Technical School ☐ College

8. If your child did not attend this program, would he or she be able to work in agriculture? ☐ Yes ☐ No

9. Is your child involved with any intracurricular, extracurricular, teams, clubs or organizations?
(Check all that apply.)

_____ FFA _____ Band/Chorus _____ DECA/VICA/FHA-HERO
_____ Varsity or Intramural Sports _____ Language Clubs _____ Booster Club
_____ Cheerleading/Pompons _____ National Honor Society _____ 4-H
_____ Student Council/Gov't. _____ Debate/Forensics _____ Other: _____

10. Will your child seek financial assistance for college? ☐ Yes ☐ No

11. Has your child received any monetary awards through his/her academic, intracurricular or extracurricular activities (scholarships, grants or prize money)? If so, what type and in what amounts?

continued...

12. Which courses offered through the agricultural education program do you feel are most worthy of your child's time and effort? Please list course offerings.

13. If you could add a course offering to the agriculture program, what would it be?

14. Do you have other children at home? ☐ Yes ☐ No
If "Yes," do you plan to enroll them in the agriculture program? ☐ Yes ☐ No

15. Please rate (1= poor, 5=excellent) the following areas of the agriculture program:

Facilities	1	2	3	4	5
Faculty	1	2	3	4	5
Curriculum	1	2	3	4	5
Opportunities offered within the classroom	1	2	3	4	5
Opportunities offered within the FFA	1	2	3	4	5
Cleanliness	1	2	3	4	5
Your child's attendance	1	2	3	4	5
Educational tools offered through the program	1	2	3	4	5
Opportunities for you to visit the campus	1	2	3	4	5

16. Yes, I would be interested in supporting the agricultural education department and FFA
(Check all that apply.)

<input type="checkbox"/> Guest Classroom Speaker	<input type="checkbox"/> Competition Coach
<input type="checkbox"/> Tour Guide of Farm/Business Site	<input type="checkbox"/> Competition Judge
<input type="checkbox"/> Agriculture Student Mentor	<input type="checkbox"/> FFA Advertisement Sponsor
<input type="checkbox"/> Chaperone of Field Trips	<input type="checkbox"/> FFA Project Sponsor an
<input type="checkbox"/> Classroom Tutor	<input type="checkbox"/> Advisory Committee Member
<input type="checkbox"/> No, I am not interested	

17. Are you currently an FFA Alumni member? ☐ Yes ☐ No
If "No," would you be interested in receiving information on membership? ☐ Yes ☐ No

Optional Information: (please include if you answered Questions #16-17)

Full Name: _____ Street Name: _____
Telephone: _____ City/State/Zip: _____

Source: Linda Proctor, supervisor of the Arizona Agribusiness and Equine Center, Phoenix, Arizona

Non-Agriculture Student Survey



Building quality programs and putting school-to-career in action

Teachers: Use this form to gather information that can be used to ask and involve non-agriculture students (and potential FFA members) in the program.

Students: Our agriculture department would like your input in evaluating our program. Your suggestions are important. Thank you for taking the time to help us improve our program.

1. What level of education do you plan to complete?

☐ High School ☐ Trade/Technical School ☐ College ☐ Military Service

2. If applicable, what post-secondary school do you plan to attend? _____

What will be your degree or field of study? _____

What is your career goal? _____

3. How are you going to pay for your education? (Check all that apply.)

_____ Scholarships _____ Part-time Employment _____ Military
_____ Grants/Loans _____ Parents/Guardian Support _____ Not Applicable

4. How much time do you spend on your homework each week?

☐ Less than 2 hours ☐ 3 to 5 hours ☐ 6 to 10 hours ☐ More than 10 hours

5. What intracurricular, extracurricular, teams, clubs or organizations are you involved in?

(Check all that apply.)

_____ DECA/VICA/FHA-HERO _____ Band/Chorus _____ Booster Club
_____ Varsity or Intramural Sports _____ Language Clubs _____ 4-H
_____ Cheerleading/Pompons _____ National Honor Society _____ Other: _____
_____ Student Council/Gov't. _____ Debate/Forensics

6. What are your three favorite school activities?

1. _____ 2. _____ 3. _____

7. What are your three favorite after school activities?

1. _____ 2. _____ 3. _____

8. What is your reason for joining an organization or a school club? (Rank, in order of importance, the following items one to eight with a rank of one being most important and eight being least important.)

_____ Scholarships _____ Friendship
_____ Travel _____ Career and Leadership Skills
_____ Fun Activities _____ Belong to a Group
_____ Recognition and Awards _____ Being an Officer

continued...

9. What is the main reason you don't enroll in agriculture classes?

- ☐ Scheduling conflict with other courses
- ☐ Agriculture has a poor image in school
- ☐ Guidance counselor discourages enrollment
- ☐ I am a member in too many other courses
- ☐ Not interested in an agricultural career
- ☐ Don't like instructor(s)' teaching methods
- ☐ Classes are not interesting or appealing
- ☐ I am seeking further education
- ☐ Other: _____

10. What is your favorite type of music?

- ☐ Rock & Roll
- ☐ Pop
- ☐ Country
- ☐ Rap
- ☐ Heavy Metal
- ☐ Soul/Rhythm & Blues
- ☐ Classical
- ☐ New Age
- ☐ Jazz

12. What kind of person do you most admire?

- ☐ Sports Figure
- ☐ Actor/Actress
- ☐ Entertainer
- ☐ Family Member
- ☐ Teacher
- ☐ Political or Cause Activists
- ☐ Politician
- ☐ Family member (parent, uncle, aunt, etc.)

13. What is your favorite in the following categories?

Favorite Movie: _____

Favorite Television Show: _____

Optional Information:

Full Name: _____

Street Name: _____

Telephone: _____

City/State/Zip: _____

What is the main reason you don't join the FFA?

- ☐ Can't afford the membership fee
- ☐ FFA has a poor image in school
- ☐ Not enough activities for involvement
- ☐ Member in too many other clubs
- ☐ Don't like wearing the official dress
- ☐ Don't know what FFA has to offer
- ☐ Activities are not fun or interesting
- ☐ Not enrolled in an agriculture course
- ☐ Other: _____

11. What is your favorite type of movie?

- ☐ Action/Drama
- ☐ Comedy
- ☐ Classics
- ☐ Science Fiction
- ☐ Family-oriented
- ☐ Horror
- ☐ Foreign

Program Marketing Action Plan



Building quality programs and putting school-to-career in action

Teachers: Use this form to guide you in collecting key information on key customers' wants, needs and expectations. Then use it to help you plan activities for each of the GASP customer groups.

Ask

Who are you going to ask?

What are you going to ask them?

General Community

Administrators/Counselors

Students

Parents

Involve

Who are you going to involve?

How are you going to involve them?

General Community

Administrators/Counselors

Students

Parents

Recognize

Who are you going to recognize?

How are you going to recognize them?

General Community

Administrators/Counselors

Students

Parents

continued...

Report

To whom are you going to report?	How are you going to report to them?
General Community	_____
Administrators/Counselors	_____
Students	_____
Parents	_____

Next Steps:

Fill out an *Activity Planning Sheet* for each of the ideas listed under each heading: Ask, Involve, Recognize and Report. This will allow you to keep better track of your progress on each activity. Then, transfer all this information to the *Annual and Long-Range Program Plan* to allow you to keep track of program goals and activities long-term.



- Transfer your idea or activity from this sheet to the *Activity Planning Sheet*. Write it under the heading, "Things to Do."
- List the cost, resources needed, person responsible, deadline and, after completion, any results you saw from your actions.
- Use the *Activity Planning Sheet* for evaluation of any activity or project undertaken. Use it to obtain information for reporting your results to key customers. You can easily transfer information from it for use in news releases, the *Annual Report Outline*. Keep it in your Local Program Success notebook for future reference.



Annual and Long-Range Program Plan

Building quality programs and putting school-to-career in action

Teachers: This plan is the master from which all worksheets in this guide flow. Once you have determined the needs, wants and expectations of key customers and you have decided on how to involve, recognize and report to them, then use this sheet to gather that information together. It will allow you to plan and focus your efforts. Include instructional planning and professional growth opportunities in this document. Add sheets to it as needed. Share it with administrators, advisory committee members, school boards and other key partners and invite them to give input to your program's long-term plan. This document may be crucial in budget and long-term needs discussions.

_____ High School

19__ to 19__

A. Program Mission:

The mission of Agricultural Education is to prepare and support students for careers, build awareness and develop leadership for the food, fiber and natural resources systems.

B. Program and Teaching Philosophy:

Secondary Agriscience and Technology Education at _____ High School is a community-based, multi-year program. It offers semester-based programs which prepare students with competencies for specialized areas of the food, fiber and natural resources systems.

[You may want to include:

- How Instruction (Contextual Learning), SAE (Work-based Learning) and FFA (A Connecting Activity) fit into the local program and their benefits to students and key customers.
- How the program prepares students for post-secondary education, specialized training or careers.
- How your program is a year-round endeavor and extended service for teachers is a necessary requirement to meet program objectives.
- How the local advisory committee is involved in local program operation, future planning and direction.]

C. Program Goals:

[Possible goals to include:

- List how the program will affect student careers, knowledge and lives.
- List how the program will build awareness of agriculture.
- List what the program will do for students as to building leadership skills.]

D. Major Objectives/Priorities:

[List all those items that need attention or have been identified with the help of the Program Marketing Action Plan that need attention. Some examples:

- Organize and implement an advisory committee.
- Major and minor facility improvements.
- Curricular revisions.
- FFA Program of Activities.]

1. Annual:

- A.
- B.

2. Five-Year (Long-Range):

- A.
- B.

continued...

E. The scope and sequence of curriculum for the _____ Agriscience and Technology Education program is attached and has been reviewed by the local advisory committee and vocational education director.

F. Planned Curricular Changes:

[Describe the priorities you plan to implement on both an annual and long-range (five-year) basis.]

G. Student Recruitment Activities:

[Include all suggested activities and a brief explanation. Some examples:

- Give group presentations with former members to 8th grade students.
- Use student information sheets to identify potential student interest and obtain demographic data.
- Audiovisual presentations.
- Involve school guidance personnel in student counseling and scheduling.]

H. Facility Improvement:

[Based on the safety and health of students and staff, learning environment and curriculum needs, list the prioritized annual and long-range facility improvement projects.]

I. Tool and Equipment Needs:

[Based on the safety and health of students and staff, learning environment and curriculum needs, list the prioritized annual and long-range equipment needs.]

J. Curriculum references, texts and other teaching resources needed based on curriculum:

[Based on the learning environment and curriculum needs, list the prioritized annual and long-range resource needs.]

K. Local FFA Program of Activities (attached):

L. Planned instructional SAE, FFA and related activities planned during the summer for the program.

[Include a calendar and other documentation.]

M. Program Budget: (Sample below condensed for presentation. Include expenditure under each category.)

19__ to 19__

<i>Item(s)/Activity</i>		Annual <i>Anticipated Expenditures</i>	Long-Range (3-5 years) <i>Anticipated Expenditures</i>
1. Consumable Supplies: Total:		\$	\$
2. Tools and Equipment: Total:		\$	\$
3. Capital Outlay for Facilities: Total:		\$	\$
4. Curriculum Materials, References and Texts: Total:		\$	\$
5. Travel: Total:		\$	\$
Grand Total:		\$	\$

Agricultural Education Program Goals and Evaluation Sheet



Teachers: Complete this form, then review it with the advisory committee, administrators and key partners. This sheet should match your local program goals as stated in your *Annual and Long-Range Program Plan*.

Overall Program:

1. Number of students enrolled
2. New units taught in the curriculum
3. Number of open houses or community days held
4. Number of elementary school programs held
5. Number of students in middle-school programs
6. Number of activities for other high school programs
7. Number of community members used in classes
8. Number of field trips
9. Number of students with SAEs
10. Number of students on the honor roll
11. Number of male students
12. Number of female students

Current

Goal

Achieved

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Supervised Agricultural Experience Program:

1. Number of students who have the following:
 - a. Own and operate an animal program
 - b. Own and operate a plant program
 - c. Own and operate an agriculture business
 - d. Have an agriscience program
 - e. Work in an animal program
 - f. Work in a plant program
 - g. Work in an agribusiness
 - h. Work in the school labs
 - i. Have no SAE
 - j. Work in research-based projects
 - k. Other: _____

Current

Goal

Achieved

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FFA Chapter:

1. Number of members who will receive Greenhand FFA Degree
2. Number of members who will receive Chapter FFA Degree
3. Number of members who will receive State FFA Degree
4. Number of members who will receive American FFA Degree
5. Number of students paying membership dues
6. Number of members participating in career development events
7. Number of district/area meetings we plan to attend
8. Number of students attending state FFA convention
9. Number of students attending national FFA convention
10. Number of students attending Made for Excellence conference
11. Number of students attending Washington Leadership Conf.
12. National Chapter Award rating
13. Number of members applying for local proficiency awards
14. Number of members applying for state proficiency awards
15. Other: _____

Current

Goal

Achieved

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Public Relations:	Current	Goal	Achieved
1. Number of TV news stories	_____	_____	_____
2. Number of radio news programs	_____	_____	_____
3. Number of state and national newspaper stories	_____	_____	_____
4. Number of news releases sent	_____	_____	_____
5. Number of local newspaper stories	_____	_____	_____
6. Number of student speaking engagements	_____	_____	_____
7. Number of displays	_____	_____	_____
8. Number attending annual FFA chapter banquet	_____	_____	_____
9. Other: _____	_____	_____	_____

Instruction/Curriculum:	Current	Goal	Achieved
1. Number of student team activities	_____	_____	_____
2. Number of courses containing science lab exercises	_____	_____	_____
3. Number of lessons integrated with other disciplines	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

Partners:	Current	Goal	Achieved
1. Number of presentations to civic groups	_____	_____	_____
2. How many of the following:			
a. Thank you notes sent to sponsors	_____	_____	_____
b. Career fairs held	_____	_____	_____
c. Alumni members	_____	_____	_____
d. Community events	_____	_____	_____
e. Advisory Council Meetings	_____	_____	_____
3. Other: _____	_____	_____	_____

Professional Growth:	Current	Goal	Achieved
1. Number of continuing education courses taken	_____	_____	_____
2. Number of professional meetings attended	_____	_____	_____
3. Number of students interested in teaching agriculture	_____	_____	_____
4. Other: _____	_____	_____	_____

Source: Doug Daley, agriculture teacher, Gilbert, Arizona

Agricultural Employment Survey

Teachers: Use this form to determine local and regional career trends, needs and skills for program planning.

Business leaders: Please fill out this form and return to the agriculture department to help us survey area career trends and needs.

I. Identification:

Date: _____

A. Name of Business: _____

D. Person Providing Information: _____

B. Mailing Address: _____

Position: _____

_____ E. Major agricultural products or function of business:

C. Telephone No.: (____) _____

II. Employment Data: (Job titles requiring competencies in agriculture.)

Job Title	No. of Employees				Est. No. of		Minimum Age for Employment	Educational Level*	Monthly Wage/Salary	
	Part-time		Full-time		Employees in 5 yrs.				Beg.	Max.
	M	F	M	F	Part-time	Full-time				
1. _____										
2. _____										
3. _____										
4. _____										
5. _____										
6. _____										
7. _____										
8. _____										
9. _____										
10. _____										

*Choices include: None, less than H.S., High School Graduate, 2-year college degree, some college, 4-year college degree, master's degree, doctorate degree.

Source: John Mulcahy, agriculture teacher, Peoria, Arizona



Balancing personal and professional lives is a struggle for many agriculture teachers.

The following topics are covered in Chapter 6
Professional Growth: Revitalizing Yourself and Your Program

Benefits of Remaining Committed to Professional Growth

Steps to Success

- 1 Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it.
 - Every day, review your mission/values and goals to determine which tasks are priorities.
 - Regularly assess your teaching performance.
 - Create a portfolio to track future success.
- 2 Commit to lifetime learning.
 - Join professional organizations.
 - Read professional publications.
 - Enroll in courses, seminars, workshops or continuing education classes.
- 3 Revitalize the profession and your program. Recruit students you think would benefit from agricultural education and be good teachers.

Best Practices of Top Programs

Selected Resources

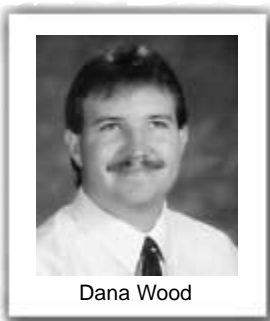
Action Plan

Worksheet and Other Tools

Chapter 6

Professional Growth: Revitalizing Yourself and Your Program

Balancing personal and professional lives is a struggle for many agriculture teachers. Eventually, if you want to keep teaching agriculture—successfully—you will learn, “it does no good to care for hundreds of students and make a difference in their lives, but lose being part of your children’s lives, and what you want from life personally,” says Dana Wood, agriculture teacher, **Hastings, Mich.**



Dana Wood

If you want to have a successful local program, and be fulfilled, you must keep learning and growing.

You play a key role in recruiting tomorrow’s agriculture teachers, ensuring that new programs can begin and yours continues to thrive after you leave the profession.

“The priority is students,” says Marcia Paterson, agriculture and environmental education director, **Hershey, Pa.** “We must plan so that students leave the classroom with results and success.”

By remaining committed to professional growth, you will:



Prepare successful teachers to guide tomorrow’s agriculture students.



Receive a boost as you stay professionally motivated and prepared to teach your students.



Renew your professional and teaching credentials.



Ease your stress as you say “no” to those items that aren’t part of your personal or professional goals, freeing time to concentrate on your personal life and other interests.



Become a “manager of resources,” letting students become responsible for their own learning and allowing the community to have ownership in the program.



Gain new ideas and motivation for teaching.

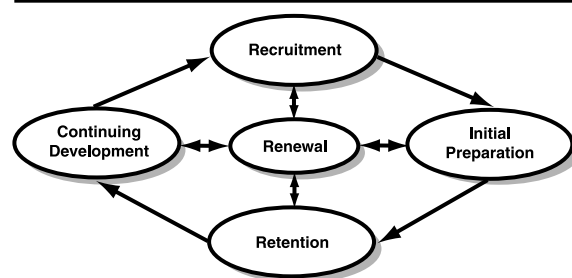


Marcia Paterson

Only innovative and technically qualified agriculture teachers, who stay focused on revitalizing the local program and on gaining skills and knowledge students need, can truly guide them to success. And when you are motivated, your program is well planned and you learn to manage your workload, your personal life will come into balance.



Professional Development Cycle



Use this model to find “renewal” activities that provide professional development.

Source: Local Program Success Task Force, Dr. Bill Camp, professor of agricultural education, Virginia Polytechnic Institute and State University



Here are three steps successful teachers follow to stay professionally motivated, remain fulfilled on the job and ensure a future for agricultural education:

- 1 Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it.
- 2 Commit to lifetime learning.
- 3 Revitalize the profession and your program. Recruit students you think would be good teachers.

Agriculture

teachers must stay

abreast of changing

times, new technology

and the needs of

their students,

communities and schools.

Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it.

Agriculture teachers must stay abreast of changing times, new technology and the needs of their students, communities and schools. Dealing with these challenges in the same old ways can lead to burnout and ineffective teaching, while pursuing new solutions can lead to satisfaction and fulfillment.

☐ Review your job description or the sample one in the guide. Are you meeting the expectations? Are you performing other tasks your principal may not be aware of?



☐ Take a measurement of where you are now so you can see where you want to go. Use the *Voluntary Quality Indicators Guide* and *Self-Assessment Form*.



☐ Develop a teaching mission and/or value and goal statements that articulate your classroom priorities.

☐ Every morning as you plan the day, review your mission/values and goals to focus on tasks that are important.

☐ To maintain a successful edge, regularly assess your teaching and personal performance.

☐ Use the *Annual and Long-Range Program Plan* document as a guide for developing a professional growth plan.



☐ Create a portfolio to track your success.

Create a Mission; Beat Burnout

Frustrated and on the brink of burnout in 1994, agriscience teacher Tamara Belavek from **Lapeer County Vocational Technical Center, Attica, Mich.**, developed a mission for teaching, which is posted in her classroom.

She reviews her mission and goals daily to prioritize her tasks. She shares her mission with students and parents each September at an open house.



Tamara Belavek

Students write their classroom goals and reasons for enrolling in the class, which she uses to determine curriculum focus.

Results: Having a clear vision helps Belavek remain excited about the profession, and gives her a mechanism to prioritize her schedule. Relationships with parents are strong because they know her goals and plan for teaching their children.

Tamara Belavek, (810) 724-0541

Creating a Teaching Vision and Mission Statement

1. Ask yourself the following questions:

- Why did I start teaching?
- What do I want students to learn as a result of my teaching?
- What's important in my life?
- What will I be doing in six months, one year and five years from now?

2. List and evaluate your answers. Set personal, professional and career goals around your answers.

3. Write a mission statement that relates to where you want to be and what you want to be doing long-term.

Here is teacher Tamara Belavek's example:

My mission is to help each student BELIEVE in themselves through building their SELF-ESTEEM and ATTITUDE. I will ENTHUSIASTICALLY MOTIVATE each student to LEARN and show each one of them that I truly CARE. Through their belief in themselves, they will reach their HIGHEST POTENTIAL and ACHIEVE SUCCESS IN THEIR LIVES.

Developing a Professional Growth Plan

■ Set personal, professional and career goals that address your program's needs and priorities and fulfill expectations of your position. The *Annual and Long-Range Program Plan* contains all your program needs and priorities based on community, parental, student and administration input.

■ Use the *Goal Setting Outline* to outline your goals.



■ Use the *Teacher Growth and Goals Outline* to determine what resources are needed to accomplish them. Be sure to transfer this information to the long-range planning document.



■ Ask your advisory committee and principal for feedback on this plan.

Items to include in your growth plan:

■ **Specific growth and continuing education needs.** If you're building a new greenhouse for example, you may need to enroll in a facility management course.

■ **Ways to keep current with existing and emerging technologies.** Establish an internship with local agribusinesses on how they use technology in your area.

■ **Professional and summer conferences.** Review what opportunities exist at annual meetings and list those here, so you can tap into staff development funds or arrange for time off.



Commit to lifetime learning.

Take part in yearly professional growth opportunities where you sharpen skills, meet with peers and develop plans directly related to program challenges.

☐ Join your state and national teacher associations such as NAAE, which offer leadership and professional activities. Serve on state and national task forces.

☐ Stay informed by reading professional, education and agriculture publications.

☐ Enroll in courses, seminars, workshops or continuing education classes to update your credentials for recertification and gain new resources and ideas for teaching. List these in your professional growth plan.

Continued on page 6-4 ➤

*Make a commitment
to life-long
learning to help
you and your
students succeed.*

Use Portfolios to Track Growth and Achievement

Use portfolios to track and document your professional achievements and how you address program challenges. NAAE Executive Director Jay Jackman says the goal is for a teacher's portfolio to "become a growing, living, breathing document that expands each year." Use it in salary reviews, award applications and course registrations. Include these items:



Wm. Jay Jackman

■ Statement of program needs.

■ Program and professional growth plan and goals for improvement.

■ Evaluation plan on how you will know when the situation improves or you've reached success.

■ Data that documents successful implementation of your plan. Be sure to include:

- Journal entries.
- Samples of student work.
- Notes from continuing education courses.
- Teaching modules. (Put an extra copy in a three-ring binder or an expandable folder.)
- Newspaper articles that highlight program or professional successes.
- Positive comments from people who have used your teaching materials and support letters from parents or advisory members.
- Certificates or information on continuing education completed.

■ Summary of results or achievements.

Wm. Jay Jackman, Ph.D., (800) 772-0939

Parts excerpted from Checkley, K. (1996). "Teacher Portfolios, Tools for Improving Teaching and Learning," ASCD Education Update, December 1996. Copyright 1996 by ASCD. All rights reserved.

Teaching is a
rewarding career.
You've felt the
satisfaction of
helping students
believe in
themselves, instilling
a passion for
learning and helping
each develop their
talents.

Lifetime learning continued from page 6-3

- ☐ Develop an annual professional growth plan.
- ☐ Attend national professional meetings or conferences as well as those in your state and region.
- ☐ Keep school officials and community leaders informed of your professional improvement and growth activities.
- ☐ Watch announcements from universities, continuing education and technical institutions for course offerings that address your needs.
- ☐ Ask peers to review your teaching and classroom management.
- ☐ Develop a global vision and understanding of our increasingly international industry and society. Explore international opportunities such as travel, exchange programs and guest speakers.

Join Professional Organizations

For Gary Shaffer, **Graves County High School, Mayfield, Ky.**, involvement as an officer in the state vocational agricultural teachers' association has allowed him to do things he normally wouldn't get to do such as



Gary Shaffer

The single most
powerful thing
existing teachers
can do to
revitalize the
profession is identify
students who are
interested in
agricultural educa-
tion and are active
FFA members.



travel, attend workshops and tour other programs across the nation.

Results: "Sometimes you get in a rut about the job you're doing," he says. "Involvement provides a little excitement." Shaffer also gathers ideas for projects when he tours other agricultural facilities.

Gary Shaffer, (502) 247-6242



Revitalize the profession.

To ensure that future students will continue to benefit from agricultural education, you need to recruit students you think would be good teachers. Strive to recruit diverse students into agricultural education. You can help diversify the industry for the future.

Slightly more than 10,000 agriculture teachers are employed in the United States annually. Of that number, nearly five percent leave their teaching positions each year, requiring about 500 replacements. Currently, there are not enough qualified teachers graduating from undergraduate institutions to fill those positions.

Identify and Encourage Potential Teachers

The single most powerful thing existing teachers can do to revitalize the profession is identify students in the 10th grade who are interested in agricultural education and are active FFA members.

"Describe to them in positive ways what teaching is all about and bring them to a campus to visit faculty," says **Virginia Polytechnic Institute and State University** professor Dr. William Camp.

Results: In 1995-96, Virginia Tech saw the largest number ever of freshmen pursuing teaching careers through this simple technique alone.

Dr. William Camp, (540) 231-8188



Dr. William Camp



Here are ideas from teachers across the nation to help revitalize yourself and your program.

Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it:

- Schedule a few minutes at the end or beginning of the day to plan. Include a list of what you can delegate to students, alumni volunteers and other community partners.
- Learn to say “no” to activities that are not in sync with your mission.
- If you’re having problems prioritizing your values, write your ideal eulogy. This will help you understand how you want to be remembered by colleagues, students, your community and family.
- Track your progress and keep supporters informed by using an annual report. Besides serving as a public relations tool for school administration, community groups, and the media, it’s also a great personal pick-me-up device.
- Shy away from time wasters such as general chit-chat on the telephone. Write down important points to convey or questions to ask before you pick up the phone.
- Stick with tasks that are important to you. The next time you think about setting a job aside, consider all the hours you have already invested.

- Once or twice a year, keep a log of how you spend your time. You may unknowingly be wasting time on low priorities.

(Time waster items adapted from ABC’s of Time Management booklet, Dr. Gary Moore, North Carolina State University)

Commit to lifetime learning:

- Keep pace with new technology by offering to pilot test new courses or curriculum software, and present a workshop for other teachers

on the results and how you implemented them into the local program.

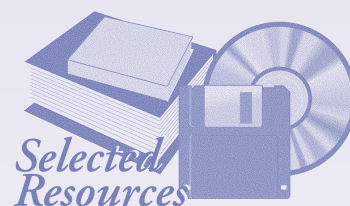
- Develop mentor relationships with teachers and agricultural professionals who can provide new ideas and teach you about new topics.
- Secure, from publishers and other commercial outlets, the latest instructional materials for review.
- Invite a CD-ROM vendor to display the latest interactive options available and provide a discount on your next purchase.
- Read the latest issues of professional and industry literature that pertain to subjects you teach.
- Use student surveys and questionnaires to evaluate your performance.
- Secure internships or shadowing experiences with local businesses to learn about new technology and subjects you teach. Spend a week working in a local agribusiness, doing all types of jobs. Develop a list of competencies and skills students need to know to secure jobs in those fields and incorporate them into the curriculum.
- Start a peer support network of three to five agriculture teachers in your area. Hold regular meetings outside school hours to share new techniques and resources to improve instruction and relieve stress.
- Videotape your presentations and then evaluate your performance by using the self-examination questionnaire to guide you in your assessment.
- Review the Honorary American FFA Degree application to provide motivation and set goals.

Revitalizing the profession by recruiting new teachers:

- Offer to let the students shadow you for a day.
- Participate in programs such as Food for America and Partners in Active Learning Support (PALS) that pair high school students with elementary or middle school children for mentoring activities.
- Give students teaching roles within your program. Help arrange teaching SAEs.

■ Arrange for students to sit in on an agricultural education course at a nearby university.

- Ask your local teaching institution if it conducts an orientation for students interested in teaching agriculture. If not, suggest that one be started and recommend that the campus agricultural education society send its newsletter to students you think are interested in teaching.
- Mentor students in your program who are interested in teaching. Involve them in the day-to-day operations of the program to give them a realistic understanding of professional expectations.



These resources are available for use in professional growth or recruiting students to teach. Specific publishers are listed in the back of this guide.

- *ABC’s of Time Management* (Dr. Gary Moore, North Carolina State University)
- *Enhancing Professional Practice: A Framework for Teaching* (ASCD)
- *Future Teachers Scholarship Program* (NAAE)
- *Get the Facts About Teaching Agriculture* (NAAE)
- *Agriculture Teacher’s Manual* (FFA)
- *Professional Growth Series workshops* (National Council for Agricultural Education)
- *Program Planning Guide for Agriscience and Technology Education* (Interstate)

Use these worksheets to revitalize yourself and your program:

- *Position Description*, 6-7.
- *Voluntary Quality Indicators Guide*, 6-8.
- *Self-Assessment Form*, 6-9.
- *Goal Setting Outline*, 6-10.
- *Teacher Growth and Goals Outline*, 6-11.
- *Annual Report Outline*, 6-12.





- How will you apply it to your program?
- What are your goals?

My Notes:

[illegible]

1. Create a vision for your program and teaching philosophy and develop a professional growth plan to accomplish it.
 - ☐ Develop a teaching mission and/or value and goal statements.
 - ☐ Every day, review your mission/values and goals to determine which tasks are priorities.
 - ☐ Regularly assess your teaching performance.
 - ☐ Use the *Annual and Long-Range Program Plan* document as a professional growth plan guide.
 - ☐ Create a growth plan and use a portfolio to track future success.
2. Commit to lifetime learning.
 - ☐ Join your state and national teacher associations such as NAAE.
 - ☐ Read professional publications.
 - ☐ Enroll in courses, seminars, workshops or continuing education classes.
3. Revitalize the profession and your program. Recruit students you think would benefit from agricultural education and be good teachers.



Position Description Agriculture Teacher

Position Description: To provide leadership and coordination for all students enrolled in secondary school agricultural education courses. To focus on excellence in classroom/laboratory instruction, supervised agricultural education experience and FFA student organization activities.

Position Purpose: To provide students with the opportunity to explore hundreds of career options available in agriculture and to assist them in planning for future careers, to train students with the technical skills needed to be successful in an agricultural career; to connect school with the real world of work through work-based learning experiences through supervised agricultural experience programs; to offer students the leadership and personal development training needed to succeed in a career including, but not limited to, teamwork, problem-solving, analysis and communications; to enable students to compete in the global economy by increasing international understanding; to empower communities through developmental projects that involve students, parents, business leaders, civic organizations, school leaders and others.

**Position
Responsibilities:**

1. Maintain an active advisory committee.
2. Coordinate and supervise the development and growth of an SAE by every agriculture student.
3. Provide an instructional program that meets the needs of students and agricultural industry.
4. Coordinate a strong FFA chapter that correlates with the instructional program and in which all agriculture students are members and participate.
5. Develop strong, positive relationships with key agricultural education partners including, but not limited to, the guidance counselor(s), principal, superintendent, vocational director, county extension service leaders, agribusiness leaders, parents and other teachers.
6. Develop a year-round calendar of activities that is approved by local school administrators. The calendar should include: SAE visits, FFA activities, professional development opportunities, agribusiness visits, etc.
7. Join and be actively involved in various professional and civic organizations to ensure personal and professional growth.
8. Develop and maintain a library of educational resources, textbooks, curriculum guides and other related resources to enhance their performance as a teacher.
9. Provide career guidance for students interested in career opportunities in agriculture.
10. Develop strong marketing, recruitment, retention and public relations efforts for encouraging all students to consider enrolling in agricultural education and joining FFA.
11. Highlight student and program achievements for the local media, parents, school administrators, etc.
12. Maintain an accurate inventory of equipment and supplies for the department.
13. Ensure that all federal and state safety standards are met in the agricultural education facility.

Qualifications: Must be fully or provisionally certified to teach agriculture.

Salary/Benefits: Based upon education and teaching experience in accordance with state guidelines.

Voluntary Quality Indicators Guide

Teachers: Continuous improvement of agricultural education programs is critical in maintaining a competitive advantage in today's educational environment. Use this *Voluntary Quality Indicators Guide* as a tool for self-checking your program and identifying areas that need improvement.

Quality Indicators	Rating				
Instruction	High		Low		
1. Curriculum taught meets student needs.	A	B	C	D	E
2. Curriculum taught reflects career opportunities in agriculture.	A	B	C	D	E
3. Student enrollment is above the 12 student minimum in all courses.	A	B	C	D	E
4. Student enrollment is reflective of student population diversity.	A	B	C	D	E
Supervised Agricultural Experience					
1. All agriculture students have an SAE.	A	B	C	D	E
2. All agriculture students with SAE's are visited at least once per year.	A	B	C	D	E
3. SAE's are diverse (placement, ownership, on-campus, exploratory, etc.)	A	B	C	D	E
FFA					
1. All agriculture students are FFA members.	A	B	C	D	E
2. FFA membership reflects the diversity of the school population.	A	B	C	D	E
3. Chapter conducts 10 or more local activities per year.	A	B	C	D	E
4. Chapter annually participates in state/national activities.	A	B	C	D	E
5. Chapter completes the National Chapter Award short-form each year.	A	B	C	D	E
6. Chapter is regularly covered by the local media.	A	B	C	D	E
Agriculture Teacher					
1. Teacher is certified to teach agricultural education courses.	A	B	C	D	E
2. Teacher participates in 3 or more professional development activities/year.	A	B	C	D	E
3. Teacher is a member of the agricultural education professional organizations.	A	B	C	D	E
4. Teacher presents a positive and professional public image.	A	B	C	D	E
5. Teacher has developed a strong positive relationship with local school administrators, parents, agribusiness leaders, civic clubs, etc.	A	B	C	D	E
6. Teacher provides administrators with a year-round plan of work/activities including: FFA/SAE activities, teaching plan, inservice workshops, etc.	A	B	C	D	E
Facility/Equipment/Supplies					
1. Program facility and equipment meets all federal and state safety standards.	A	B	C	D	E
2. The ratio of students to teachers per class is within safety code.	A	B	C	D	E
3. Teacher maintains an accurate inventory of equipment/supplies.	A	B	C	D	E
4. Teacher submits regular requests for equipment and improvements to the administration.	A	B	C	D	E
Community Relations/Involvement					
1. An active, well-balanced advisory committee is in place and conducts regular meetings.	A	B	C	D	E
2. A strong alumni group for the agricultural education program is in place.	A	B	C	D	E
3. The agricultural education program conducts at least one community service and/or development project per year.	A	B	C	D	E

Source: Marshall Stewart, state coordinator of agricultural education, North Carolina

Self-Assessment Form

Teachers: By analyzing the planning and delivery of your teaching methods, you can improve. Be honest. Copy this form and use it periodically to ask yourself how you're doing after class or laboratory activities.

1. What part of the lesson did you feel good about?

2. How can you duplicate this success in the future?

3. Did you have any problems today? If so, what were they?

4. How did you solve the problems you experienced?

5. How might your strategy be improved?

6. What, if anything, can be done to avoid these problems in the future?

7. Where can you go to for help in solving these problems?

8. Did you accomplish what you had planned to accomplish? If not, what kept you from doing so?

Source: Dana Wood, agriscience teacher, Hastings, Michigan, *New Teacher Owner's Manual*.

Goal Setting Outline

Teachers: Identify your professional weaknesses, needs and wants. Based on these, write up to ten professional goals.

Questions to determine your major professional goals (must be answered yes):

1. Is it really my goal?
2. Is it morally right and fair?
3. Are short-range goals consistent with long-range goals?
4. Can I commit myself to completing the project?
5. Can I envision reaching this goal?

List of professional goals:

1. (Example) Obtain my master's degree and administrative certification.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

When you accomplish a goal, establish a new goal to take its place on the list.

Source: *New Teacher Owner's Manual*

Teacher Growth and Goals Outline



Building quality programs and putting school-to-career in action

Teachers: Use this sheet to set professional growth goals and develop next steps. Use a separate sheet for each of your goals.

Goal: _____

Target date: _____

Obstacles to overcome:



People or groups who can help:



Skills, knowledge or continuing education needed:



Action plan (what needs to be accomplished each week, month, annually):

<u>Things to Do</u>	<u>Resources Needed</u>	<u>Timeline</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Benefits for program, organization or self: _____

Benefits to others: _____

Annual Report Outline

Teachers: Develop an annual report for your program with the information highlighted below. Report program achievements by sending a copy to key partners: principals, superintendent, school board members and counselors.

- I. Overall Agricultural Education Program**
 - Include goals or objectives of your department with a general description of the program.
- II. Achievements of the Local FFA Chapter and Agriculture Department**
- III. Course Descriptions and Outlines**
 - Provide a detailed description and outline for each course taught to show program direction.
- IV. Enrollment by Classes**
 - Include breakdown of courses taught and number of students enrolled in each.
- V. Advisory Council**
 - List of members, meeting dates, and year's accomplishments.
- VI. FFA Chapter Membership**
 - List chapter officers and breakdown of membership: number of freshmen, sophomores, juniors, seniors and graduates.
 - List percentage of graduates who pursue post-secondary agriculture degrees and careers.
- VII. FFA Alumni Membership**
 - List alumni officers, total number of members, purpose and year's objectives.
- VIII. Supervised Agricultural Experience Programs**
 - List the total number of programs, breakdown of production vs. non production, number of SAE program visits and types of cooperative, entrepreneurial, exploratory, placement and other programs.
 - Give total annual income of all students' SAE programs.
- IX. Activities**
 - List the calendar of yearly activities including FFA activities and teacher activities.
- X. Professional Improvement of Agriculture Instructor**
 - List of workshops, conferences and inservice activities attended.
- XI. Planned Summer Activities**
 - A monthly calendar with a listing of activities planned.
- XII. Supplemental Funding**
 - Overview of number of dollars per year, amount received, items purchased and future plans.
- XIII. Conclusion**
 - Focus on year's accomplishments and goals for future, new curriculum changes, facility or structure improvements and other program elements.

Source: Dana Wood, agriscience teacher, Hastings, Michigan, *New Teacher Owner's Manual*.



The following topics are covered in the Appendix

- 1 National Council for Agricultural Education*
- 2 Agricultural Education Related Organizations*
- 3 National FFA Organization
■ Resources*
- 4 Key Professional Publications*
- 5 NAAE*
- 6 Internet Web Site Addresses*
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Please Note: While this guide is intended to give you basic tools for local program success, it is not all inclusive. Check with your state office for additional resources, ideas and state-specific information.

National Council for Agricultural Education

1410 King St., Suite 400
Alexandria, VA 22314
Tel: (703) 838-5881; (800) 772-0939
Fax: (703) 838-5888
Website: <http://www.agedhq.org/council.html>

Executive Director
Dr. Rosco C. Vaughn

Selected Council Resources

Telephone Orders: (888) 332-2668
Fax Orders: (800) 366-6556

- Animal Welfare instructional materials (AW)
- Applied Environmental Science instructional materials (ENVIRON)
- Aquaculture Species Manuals (AQ-CURR-W/NB)
- Beef Marketing (BEEF)
- Decisions & Dollars instructional package (DD)
- Equine Science instructional materials (EQUINE)
- Focusing on Agricultural Issues instructional materials (AGISSUES)
- Food Science, Safety and Nutrition instructional materials (FOODSCI)
- Global Vision instructional materials (GLOVIS)
- Maximum Economic Yield/No-Till Ag instructional materials (MEY/NOTILL)
- Professional Growth Series workshops
- SAE Experiencing Agriculture Handbook (SAE-HDBK)

Related Agricultural Education Organizations

State Agriculture in the Classroom

Contact your state office for information.

American Association for Agricultural Education

Vernon D. Luft, President
Department of Curriculum and Instruction
282 College of Education
University of Nevada
Reno, NV 89557-0214
Tel: (702) 784-6300
Fax: (702) 327-5220
E-mail: luft@unv.edu

National FFA Alumni Association

Gene Starr, Executive Director
P.O. Box 68960
Indianapolis, IN 46268-0960
Tel: (317) 802-4244
Fax: (317) 802-5244
E-mail: gstarr@ffa.org
Website: <http://www.ffa.org>

National Association of Supervisors of Agricultural Education

Bob Heuvel, State FFA Advisor
High School Division, Agricultural Education
California Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814-4785
Tel: (916) 657-5388
Fax: (916) 657-3267
E-mail: bheuvel@cde.ca.gov

National Young Farmer Educational Association

Gordon Stone, National Executive Director
P.O. Box 20326
Montgomery, AL 36120
Tel: (334) 288-0097
Fax: (334) 288-0097



A national partnership for excellence
in agriculture and education.

*The mission of The Council is to
provide leadership, coordination
and support for the continuous
improvement and diversity of
agricultural education.*



*Summer inservices on Council
resources such as aquaculture
are available through the
Professional Growth Series (PGS).
State inservices are scheduled
by PGS trainers and state
agricultural education leaders.*

*Agricultural Education prepares
students for successful careers
and a lifetime of informed
choices in the global
agriculture, food, fiber and
natural resources systems.*

Postsecondary Agricultural Education

Kimberly Perry, Executive Director
P.O. Box 221897
Sacramento, CA 95822
Tel: (916) 395-5697
Fax: (916) 395-5699
E-mail: kperry@ednet.cc.ca.us

National FFA Organization

P.O. Box 68960
Indianapolis, IN 46268-0960
Tel: (317) 802-6060
Fax: (317) 802-6061
Call Center: (800) 366-6556

Website: <http://www.ffa.org>

To contact National FFA Staff, go to
www.ffa.org and click on "Who's Who."

National FFA

Online



FFA makes a
positive difference in
the lives of
students by
developing their
potential for **premier**
leadership,
personal growth and
career success
through agricultural
education.

Professional Publications

Monday Morning Monitor
1410 King St., Suite 400
Alexandria, VA 22314
(703) 838-5881

The Agricultural Education Magazine
Dr. Rosco Vaughn, Business Manager
National Council for Agricultural Education
1410 King St., Suite 400
Alexandria, VA 22314
(800) 772-0939

FFA Advisors Making a Difference
P.O. Box 68960
6060 FFA Drive
Indianapolis, IN 46268-0960
(317) 802-6060

FFA Alumni New Visions
P.O. Box 68960
6060 FFA Drive
Indianapolis, IN 46268-0960
(317) 802-6060

Journal of Agricultural Education
Texas A&M University
FE Box 2588
College Station, TX 77843
(409) 845-6601

NAAE News & Views
1410 King St., Suite 400
Alexandria, VA 22314
(800) 772-0939

Update
P.O. Box 68960
6060 FFA Drive
Indianapolis, IN 46268-0960
(317) 802-6060



For a complete listing of agricultural education resources, go to www.ffa.org

Selected FFA Resources

Telephone Orders: (888) 332-2668
Fax Orders: (800) 366-6556

- Achievement Certificate (ACHCERT)
- Advisor's Guide to the FFA Student Handbook (AGSH)
- Agricultural Education...Investing in our Future brochure and video (V-AE)
- Agricultural Issues: Food Safety video (AIFS)
- Agricultural Issues: Global Vision instructional kit and video (GLOVIS)
- Agricultural Issues: Water Quality video (AIGWS)
- Agriculture's New Professionals video (V-ANP)
- Agriculture: An Industry Too Big To Ignore brochure (AATB)
- Agriscience Fair Rules
- American Degree Handbook (AFDH)
- Bridging Horizons, an FFA Advisor's Guide to FFA Involvement for Members with Disabilities (BHAG)
- Building Tomorrow video (BUILDING)
- Career Development Event Handbook (CDEH)
- CDEs Career Success for the Future video (CDESUCCESS)
- Chapter Leadership Development video (NLW-COD)
- Chapter Planning and Recognition: A Student Handbook (NCAH)
- Chronicle Agricultural Occupations Guidebook (CAOG)
- Circle of Life: Using Biotechnology to Improve Agriculture Worldwide booklet (COL)
- Create a Reaction agriscience video (ASRP)
- Culminating and Enabling Expectations for Selected National FFA Activities (available through the FFA Student Services Team)
- Discovering An Agricultural Biotechnology Career That May Be For You brochure (DABC)
- Discover World Class Opportunities in FFA brochure (DWCOFFA)
- Educator's Guide and the Agricultural Biotechnology: A World of Opportunity video (EDUGDE)
- Exploring FFA Opportunities video (NLW-EO)
- FFA Week Envelope Stuffer/Fact brochure (WK-6-97)
- FFA Advisor's Public Relations Guide (AGPR)
- FFA Alumni Manual (In development)
- FFA New Horizons magazine (In Stock)
- FFA: Preparing for the Future video (NLW-PFF)
- FFA Selling and Fund-raising Guide
- FFA Student Handbook (NSTH)
- Food For America Program instructional materials (FKIT-N)
- Get in the Game Poster (GG)
- Hormel Computing Slide for Scoring Career Development Events (HCSS)
- Videos:
 - Goal Setting (GSV)
 - Self-Motivation (SMV)
 - Teamwork (TMV)
 - Self-Esteem (SEV)
 - Leadership (LDV)
 - Communication Leadership (CMV)
- Instruction to Parliamentary Procedure video (PARPRO-VHS)
- Keeping Your Head Above Water: Strategies for Marketing Your Program
- Leadership for a New Millennium recruitment materials
- Livestock Judging: Market Hog Evaluation video (HOGS-VHS)
- Make It Happen recruitment materials and video (MIH-FFA)
- Marketing: It's More Than You Think Video (AP)
- Middle Grade Agricultural Leaders's Guide (MSG)
- National FFA Career Development Event Questions and Answers (NCQ)
- National FFA Horse Selection Career Event Training video (HSCTV)
- New Teacher Owner's Manual (In development)
- Official FFA Manual (OM)
- Open A Promising Future For Students promotional materials (with school counselor insert) (OPFS-SCN)
- Open Door career brochure (ODB)
- PALS Activities Handbook (PALSAH)
- PALS Brochure (PALBROCHURE)
- PALS Handbook (PALSTK)
- PALS Promotional Posters (PALONE—horizontal and PALST-VO—vertical)
- PALS Video: An Introduction (V-PP)
- Proficiency Award Handbook (PAH)
- Project Growth recruitment posters (RP)
- Promoting Programs By Building Partnerships handbook (PDH)
- Retail Cut Identification Video
- SAE Handbook (SAEHDBK)
- SAE, It's More Than You Think video (SAE-V-92)
- School-to-Career Solution brochure (SCS)
- Think About It career brochure
- Why Not? brochure (CB)



Most of the FFA resources are available through the FFA Official Chapter Catalog and the Agricultural Education Resources supplement.



National Association of Agricultural Educators (NAAE)

1410 King St., Suite 400
Alexandria, VA 22314
Tel: (703) 838-5881; (800) 772-0939
Fax: (703) 838-5888
E-mail: naae@teamaged.org
Website: <http://www.teamaged.org>

Executive Director
Wm. Jay Jackman, Ph.D.

Resources/Professional Development

- Get the Facts About Teaching Agriculture flyer
- Future Teachers Scholarship Program (sponsored by The Florida Department of Citrus)
- Legislative Guide
- Internet Guide (for accessing Internet and World Wide Web)

Annual summer professional development workshops:

- Floral Design and Greenhouse Management (Stuppy Greenhouse Manufacturing, Inc.)
- Livestock Feeding and Management (Kent Feeds, Inc.)
- Commercial Greenhouse Construction and Operation (Hummert International)
- Biotechnology (American Cyanamid Company Agricultural Products Division)
- Forward Pricing Livestock (Chicago Mercantile Exchange)
- Agriculture Science and Technology (Pioneer Hi-Bred International, Inc.)
- MarketSmart Seminars (Chicago Board of Trade)
- Agricultural Equipment Service Training (Case Corporation)
- Welding Technology (The Lincoln Welding Company)
- Air Cooled Gasoline Engine Training (Briggs & Stratton)
- Ranch Management (Red Canyon Ranch and The Nature Conservancy)

Instructional Materials:

- George Washington: Agricultural Pioneer
- Risk Management (forthcoming)

Professional development workshops at various regional and national conferences

Regional leadership conferences and national convention for teachers

National awards for teaching excellence sponsored by industry:

- Outstanding Agricultural Education Teacher Awards (New Holland)
- Outstanding Agricultural Education Program Awards (Case Corporation)
- Postsecondary All-Star Team Recognition
- Outstanding Young Member Awards (John Deere)
- Ideas Unlimited Awards (Pfizer Animal Health)



The mission of NAAE is... "Professionals providing agricultural education for the global community through visionary leadership, advocacy and service."



NAAE recognizes its members annually for excellence in teaching through four award programs. It also offers a variety of professional development workshops. For more information call (800) 772-0939.

Internet Web Site Addresses

Be sure to type <http://> before all web site addresses.

@gricuture Online
www.agriculture.com

Agriculture Information Services
www.aginfo.com

Agigator
gnv.ifas.ufl.edu/www/agator_home.htm

American Crop Protection Association "Ag on the Internet"
(links to agriculture-related web sites)
www.acpa.org/public/interest/interest.html

Career Magazine
www.careermag.com

Center of Education and Work
www.cew.wisc.edu

Dairy Industry
www.moomilk.com/

Environmental Careers Guide
www.princeton.edu/~rcurtis/careeroe.html

Farm Bureau
www.fb.com/

Cooperative State Research Education and Extension Service
www.reeusda.gov/

Livestock Virtual Library
www.ansi.okstate.edu/library/

Matt Raven's Homepage—series of agriculturally related web sites links
www2.msstate.edu/~raven/ag/aglinks.html

National Council for Agricultural Education
www.council@ffa.org

National FFA Online
www.ffa.org

National 4-H Council
www.fourhcouncil.edu/

University Council for Vocational Education
www.ed.uiuc.edu/

U.S. Department of Agriculture
www.usda.gov

Virtual Library for Integrated Pest Management
ipmwww.ncsu.edu/cipm/Virtual_Center.html



Resources for Agriculture Teachers

A.C. Burke & Co.
2554 Lincoln Boulevard, Suite 1058
Marina Del Rey, CA 90291
(310) 574-2770
* Horticulture books, software, videos

AAVIM
220 Smithonia Road
Winterville, GA 30683
(800) 228-4689
* Software, video, books, materials on work-based learning

Academic Press, Inc.
525B Street, Suite 1900
San Diego, CA 92101-4495
(800) 228-4689
* Textbooks

Ag Ed Network
137 South Main Street
West Bend, WI 53095
(800) 334-9779; (612) 633-3170
* Internet agricultural instructional units

Agri-Education, Inc.
P. O. Box 497
Stratford, IA 50249
(515) 838-3000
* Software—farm and food series

American Association of Nurserymen
1250 I Street, NW, Suite 500
Washington, DC 20005
(202) 789-2900
* Horticulture and landscaping materials

American Media Corporation
490 University Avenue
West Des Moines, IA 50266-6769
(800) 262-2557
* Business management books, videos, CD-ROMs

ANR Publications, University of California
6701 San Pablo Avenue
Oakland, CA 94608-1239
(510) 642-2431
* Integrated Pest Management materials

Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314
(800) 933-ASCD
Web Site: <http://www.ascd.org>
* Curriculum such as *Multiple Intelligences*, manual on program planning *Enhancing Professional Practice*

Biomat
5200 W. 94th Terr.
Prairie Village, KS 66207
(800) 377-3527
* Fundraising through seeded mats

Brainstorms
8221 Kimball
Skokie, IL 60076-2956
(800) 231-6000
* Science kits, games, T-shirts, unique gadgets

Brodhead-Garrett
P. O. Box 8102
Mansfield, OH 44901-8102
(800) 321-6730
* Supplies, applied academics, wood and metal working

Career Portfolio

Contact the National Occupational Information Coordinating Committee at (202) 653-5665 for state office information.
* Career portfolios

Carolina Biological Supply

2700 York Road
Burlington, NC 27215
(800) 334-5551
* Science books, lab materials, videos, software

Chicago Mercantile Exchange

30 South Wacker Drive
Chicago, IL 60606-7499
(800) 331-3332
* Commodity futures and options

Cornell Instructional Materials Service

420 Kennedy Hall
Ithaca, NY 14853
(607) 255-9252
* Books, slides, videos, agriscience topics

Curriculum and Instructional Materials Center

1500 West Seventh Avenue
Stillwater, OK 74074-4364
(800) 654-4502
* Instructional packets, videos

Curriculum Materials Service

The Ohio State University
254 Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210-1067
(614) 292-4848
* Exploratory lab kits; self-study programs; record books, plant and animal, research/ placement situations; books: *Discovering Learning Preferences and Learning Differences in the Classroom*

Delmar Publishers

P. O. Box 15015
Albany, NY 12212-5015
(800) 354-9706
info@delmar.com
* Books, CD-ROMs

Diamond Farm Book

Box 537, Department TD
Alexandria Bay, NY 13607
(800) 481-1353
* Textbooks, videos, small animal materials

Diversity/Teamwork Materials

Gary Heusel
114 Agricultural Hall
University of Nebraska Lincoln
Lincoln, NE 68583-0700
(402) 472-9009
E-mail: fhvd001@unlvm.unl.edu
* *Many Faces, One People* diversity curriculum

Drew Educational Systems

P. O. Box 2941
Costa Mesa, CA 92628-2941
(714) 651-8723
* Videos on careers, construction, cattle, video field trips, forestry

EBSCO Curriculum Materials

Box 281
Chelsea, AL 35043-0281
(800) 633-8623
* Careers software, test reviews, special needs materials

Energize, Inc.

5450 Wissahickon Avenue
Philadelphia, PA 19144
(215) 438-8342
* *The Volunteer Recruitment Book*; volunteer and organizational management materials

ESI Resource

2875 Sampson Ave.
Corona, CA 91719-6171
(909) 371-3901; (800) 422-4686 (outside Calif.)
* *True Colors* self-assessment program

Forestry Suppliers, Inc.

P. O. Box 8397
Jackson, MS 39284-8397
(800) 647-5368
* Forestry supplies, environmental equipment

Gempler's

P. O. Box 270
Mt. Horeb, WI 53572-0270
(800) 382-8473
* Supplies, safety clothing

Hobar Publications

1234 Tiller Lane
St. Paul, MN 55112
(612) 633-3170
* Books, software, videos, mechanics lab materials

Instructional Materials Laboratory

University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 669-2465
* Career, school-to-work, teacher resources

Instructional Materials Service

F. E. Box 2588
College Station, TX 77843-2588
(409) 845-6601
* Instructional units, slides, videos, agri-literacy

Interstate Publishers, Inc.

P. O. Box 50
Danville, IL 61834-0050
(800) 843-4774
* Books: *Methods of Teaching Agriculture* and *Program Planning Guide for Agriscience and Technology Education*, activities, manuals

Intercultural Press, Inc.

P. O. Box 700
Yarmouth, ME 04096
(800) 370-2665; fax: (207) 846-5181
* Books dealing with the process of adaptation

John Deere Publishing

John Deere Road
Moline, IL 61265-8098
(800) 522-7448
* Books on agribusiness management, machinery operation, maintenance, servicing

Multistate Academic and Vocational Curriculum Consortium (MAVCC)

1500 West Seventh Avenue
Stillwater, OK 74074-4364
(800) 654-3988
* Instructional packets, videos, power units, natural resource instructional materials

NASCO

901 Janesville Avenue
Fort Atkinson, WI 53538
(414) 563-2446
* Teaching aids for agriscience curriculum, agricultural supplies and games, books, videos, software

National Audiovisual Center

8700 Edgewater Drive
Capitol Heights, MD 20743-3701
(301) 763-1891
* Videos: agriculture, biology, education, safety and general science

National Education Service

1610 W. Third Street
Bloomington, IN 47402
(800) 733-6786; (812) 336-7700
Web Site: <http://www.nes.org/>
* Publications, videos and staff resources such as *Building Cultural Bridges* curriculum.

Research for Better Teaching, Inc.

56 Bellows Hill Road
Carlisle, MA 01741
(508) 369-8191
24-hour phone-mail service: 508-369-2294
* Books such as *The Skillful Teacher*, *Building Your Teaching Skills*

Simulation Training Systems

P.O. Box 910
Del Mar, CA 92014
(800) 942-2900; fax: (619) 792-9743
Web Site: <http://www.stsintl.com/>
* Instructional materials; simulation programs that help students accept diversity

Visual Education Productions

California Polytechnic State University
El Corral Bookstore
San Luis Obispo, CA 93407
(800) 235-4146
* CD-ROM, laserdiscs, software, videos

Venard Films, LTD

P. O. Box 1332
Peoria, IL 61654
(309) 699-3911
* Free loan films and slides

Vocational Agriculture Services

1401 S. Maryland Drive
University of Illinois
Urbana, IL 61801
(217) 333-3871
* Agriscience kits, photo CD-ROMs, digital slide sets, film strips and slide sets

Wadsworth Publishing Company

Belmont, California 94002
* Books such as *Reading to Learn in the Content Areas*

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*Community-Based
Program Planning
will help you make
the final decisions
when planning
your program.*

**The following topics are covered in Chapter P
Community-Based Program Planning**

Steps to Success

- 1 *Involve key partners in the process.*
 - *The Purpose of Program Planning.*
- 2 *Develop a shared vision for your program.*
 - *Tips for Building a Vision.*
 - *Benefits of a Vision.*
 - *Sample Visions.*
- 3 *Create action plans to fulfill your program's vision.*
 - *Strategic Planning Tips.*
 - *Sample Strategic Planning Goals.*
- 4 *Implement your plan.*
 - *Follow-up Activities.*

Selected Resources

Action Plan

Other Tools

Chapter P

Community-Based Program Planning

Like most teachers, you probably have a daily schedule filled with competing demands:

- classes to teach,
- assignments to grade,
- FFA activities to supervise,
- SAE programs to visit,
- parent conferences to attend, and
- family and community activities to enjoy.

These competing demands also bring competing voices. It seems as if everyone has an opinion on the best way to run the agricultural education program. You probably receive advice from administrators, parents, other teachers, advisory members and many other groups—each with their own priorities and expectations.

However, these groups do not have to make the final decisions as you do. Ultimately, you must decide what to do within the limits of budgets, personnel and time. These decisions may affect program tasks and priorities as well as cause you to drop some of the suggestions received from these contributing groups. This situation often creates friction.

What is the ideal situation? Get everyone to agree on priorities and then work toward that goal.

As impossible as that may seem, there is a way to accomplish it.

Program Planning can help you:



Create a *vision of the future* for your agricultural education program.



Develop a plan to *achieve that vision* through strategic planning.



Implement the strategic plan to create an agricultural education program that *meets future* industry, community and educational *demands*.

Through the three program planning phases—visioning, strategic planning and implementation—you can work with key partners to develop an agricultural education program that meets future demands.

Planning your program is most likely the last thing on your mind after a busy day. This chapter focuses on this first key in building a quality local program by helping you engage the local community and school officials in determining what needs to be taught and what direction the program needs to take. Many teachers across the nation have benefited from program planning.



This chapter on community-based program planning outlines several strategies to help you

- 1 Involve key partners in the process,
- 2 Develop a shared vision for your program,
- 3 Create action plans to fulfill your program's vision, and
- 4 Implement your plan.

Rather than trying
to predict what
will happen, the
best course of
action is to
establish a vision
of the future you
desire and
develop strategies
to achieve that
future, taking into
account the forces
of change.

Involve key partners in the process.

Involving diverse groups from the community will strengthen your program planning process. There are many ways to involve the community, including using advisory committees. However, bringing together an advisory committee does not ensure success in prioritizing competing demands. Here are some tips:

- Identify people from every facet of your community's geography, demography, ethnicity and business interests to take part in the process.
- Locate people with a proven track record of supporting your program, but also include groups representing many diverse viewpoints in your discussion, especially program critics, to understand their areas of concern.

- Invite a variety of stakeholders (partners) to participate in the process early to enable them to share in the results and allow you to create partnerships to put your vision and plan into action. Be sure to include these partners:

- alumni members
- parents
- students
- business and industry
- school administrators

For ideas on who else to invite, refer to the *Partner Priority List*.



- Be sure that all participants, especially external partners, understand the purpose of community-based program planning (See inset below). Explain your program's purpose to those partners unfamiliar with agricultural education.
- Keep partners aware of developments and include them in any final presentation of the vision and plan.
- Remember that not everyone you have identified to participate has to be, and may not want to be, involved with every phase of the visioning and planning process.

The Purpose of Program Planning

It is difficult to plan for the future because we cannot know what to expect. Relying on past experiences can serve as a guide for planning when operating in a stable environment. In today's world where changes occur daily, this type of planning can leave us unprepared for future opportunities.

Consider the changes we have seen in agriculture, education and agricultural education in the past few years:

- increased crop and livestock yields,
- population growth,
- genetic engineering and biotechnology,
- economic globalization and the international marketplace,
- advanced sustainable agriculture,
- advances in computers and communications,
- diversity of students enrolled,
- block scheduling and many others.

Based on the past, agricultural educators can expect many more changes in coming years, but no one can predict what those changes will be.

It is tempting in this situation either to ignore the likelihood of future changes or to assume it is possible to predict and plan around them. Both of these methods will probably fail—the first because of the increasing speed of change and the latter because there is no single future to predict.

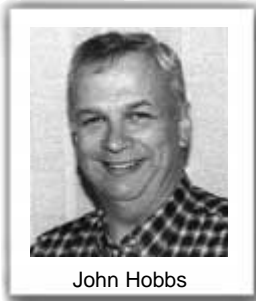
The methods outlined in this chapter on community-based program planning provide a more effective approach for dealing with high levels of change and uncertainty by outlining an organized study of future opportunities and challenges.

The other six keys to success outlined in this guide provide the framework around which to build a total quality program based on the community-based planning process.

Advisory Council Provides Feedback

McDonald County, Mo., instructors John Hobbs and Richard Roller used their local advisory council as the focal group to conduct their program planning meetings.

In addition, they invited administrators, board of education members, a large poultry processor, several



John Hobbs

agribusiness representatives and others such as a local bank lender and lumberyard owner who normally have not been involved with the program.

To start the first meeting, the 20 or so participants reviewed a video entitled, *Agricultural Education Wakeup Call*, to acquaint themselves with their task and to

begin discussion of the state's enrollment and program development trends. The teachers used a modified version of brainstorming activities they learned about in Missouri area workshops.

Participants were given 40 index cards and asked to respond to the following topics. They also discussed and prioritized their responses.

- List three changes in agriculture in the year 2020.
- What skills will agricultural employees need in the year 2020?
- How can agricultural education better prepare students with those skills needed in the year 2020?
- What type of resources are necessary to conduct an improved program and how can we obtain them?

In the second meeting, participants took the top priorities and established goals related to the agricultural education program and school.

Results: Teachers plan to conduct another meeting to evaluate the options the group proposed to better serve the program's and students' future needs. Because of the process, a local business donated 15 computers to address a department technology need. "Sometimes we fail to see resources available in our community," Roller says. "The donation wouldn't have happened if we hadn't gone through the process."

Richard Roller, (417) 845-3322, ext. 116

Investing time will help answer some fundamental questions about your program's purpose, meaning, direction and reasons for existence.

Process Allows Program to Reap Big Dividends

Diana Collingwood of South Dade Senior High School participated in the initial community-based program planning process conducted in Florida. The state's Agribusiness and Natural Resources Education Program Manager Belinda Chason notes that "Diana assembled a diverse group of enthusiastic stakeholders that developed a shared vision, mission and goals which they were proud to champion."

The vision, mission and goals generated at the workshop challenged the program and community to develop opportunities and seek the

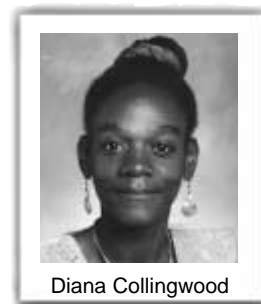
means to achieve them.

Seizing the moment, Collingwood used her program's new vision, mission and goals to complete a \$74,000 grant proposal that was funded recently. The funding allowed her to develop a tissue culture program and to acquire fish tanks for a new aquaculture facility. Like many agriculture programs, South Dade's facilities were not a perfect model. For example, the program had a classroom only equipped with one electrical outlet.

Results: Inspired by the new vision and the \$74,000 grant, high school administrators agreed to update the facilities to accommodate the

new equipment and curricula. Collingwood says it was much easier to gain community support with a well-developed vision, mission and goals.

Diana Collingwood, (305) 247-4244



Diana Collingwood

"The well-developed vision, mission and goals made it much easier to gain community support and secure a \$74,000 grant."

Visioning can also be expressed through the words of visionaries like Alan Kay and Peter Drucker:

"The best way to predict the future is to invent it."



Develop a shared vision for your program.

Rather than trying to predict what will happen, the best course of action is to establish a vision of the future you desire and develop strategies to achieve it, taking into account the forces of change.

A **"vision"** is a compelling statement of the preferred future that those who develop and subscribe to it want to create," according to the *Guidebook for Community-Based Program Planning* (published by the National Council for Agricultural Education).



Visioning in its simplest form is studying the many alternative futures you may encounter so that you know how to better shape the one you desire. Visioning allows you to look closely at these two areas:

- what might happen (alternative futures).
- what you want to happen (the preferred future).

Tips for building a vision:

- ☐ Make it achievable within a specific time frame.
- ☐ Develop one that expresses the ideal situation—what you are striving to become, why you do what you do and what will come of your efforts.
- ☐ Focus the group on its task to develop a clear vision.
- ☐ Base your vision on a common goal that brings people together to achieve it.
- ☐ Include the highest aspirations for what you believe is possible.
- ☐ Adopt a vision that reflects truly shared aspirations that are a product of this process.

Vision Energizes Race for the Moon

To illustrate the elements of a vision, Robert Olson, research director for the Institute of Alternative Futures, shares this story:

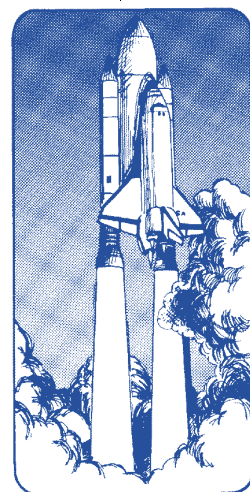


Robert Olson

"In May 1961, President John F. Kennedy declared, 'We will put a man on the moon and bring him back

in this decade.' Initially, many considered it impossible. Gradually, however, discussions moved from 'it can't be done' to 'what has to be done to make this a reality?' Different groups working on the project began to combine the best of their approaches to produce better solutions. Diverse groups with dissimilar—even conflicting—interests found a common ground on which to build alliances that focused on 'the possibility.' Thousands of processes came together, new technologies emerged, former assumptions fell by the

wayside...and in 1969 a man walked on the moon. President Kennedy had no plan for getting to the moon. He had no idea of how to get there, and he did not even propose a process for planning how to get there. What Kennedy did was articulate a vision that [energized] an entire country and aligned the efforts of tens of thousands of people."



Benefits of a Vision

Using a vision to begin your planning efforts will help:

- Focus everyone on the long-term aspirations, not just the issues of the moment.
- Forge agreement between stakeholders on what is truly important to the program.
- Provide new direction and excite action by clarifying priorities.
- Manage conflicts or problems in your program as they arise by allowing you to refocus on priorities.
- Motivate people to work together to achieve a common goal.
- Allow you to explore trends that are already underway to better understand probable future changes.

Sample Visions

Below are some examples of vision statements developed by corporations, entertainment companies and charitable institutions. Each statement contains certain elements of a successful vision as highlighted earlier under step two.

McDonald's

McDonald's vision is to be the world's best quick service restaurant experience.

Cyanamid

To be the premier crop protection products company in the industry.

Disney

Disney's overriding objective is to create shareholder value by continuing to be the world's premier entertainment company from a creative, strategic and financial standpoint.

Habitat for Humanity

To eliminate poverty housing around the world.

Here are a few vision statements developed by local stakeholders (partners) like yourself for agricultural education programs in their communities:

Middlesex County Consortium

Through active working partnerships, establish an Agriscience Center whose function would be to develop, market and provide instruction in a comprehensive Agriscience curriculum encompassing K-Adult with a twelve month secondary program.

New Jersey

Agriculture is a dynamic and vital aspect of New Jersey society with a foundation rooted in educational excellence and the practical application of knowledge and resources. Premier educational programs in food, agriculture and natural resources that provide career opportunities and a positive quality of life shall be recognized, supported and promoted as a foundation for agriculture's future.

Georgia

To be a premier learning system that delivers agricultural environmental and leadership programs and services.

Write below the vision statement that you've developed for your program through this process.

_____ vision statement
(name of your program)

The strategic planning process establishes a plan of action by considering carefully all of the forces acting on your program, both internally and externally.



Create action plans to fulfill your program's vision (commonly called strategic planning).

Unlike many strategic planning efforts, driven by short-term issues that work toward the future in small increments, the method outlined here uses the vision you created to pull you toward the future you've designed.

The following steps are typically part of a planning process that sets strategic priorities and develops an action plan for implementing them.

- ❑ Study the trends that may affect your program in the future to give you an idea of the future environment in which you will operate.

Typically, the information you will look for falls into several broad categories:

- demographics,
- economics,
- social change,
- educational trends,
- government policies,
- agriculture,
- business,
- careers and others.

- ❑ Identify any barriers that may block you from implementing your plan.
- ❑ Assess the strengths and weaknesses of your program, especially in the areas in which you face challenges. Identify any specific opportunities and threats facing your program.
- ❑ Set achievable goals and strategic priorities to reach your vision. Use simple statements of goals and the actions needed to reach them.
- ❑ Set some very short-term goals to put things into action when you implement the plan.

Sample Strategic Planning Goals

Here are some of the goals and objectives stakeholders (partners) in New Jersey developed as a part of their strategic plan to fulfill their vision. The strategic planning goals that follow support the vision listed earlier in the chapter.



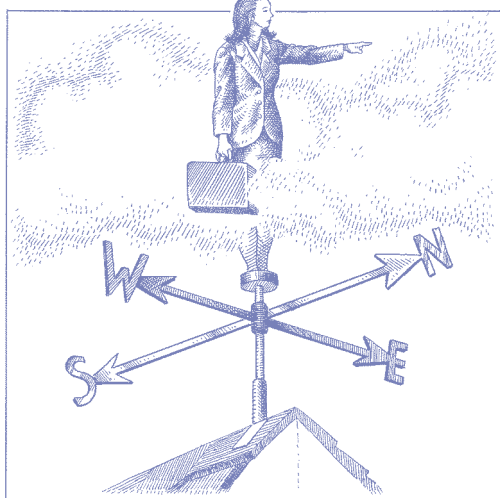
Goal #1:

By 2005, every person in New Jersey will have the opportunity and resources to increase their knowledge and skills concerning food, agriculture, natural resources and the use of production systems for human existence and improve quality of life.

Goal #2:

By 2006, regional centers for excellence in food systems, agricultural production and marketing, natural resource management and agricultural science

In the strategic planning phase, you will want to study the trends that may affect your program in the future.



Strategic Planning Tips

- Develop a plan of action you really want to carry out, not one that is a reaction to a problem or a concern. Your plan of action should address the other six keys to a successful agricultural education program.
- Consider carefully all of the forces acting on your program, both internally and externally. (Unforeseen external factors can render useless good plans based solely on internal considerations.)
- Identify potential internal and external partners and their roles in executing the strategic plan.



Step 4

Implement your plan.

In implementing your plan, there are a few essential elements to remember:

❑ Involve a steering committee composed of your local advisory committee, school administrators, teachers and other key partners in implementing your plan.

❑ Follow-up—keep everyone who participated in the planning process informed of your progress.



❑ Make an honest effort to include people's ideas in your work if you ask them for input.

❑ Recognize people for their work.



❑ Put the completed plan into action; do not let it just sit on the shelf.

❑ Celebrate each success to ensure that you accomplish your plan.

❑ All the other six keys to a successful agricultural education program listed below should be based upon your vision, mission and plan of action:

- classroom and laboratory content,
- the direction of students' supervised agricultural experience programs,
- FFA activities,
- partner relationships,
- marketing initiatives and
- professional growth activities/courses.

Follow-Up Activities

❑ Share your finalized vision statement with all partners to provide them with a clear understanding of what your program is all about.

❑ Keep your plan of action current by bringing your steering committee together at the end of each semester, or at least annually, to evaluate, revise and refine it or to reallocate resources as necessary.

❑ Keep your program current and up-to-date by conducting a program planning process, including the visioning and strategic planning exercises, every three to five years.

Local Needs Drive Process, Instructional Review

Director of Instructional Support Paula Fugel and the four agriculture teachers of **Gilchrist County Schools, Fla.**, began the planning process by inviting 80 community stakeholders to participate. Their aim: Gather a spectrum of viewpoints.

■ Meeting #1—Brainstorming, Trends and Discussion of Emerging Developments:

In all, 60 people participated in a four-hour session that included brainstorming exercises and a dinner sponsored by the local Gilchrist County School Board, FFA Chapter and Rotary Club.

By remaining flexible in conducting meeting exercises, leaders were able to examine

local needs more indepth. State agricultural education leaders, who assisted in the process, collated the results and examined the data for common themes. Tabulated results were sent to all participants before the next meeting.

■ Meeting #2—

Development of Vision:

Leaders selected a cross-section of previous participants, especially students and business leaders, to conduct planning exercises. More than 25 people discussed the major themes through the exercise, *Creating a List Vision*, and worked in groups to create vision statements. After analyzing the common elements in all the statements, groups rewrote their statements and finalized a common vision.

Results: Leaders will convene a smaller team of participants to conduct strategic planning exercises and to develop a plan of action. The process has encouraged local teachers to reevaluate their curriculum based on the labor demands and future industry trends discussed.



Paula Fugel

Paula Fugel, Director of Instructional Support, Gilchrist County Schools, (352) 463-3207

National Vision, Mission, Goals and Objectives

A diverse group of people from across the nation had the opportunity to shape the future and meet the fundamental needs of society by creating a new national vision, mission, goals and objectives for agricultural education. The vision, mission and goals were developed as a result of the Reinventing Agricultural Education for the Year 2020 initiative, which was sponsored by the W.K. Kellogg Foundation as a special project of the National FFA Foundation, Inc.

- Your state may have developed its own vision, mission and plan through the same process.
- The program planning process will allow you and your community to do the same.
- The vision and mission that follow and the one your state leaders have created can serve as a guide. You may wish to include elements of them into the one you develop.

For more information, see *A New Era in Agriculture*, published by the National Council for Agricultural Education.

NATIONAL VISION

Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber and natural resources systems in advancing personal and global well-being.

NATIONAL MISSION

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

GOAL 1

An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, provide agriculture, food, fiber and natural resources systems education.

Summary of Objectives

- Sufficient quantity of qualified teachers represent national demographics.
- Teacher preparation programs integrate instruction and rely on research to develop curriculum and courses.
- Relevant instructional leadership and professional development is provided for leaders and teachers.
- Partnerships provide learning experiences to ensure awareness of agricultural career opportunities.
- Instruction is provided in educational technologies and teaching strategies to address the changing education environment.

GOAL 2

All students have access to seamless, lifelong instruction in agriculture, food, fiber and natural resources systems through a wide variety of delivery systems and educational settings.

Summary of Objectives

- Collaboration among educational entities ensures students benefit from effectiveness and efficiency.
- All students have access to high quality programs.
- Students are prepared for career success.
- Every agriculture student has opportunity for experiential learning and leadership development.
- Instructional systems and materials provide for diverse learning styles.
- Enrollments represent the diversity of the school-aged population.

GOAL 3

All students are conversationally literate in agriculture, food, fiber and natural resources systems.

Summary of Objectives

- Agriculture teachers encourage cross-curricular course development and instructional collaboration with teachers in all disciplines.
- All teachers include elements of agriculture in a relevant, integrated instructional approach.
- Agriculture teachers collaborate with other groups to bring factual information to all students.

GOAL 4

Partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber and natural resources systems.

Summary of Objectives

- Lines of communication are built with multiple stakeholders to provide for a diverse work force.
- A broad-based coalition develops and disseminates contemporary curricula for all students.
- Partnerships and alliances provide strong support.
- Stakeholders, inside and outside the school, strengthen and refine the shared vision, mission and goals.

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Blueprint for Program Change

As a part of a School-to-Work grant received two years ago, two separate Alabama school districts, **Pike County** and **Charles Henderson**, created a partnership to determine how to deliver agricultural education in the next 20 years. The goal was to broaden agribusiness involvement in education to ensure that the curriculum to be delivered meets industry needs. School officials used AgriVision 2020, their adaptation of Alabama's workshops and the national initiative sponsored by the W.K. Kellogg Foundation, to accomplish that task. Three meetings were held during a three-month period:

- **Meeting #1:** More than 50 people were invited to participate in a brainstorming and visioning session. The group of teachers, farmers,

administrators, parents, extension and post-secondary educators, among others, focused on the limits of local agribusiness and discussed future trends.

- **Meeting #2:** The same group prioritized its goals, evaluated the area's educational delivery system and reviewed the curriculum and the resources needed to accomplish the goals. The focus was on how to develop a total program that provides students with transferable skills.
- **Meeting #3:** The group implemented its local goals, evaluated new and innovative curricula and established professional partnerships to secure funding.

Results: Through the process, local school leaders have seen more cooperation in curriculum

planning. A local agribusiness council has provided funding for partnerships between agribusiness and the schools. The administrators of both school systems are seeking business/industry and state program certification for all agribusiness programs. Finally, program advisory committees are writing grants to secure funding for greater community and school partnerships.



Sherry Key, Career Technical Director,
Pike County and Charles Henderson
Schools, (334) 566-5395, ext. 11

Credits

On January 1, 1996, the National Council for Agricultural Education inaugurated Reinventing Agricultural Education for the Year 2020, an initiative to reposition and strengthen agricultural and food systems education for the 21st Century.

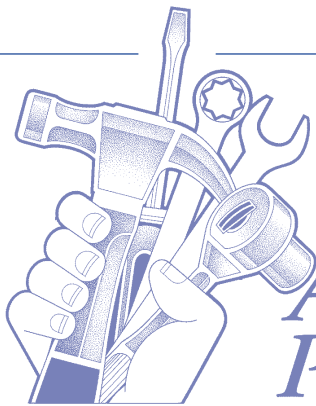
The W.K. Kellogg Foundation provided a \$1.49 million grant to help fund this three-year initiative as a special project of the National FFA Foundation, Inc.

The materials presented here are adapted from the *Guidebook for Reinventing Agricultural Education for the Year 2020*, written by Bryan Daniel (The National Council for Agricultural Education), Jennifer Jarratt (The Kanawha Institute) and Robert Olson (The Institute for Alternative Futures).



The National Council for Agricultural Education offers both of these resources to conduct community-based program planning:

- *Guidebook for Community-Based Program Planning*
- *Community-Based Program Planning Kit*



Action Plan

Think about what you learned in this chapter.

- How will you apply it to your program?
- What are your goals?

Use this simplified plan in your program today.
Write notes at left to get you started.

My Notes:

Write: Who you're going to contact, potential meeting dates, next steps and ideas you want to implement immediately.

Chapter P—Community-Based Program Planning

1. Involve key partners in the process.
 - ☐ The Purpose of Program Planning.
2. Develop a shared vision for your program.
 - ☐ Tips for Building a Vision.
 - ☐ Benefits of a Vision.
 - ☐ Sample Visions.
3. Create action plans to fulfill your program's vision (commonly called strategic planning).
 - ☐ Strategic Planning Tips.
 - ☐ Sample Strategic Planning Goals.
4. Implement the plan.
 - ☐ Follow-up Activities.

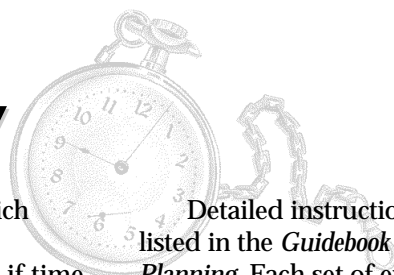


We want to hear your ideas for community-based planning. They may be used on the Local Program Success Internet site (<http://www.ffa.org>), in workshops or in the next edition of this guide.

Describe the activities you do, how you implemented them and the results. Send your ideas on this form or a separate sheet of paper to Local Program Success Liaison, Teacher Services Team, National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268-0960, fax: 317-802-5334 or e-mail: jarmbruster@ffa.org.

Name: _____ Phone: _____ Program/State: _____

Program Planning Exercises Overview



Use this sheet to help you to determine which exercises will best suit your local needs.

Use as many as time will permit. However, if time is limited, complete the visioning exercises, and the three strategic planning activities, to give you all the material you need for writing your final vision statement.

Detailed instructions for each of the exercises are listed in the *Guidebook for Community-Based Program Planning*. Each set of exercises contains basic information, explaining how you are to conduct it, time requirements, setup and material requirements. Each set contains recorder pages to take notes to save the good ideas developed during the meeting.

Introductory Exercises

Community-based program planning exercises are grouped into four categories. The first category of introductory exercises will stimulate thinking about change, trends and developments that shape the future. This category includes these exercises:

- ☐ *F Puzzle*
- ☐ *Trends and Emerging Developments Shaping Food Systems*

Visioning Exercises

The second category of exercises forces people to think outside the box and to begin considering futuristic ideas, rather than ideas tied to today's realities. The following exercise accomplishes this:

- ☐ *Removing Constraints on Visionary Thinking*

Additional exercises combine the visionary ideas and images that you will need to construct a vision. These exercises include:

- ☐ *Letter to a Grandchild*
- ☐ *Personal Vision Development*
- ☐ *Headlines—USA Tomorrow for the Year 2020.*

Strategic Planning Exercises

- ☐ In the first strategic planning exercise, *Creating a List Vision*, you will use the results from your visioning workshop to create a "List Vision"—a list of the major future themes or aspirations that you want to include in your vision.
- ☐ In the second exercise, *Strengthening Vision Themes*, you will strengthen the top-ranking items on your list vision. This is important to do because the most common weakness in visioning efforts consists of people hesitating to think futuristically.
- ☐ The third exercise, *Setting Vision-Based Goals*, helps you formulate vision-based goals that are more specific and action-oriented as well as reflect the loftiness and audacity of the vision language.

Implementation Exercises

The remainder of the exercises will focus on developing strategies and action plans to achieve these goals.

- ☐ The *Stakeholder Identification and Analysis* exercise helps you to identify potential partners in your strategic priorities.
- ☐ The *Building Strategic Priorities* exercises match the vision and vision-based goals with five or six strategic priorities that define future directions and actions. They explore ways to overcome potential barriers or obstacles to executing strategic priorities.

Sample Vision

Agriculture is a dynamic and vital aspect of New Jersey society with a foundation rooted in educational excellence and the practical application of knowledge and resources. Premier educational programs in food, agriculture and natural resources that provide career opportunities and a positive quality of life shall be recognized, supported and promoted as a foundation for agriculture's future.

Sample Vision-Based Goal

By 2008, resources for education in food, agriculture and natural resources will be shared between states, regions and school districts.

Visioning and Strategic Planning Meeting Checklist

Creating a community-based plan for your agricultural education program need not be a difficult process. The *Community-Based Program Planning Kit* provides guided discussion for planning and conducting visioning and planning meetings, including a series of brainstorming exercises designed to help participants enjoy the process.

Here is a list of tips to follow to ensure that your meetings produce success:

- ☐ Identify the specific supplies and materials you will need to complete the program planning process by referring to the instructions for individual exercises in the *Guidebook for Community-Based Program Planning*.
- ☐ Invite a diverse group with a variety of viewpoints and from every facet of the community.
- ☐ Include some of the people who have participated from the beginning of the process in all of the meetings.
- ☐ Conduct visioning and strategic planning at separate meetings for best results. Use the same guidelines established for both meetings.
- ☐ Use only an individual or a small group of two or three people to write a formal vision statement after completing those exercises.
- ☐ Plan for two four-hour workshops (two evenings) for best results.
- ☐ Discuss the planning process and outline expectations at the start of the meeting.
- ☐ Give participants time to introduce themselves and to describe their role or connection with agricultural education.

- ☐ Listen to everyone's ideas, viewpoints and thoughts during the discussion.
- ☐ Be sensitive to individuals when in the course of your work decisions eliminate entries from the group list, leaving some members with the impression that their suggestions were not considered and creating heated discussions.
- ☐ Try to find common ground upon which everyone can agree on what needs to be done and on how to best work toward that goal.
- ☐ Secure a large room in which the whole group and smaller working groups can meet.
- ☐ Select a person to record comments for all exercises.
- ☐ Use the maximum number of exercises time will allow. You do not have to use every exercise in every meeting. In shorter meetings, you should pick the exercises that will yield the results you desire.
- ☐ Send the results of your visioning workshops to participants before the strategic planning meeting.

Tangible Results

Two major items should result from your community-based program planning activities:

- (1) A shared vision.
- (2) A strategic plan of goals and objectives designed to achieve your vision.

Only a **click** away



Looking for new ideas to challenges in your program?

National FFA Online now features promising practices, real-world solutions and ideas to specific challenges faced by agriculture teachers in their local programs.

You can read about ideas to make your job easier or to enhance your program such as using student mentors to maintain enrollment or securing USDA youth loans to improve student supervised agricultural experience programs.

- **Practices and ideas** are listed according to the seven key areas that make agricultural education successful and one promising practice in each area is added monthly.
- A web site component, called the Local Program Success Question of the Month, is available for you to **submit your ideas and practices** to specific challenges faced by you in your program.
- **Resources are available** for you to download and adapt to your program and local needs.

It's only a click away. Just log on to *National FFA Online* at www.ffa.org and click on the LPS logo below.



www.ffa.org

Click on this logo.



Building quality programs and putting school-to-career in action

Ideas and promising practices used in your program can also be submitted by faxing them to Jim Armbruster, the LPS Liaison, at 317-802-6061 or sending them via e-mail to jarmbruster@ffa.org.

Local Program Success is a national initiative to build quality agricultural education programs. At its core are tools and strategies developed by teachers and other agricultural education professionals to help strengthen local programs. The Local Program Success initiative continues to grow, providing teachers with model approaches and promising practices that can successfully impact students' lives. Local Program Success is a joint initiative of the National Council for Agricultural Education and the U.S. Department of Education, with cooperation from the National FFA Organization and the National Association of Agricultural Educators. Call 800-772-0939 for more information on the initiative and its resources.

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A Guide To Local Program Success is produced by the National Council for Agricultural Education (The Council) and National FFA Organization in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies. The Council and National FFA Organization affirm their belief in the value of all human beings and seek diversity in their membership, leadership and staff as equal opportunity employers.

The Agricultural Education Mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National Council for Agricultural Education Mission

The mission of The Council is to provide leadership, coordination, and support for the continuous improvement and diversity of agricultural education.

The FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

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