



Making a Difference

The Resource for Agriculture Educators



January 2009

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FEEDBACK

Feature Stories

Community and Alumni Partnerships Help Your Program Reach New Heights

Alumni Partnerships: The Backbone of Great Agricultural Education Programs

Alumni Affiliates Relieve Teachers, Assist Students

New Year's Resolution: Start or Grow Your FFA Alumni Affiliate

Community and Alumni Partnerships Help Your Program Reach New Heights

You're a good teacher. You know it. Your students and their parents like and respect you, and your administration, for the most part, allows you the freedom to run your classroom. Your days are filled with lesson plans, labs, helping with SAEs and working with CDE teams, and you still somehow manage to spend time with your family. These days are long and full, but you can handle it and still do a good job.

But you're also EXHAUSTED.

Sound familiar? If you're like many, the very reason you joined this profession in the first place is the very thing that often drains you. But you like knowing that the work you do—no matter how hard it is or how late into the night it takes—helps shape the future of your students. And we applaud you for that. Without you, the future of agriculture would be bleak.

But what if we told you we could help you with your workload and take your program to the next level? No, we can't clone you, but there is the next best thing: community and alumni partnerships. They can help lighten your load, so you can concentrate on the things that matter most. This issue of Making a Difference shows you what partnerships can do for you and what you can do to get one started today. Sure, you can do it alone and do a good job. But when you've got willing participants to help you, why not let them?

The National Quality Program Standards for Secondary Agriculture Education call for school and community partners to engage in developing and supporting quality agriculture education. So, how do volunteers and community partners come together in an organized way in support of achieving the dynamic goals of agriculture education? Read [Alumni Partnerships: The Backbone of Great Agricultural Education Programs](#) to learn more.

Be honest. Have you ever looked at those National Quality Program Standards and thought to yourself, “How on earth could I ever get all that done?” It’s a fairly common reaction. But luckily for you, an alumni affiliate is just a phone call away. Check out [Alumni Affiliates Relieve Teachers, Assist Students](#) to discover how you can make your local affiliate work for you.

Starting an alumni affiliate group isn’t as tough as it sounds. And luckily for you, FFA is here to help. Read [New Year’s Resolution: Start or Grow Your FFA Alumni Affiliate](#) and make it your resolution for 2009 to get your alumni partnership flourishing.

In his article, [Growing with Your Alumni Affiliate](#), National FFA Alumni Association President Sam Atherton gives his perspective on why utilizing community partnerships and alumni organizations is essential in taking your program to the next level.

Making a Difference is giving you a belated Christmas present for this month’s [LK Spotlight](#)—a FREE LifeKnowledge lesson plan on developing partners for your FFA chapter. This lesson includes an interest approach, solid objectives, e-Moments, assessments, extended application activities, activity sheets and much more to help strengthen your FFA program by stressing the value of partnerships.

In this month’s [Question for the Profession](#), LPS specialist Nina Crutchfield reveals her findings in the search for that ever-elusive “silver bullet” you’ve sought to maximize student success and still maintain a work-life balance. Alumni partnerships worked for her—what is your “silver bullet?”

It’s never too late to start partnering with community and alumni affiliates to get the most out of your agriculture program. We hope this issue can help you jump start your local affiliate and help relieve some of the responsibilities that keep you from taking your program to the next level.

Amber Striegel

Editor

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Alumni Partnerships: The Backbone of Great Agricultural Education Programs

By Deb Buehler

The National Quality Program Standards for Secondary Agricultural Education (NQPS) call for school and community partners to engage in developing and supporting quality agricultural education. They set an expectation that volunteers and community partners understand the goals, objectives, activities and accomplishments of agriculture education programs.

So, how do volunteers and community partners come together in an organized way in support of achieving the dynamic goals of agriculture education?

"The most important thing a state or local council can do is understand their purpose and who they are serving," says Diane Amera, National Alumni Council President-Elect. "By looking at the demographics, what's available, what's working well and what is needed, we can determine how to serve and improve."

Amera suggests that local organizations can learn by looking into what councils do in other states. There are many examples of successful leadership and implementation. Councils can benefit from the successes and experiences of one another.

Time and talent assessment

"National FFA Alumni Councils can also benefit from conducting a time and talent inventory of their volunteers," explains Amera. "If we don't know an individual's information, we are missing an opportunity to bring them in as a speaker, to ask them to assist with a judging contest or support chaperoning."

Amera suggests that teachers, community partners and volunteers need to be trained to talk with one another to understand what each person has to offer and where their

talents might be used. All too often, people who want to be a part of something that's positive get shot down because their idea is outside of the realm of what's been done in the past. "We need to be sure that our FFA volunteers are trained to listen to one another and to see that there are important elements in everything people offer."

High value volunteering

People volunteer because they find value in what they are doing. For many, that value comes in the form of active engagement in the organization; for others it is shaped in the knowledge of impact on young lives; and for some it is about having the capacity to give back.

"No matter the reason, volunteers need to be invested in the initiative and finding value in what they do," explains Amera. "The best volunteer engagement connects people's time and talents and recognizes what each person brings to the table." People want to be asked and have a purpose when they volunteer their time.

Effective state council approaches

The Wisconsin FFA Alumni Association State Council offers an example of effective strategies. With by-laws, a membership policy and strong organizational approaches, the group supports their community and agriculture educators. The council hosts a very effective state FFA alumni convention that includes learning opportunities focused on agricultural education goals. The convention also brings together community partners such as agricultural education leaders, the executive director of the foundation and leadership from across the state in support of building strong connections and relationships.

"The biggest thing councils can do is insure that they provide quality programs and services," said Amera. "Connected volunteers feel good about themselves. How we perceive ourselves and are engaged in true community service is what FFA is all about."

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Alumni Affiliates Relieve Teachers, Assist Students

By Beth DeHoff

Be honest. Have you ever looked at the FFA National Quality Program Standards and thought to yourself, "How on earth could I ever get all that done?"

It's a fairly common reaction. But luckily for you, an alumni affiliate is just a phone call away.

"The question I get from ag teachers about alumni affiliates is, 'Is it a lot of extra work?' – and the answer is no," says Clyde Johnson, an agriculture teacher at Laurens-Marathon High School in Iowa and the Iowa state alumni president. "Teachers just can't do everything, and they can't have all the skills needed. But they can call on experts from their community. An alumni affiliate puts the support right there in front of you, and when it's already there, you're much more likely to use it. Alumni can identify people in the community to teach specific skills to your students, and they can bring more volunteers to help you with a variety of tasks. It just takes a teacher with the enthusiasm and support to get a group started."

Often, starting an affiliate begins with finding the right person or people to help get a group going. Bob Barton is an excavation contractor by profession, but FFA alumni work is his passion. "I helped start an FFA alumni affiliate at Hermiston High School in Oregon in 2000, and the ag teacher at the time was my ag teacher – I was in his very first class," Barton says. After a time away for college and jobs in corporate America, Barton moved back to Hermiston and bumped into his old teacher, who asked him to help with judging contests. Before long, the agriculture teachers decided an alumni affiliate group could be very helpful, and Bob agreed to try to get a group together.

"We were the largest alumni chapter in Oregon the night we started, and we have about 136 members now," Barton

says. "We offer every graduating senior who has been active in FFA and received his Chapter FFA Degree an FFA scholarship. We've helped grow the FFA chapter from 85 to about 200 students." In addition to scholarships, the alumni group offers a pool of competition judges; meets with 8th grade students and parents to discuss FFA leadership, competition and scholarship opportunities; promotes FFA with 4-H members at the county fair; offers a buyer bump program at the county fair auction; provides help and lunch service at state agriculture contests; and runs fundraisers such as a live and silent auction, annual dinner, and annual trap shoot.

"We try to run our activities so we're not another job for the teachers," Barton notes. "We're there to free the teachers' time so they have time to give to their kids."

Johnson taught for West Bend Mallard High School, which had the third-largest alumni affiliate in Iowa, for many years and saw firsthand how helpful an alumni affiliate can be to an agriculture teacher. With more than 100 lifetime members in the alumni affiliate and only 800 to 900 residents of the town, the alumni affiliate was a well-known group with deeply-rooted community support. When the school faced financial issues, Johnson left for another school, knowing that the alumni affiliate could sustain the program. The affiliate's work to run the teacher-less program and advocate for agricultural education with the school board led the troubled school to hire a new teacher in order to continue the agricultural education and FFA program.

In the meantime, Johnson began work this year at Laurens-Marathon High School, a school 25 miles away with no alumni affiliate. "The first thing I knew I needed was a full-time advisory committee, and the other thing I wanted was an active alumni affiliate," he says. With the Iowa alumni president as their agriculture teacher, the school is sure to have both quickly.

"FFA alumni do more than get funds for county auction money," Johnson says. "The more alumni groups we have, the stronger advocates we have for ag education, both at the local school board level and at state and national congressional levels. If we had one FFA alumni for every FFA member, that's half a million votes in the United States, and that carries weight."

In Iowa, FFA alumni offer schools a competitive advantage. "With open enrollment in Iowa schools, it would be easy for kids in an area without a strong FFA program to enroll in a new school for that reason," he says. "In a small, rural district, an FFA program with its competitions, scholarships, fundraisers, guest speakers, events and other programs offered by an alumni affiliate can be a real advantage."

Johnson encourages all teachers to pursue affiliates and emphasizes the help available through FFA to start one. "If

a young teacher knows he has alumni behind him, he knows he has people to ask for help,” he says. He lays out three basic steps for starting a new alumni affiliate:

1. Complete a charter of application at ffa.org.
2. Have 10 dues-paid members.
3. Create a constitution and bylaws.

Teachers will find help for all of these steps at ffa.org, and they are welcome to contact the National FFA Alumni Association for assistance at 317-802-6060. (See related article for more information.)

Johnson suggests the best way to recruit alumni affiliates may be word of mouth. “The local people know who was active in FFA in high school. You can find a core group that way,” he says. “Then give them a purpose for being there. Tell them what you need, get them at advisory meetings, on the school board, in local politics. Maybe one of them can meet with the banker about scholarships. When alumni tell your story, those are the people with a vested interest in the community, and their advocacy for your program can go a long way.”

If that sounds like a lot of work, Johnson says to remember the payoff. “Sure, it’s more work for the teacher to start an alumni affiliate, but once it’s started, you can really depend on them. Alumni’s whole purpose is to offer support. The teacher still runs the program, but the alumni are there to help the teacher serve the kids in ways that he or she just couldn’t do alone.”

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New Year's Resolution: Start or Grow Your FFA Alumni Affiliate

By Beth DeHoff

To create a charter for your school's new FFA alumni affiliate group, all you need is 10 dues-paying members who agree on a constitution and bylaws. But if you're unsure how to ever get to that point, FFA can help.

"The best way to start a program is to talk with someone who already has one," says Bob Barton, an active alumnus in Hermiston, Ore. He also added that national FFA Alumni and each state organization can put teachers in touch with other teachers who are currently running successful alumni affiliates. "FFA has information on their website to help you get started. And if you can find a few alumni and get together with them to help them understand their role and what you need as a teacher, it works well. The next thing is to get everyone active, keep everyone involved. Then soon the alumni aren't extra work, but they're extra help at your beck and call."

Some of the information on ffa.org includes a clear-cut action plan for starting an alumni affiliate. Here's a sample of that plan:

1. Identify some potential community members, parents and alumni. (Your alumni affiliate members need not be former FFA members.) Have a start-up "nucleus" meeting with three to five of them.
2. Develop a tentative constitution and bylaws before the nucleus meeting. (Use resources available on ffa.org.)
3. Hold a nucleus meeting
 - a. Review the purpose and benefits of a local affiliate and how it will help local FFA chapter members.

- b. Discuss the procedure for chartering a local affiliate.
 - c. Review your draft FFA alumni bylaws, constitution and application for local charter.
 - d. Appoint a chairperson to assign duties.
 - e. Make a list of potential members and divide the responsibility of contacting each prospect.
4. Set and publicize an organizational meeting open to the public.
 - a. Announce the meeting date with a news release delivered to local media.
 - b. Have FFA members send handwritten invitations to parents, administrators and community leaders.
 - c. Contact potential members in person or by phone. Ask everyone to tell at least five people about the meeting.
 5. Hold the organizational meeting.
 - a. Present the purpose of the meeting.
 - b. Use FFA alumni promotional materials.
 - c. Arrange for an FFA alumni or member of the state or national council to help present the purpose and objectives of an alumni affiliate.
 - d. Temporary chairperson asks for a motion to form an affiliate. With an affirmative vote, chairperson moves on to pass constitution and elect officers.
 - e. Establish local dues and set the next meeting.

This list and much more is available to you at ffa.org, where you can also learn about alumni affiliates and how to form them or help them to grow. In addition, you may contact the National FFA Alumni Association at 317-802-6060 for more details. Most of all, just take a deep breath and do it. You'll find that, once you start an alumni affiliate, you'll soon be wondering how you ever got along without one.

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Perspectives



Growing with Your Alumni Affiliate

By Sam Atherton, President of the National FFA Alumni Association

I, like most of you, believe FFA is the greatest youth organization in America. Further, I believe that alumni are some of the best supporters for this group of bright, young students. With that said, little can be accomplished with an alumni support group unless there's a dedicated agriculture instructor. You have such a positive influence on our youth pursuing an interest in agriculture—many times more than you'll ever know.

It's no secret that FFA provides opportunities for young men and women to become well-rounded individuals in our ever-changing society. It's up to us to remain positive and enthusiastic about our future in agriculture and convey that to these students.

Yes, we have a lot of work to do as alumni to help make that happen. We must secure the promise of FFA and agricultural education by helping to create an environment where people and communities can develop their potential for premier leadership, personal growth and career success.

The National FFA Alumni put together a taskforce of 28 individuals from across the agricultural spectrum and met late last year in Charlotte, N.C., to help figure out how and what we can do to help build relationships with advisors, FFA members, alumni and supporters. At that meeting we focused on our two long-range goals: first and foremost, every FFA chapter has an active and fully-engaged FFA Alumni affiliate at the local level. Secondly, we become leaders in advocacy for agricultural education. The participants worked diligently to create ideas and strategies that would assist FFA advisors and local affiliates grow their support base and grow affiliates across the country.

I know what you're thinking – carrying out our goals as alumni sounds like more work for you, the agriculture instructor. We know you don't need another task. That's why we want you to know that alumni are here to help, not burden you with more work. We know you need SAE support/supervision, help with fundraising and scholarships, presenters for class, chaperones/bus drivers, agricultural education community supporters, advisory committee

members, local advocates to influence administration/school boards and role models for your students. Just think of all of the “free” time you would have to spend with your family if you had help with all of these activities! Not to mention, you’d be less likely to burn out early in your career and we could help breathe some new life into the latter part of it. With an active alumni affiliate, let your local supporters help ensure your future in the profession of teaching and the future of agricultural education in their community.

Still not convinced that an alumni group can help you?
Consider this:

What are volunteers looking for when they check out different organizations to give their time to? Many individuals just want to help young people; some want to make an impact; some want to be a mentor, be a part of something bigger than themselves; some want to connect with kids; some want fellowship/social activities. Can you put names to these individuals in your community? I bet you can. All you need to do is ask. They would likely jump at the chance to help.

The National FFA Alumni Association can provide the necessary tools and resources to make it easy to form an alumni affiliate if you don’t already have one. There are FFA Alumni members every where, ready and able to come and help you and your FFA chapter advance to the next level. The opportunities are endless when you have an active alumni affiliate.

Last year the National FFA Alumni Association gave more than \$280,000 to FFA members and alumni through our incentive programs. Did you get a piece of that action? Your students need to be exposed to these kinds of advantages. Instead of helping five students become successful, together we can help 10, even 20!

Is it always easy? No. If it was, every body would be doing it. Is it worthwhile? Absolutely. As a grandparent, I want my grandchildren to have the opportunity to be successful and enjoy FFA. I believe that FFA Alumni can be that engine.

We are here to help grow young men and women to be our leaders for tomorrow. I have seen alumni success stories in every state, and I have confidence that we can help you in yours. In my article in *New Visions*, I asked alumni members for stories they have so others may benefit from the success they achieved. I am extending that same request to you, the teacher. Help us spread the word by sending your positive stories and/or questions to me via e-mail at alumni@ffa.org.

Let us help you take your chapter to the next level!

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LifeKnowledge Spotlight

LifeKnowledge: Your Blueprint for Success

Who doesn't like free stuff? We all do—especially when it's something that can help us out in the classroom! Making a Difference is giving you a belated Christmas present for this month's LK Spotlight! Click on the link below for a FREE LifeKnowledge lesson plan, Lesson AHS.48- Developing Partners for Your FFA Chapter. This lesson, and all LifeKnowledge lessons, includes an interest approach, solid objectives, e-Moments, assessments, extended application activities, activity sheets and much more. Allow students to help strengthen your FFA program by understanding the value of partnerships. During this engaging lesson, students will:

- Identify the value of developing key partnerships to strengthen the local FFA program.
- Identify key partners and how they can assist the program.
- Design a plan to recruit and involve key partners.

Help grow your support system AND get your students involved in the process! For more information, contact Katy Wuthrick at kwuthrick@ffa.org.

[LifeKnowledge Lesson AHS.48 - Developing Partners for Your FFA Chapter](#)

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FEEDBACK

Question for the Profession



How Do You Use Your Silver Bullet?

By Nina Crutchfield, Local Program Success Specialist

During all my years of teaching, I was always looking for the “silver bullet”—that one thing that would help me increase student learning, help me be a better teacher, and help me be in two places at once. I didn’t realize that the silver bullet was right there in front of me the entire time. All I had to do was look for it, embrace it and utilize it. That silver bullet took the form of the many supporters I had for my program. Those supporters included current students and their parents, program graduates, the parents of graduates, the agriculture professionals in the community, community leaders, fellow teachers and, yes, even my school administrators.

You know that saying about how you can’t see the forest for the trees? Well, I couldn’t see the silver bullet for all the shell casings from all the “shooting from the hip” I was doing every day. If only I had really embraced the idea of utilizing an alumni affiliate! Oh sure, I had them help me occasionally, usually when it was fundraiser time; but that’s only a very small portion of what they can do for a weary agriculture teacher. The one time I managed to get my electricity CDE team to the state level was when I turned over their training to a licensed electrician. He was more than happy to take those four boys two nights a week, use the training materials I provided, and turn them into quality novice electricians. Why didn’t I do that for the rest of my CDE teams? Why didn’t I get the livestock experts in the area to help manage the hog weighing every two weeks so that I could focus on creating engaging instructional units? Why didn’t I place my horticulture students as interns with master gardeners so they’d get real experience and learn to develop relationships with people in the community? Why didn’t I have someone at every school board meeting who understood the agriculture program and could advocate on our behalf?

The only answer I have is that I was too busy littering the floor with shell casings to take the time to really plan and to see the shine the silver bullet could give my program. As I lament my ways of the past, I know there are thousands of agriculture educators in the profession who are using their

silver bullets effectively to provide support for their program, to teach students the value of community and spread their work load. I know there are teachers out there who have an alumni affiliate or other support group who have a plethora of individuals that serve as resources for SAEs, guest speakers, demonstrators and fellow educators. The question for the profession this month is, "[How do you use your silver bullet?](#)" Please share what you are doing so that we may all benefit from your experiences and techniques. We pride ourselves on the ability to take another teacher's idea and use it to help our own students. Take a few minutes and post your ideas and thoughts about effectively utilizing your alumni affiliate or other support group on the NAAE Communities of Practice page. Help everyone embrace their silver bullet!

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Teacher Resources

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Help Them Find a Field They'll Love

Associations from across the country have united to create a national green industry website targeted toward high school students and designed to spark interest in the variety of careers that the green industry has to offer. The website features careers and career pathways in everything from landscape design to horticulture production. The site also contains information for parents, teachers and guidance counselors. Check it out at www.thelandlovers.org

Inspirational Videos

Need to rejuvenate an officer team, new bell work or a motivational piece? Take a look at this site. You can play the 4-5 minute videos directly from the website or purchase them for your library. Thought provoking and inspirational, these short movies will spice up your instruction: <http://www.walkthetalk.com/pages/inspirational-movies.htm> (shared by Kendra Linnebur, Kan.)

College View

Help students explore colleges and universities by visiting www.collegeview.com. This site allows students to search by name, location or area of study. It highlights 100 schools in the agriculture/agriscience program of study. Students can select schools of interest and do a side-by-side comparison in the areas of location, cost of attendance, admission requirements, student body demographics and academic performance. It's a great tool to help students find their way in the maze of colleges and universities.

Get to the Edge of ...SCIENCE

The DuPont Challenge© is the foremost science essay competition for students in grades 7 to 12. This year's theme, "Get to the Edge of ...SCIENCE," will challenge students in bold and dynamic ways. Last year's winner was inspired by the television show "Ugly Betty." Perhaps your students could re-purpose their agriscience fair project or write about the scientific component of their CDE? A student with a winning essay and his/her agriculture teacher may be

selected to travel to Walt Disney World and the Kennedy Space Center. Essays must be submitted no later than Jan. 31, 2009, to www.thechallenge.dupont.com. Winners will be notified by April 15, 2009.

NAAE Summer Internships Available—Get your graduates interested!

NAAE has three summer internship positions available for 2009. There are two positions for a communications intern and one for an advocacy intern. All positions will last for eight weeks. The communications interns will be based at the NAAE office in Lexington, Ky. These interns will write award citations, news releases, and create presentation scripts and slide shows, as well as other communications-related tasks. The advocacy internship will be located in Washington, D.C., and will be responsible for assisting with national advocacy for school-based agricultural education. For complete internship descriptions and application procedures, visit <http://www.naae.org/links/internships>. The deadline for application is Feb. 27, 2009.

Breeds of Poultry and Wild Birds Calendars

As part of its ongoing efforts to educate backyard poultry owners about what they can do to protect their birds against avian influenza (AI), the U.S. Department of Agriculture is offering free and informative calendars for 2009. These calendars, which feature full-color photos of poultry and other birds each month, contain useful information in English and Spanish about protecting poultry from infectious poultry diseases such as AI and include tips on what to do should poultry owners suspect that their birds are infected. Those interested in receiving this free calendar can go to <http://healthybirds.aphis.usda.gov> and click “2009 Backyard Biosecurity Calendar.”

Practice Mechanics Tool Identification

Courtesy of California State University-Chico, use this website to increase your students' abilities to correctly identify commonly used tools in the shop: <http://www.csuchicoag.org/agMech/>. Maybe, just maybe, they'll quit using screwdrivers for chisels and hand you lineman pliers when you ask for them.

Interactive Punnett Square

Increase student understanding of Mendelian genetics using this interactive webpage: <http://www.athro.com/evo/gen/punexam.html>. Students work through understanding the ratios, phenotypes, genotypes, mono- and di-hybrid crosses, and dominance and recessiveness. It's a great tool to gauge learning and assist in determining which concepts students grasp and what needs further instruction.

Horticulture Videos

Looking for short demonstration or informative horticulture videos? Check out P. Allen Smith's website at <http://www.pallensmith.com/index.php?id=8>. Loaded with great information, the site features a video tab where you will find Smith demonstrating gardening techniques, floral design ideas, and educating viewers about the basics of horticulture and landscaping. It's well worth the time to explore everything that is posted.

National Agriscience Teacher Ambassador Academy

To date, 71 teachers from 45 states and Puerto Rico have been trained as Agriscience Teacher Ambassadors by participating in the week-long NATAA conference in Chestertown, Md. The 2009 NATAA will again be held in Chestertown, July 12-19. To apply, contact Craig Frederick at cfrederick@ffa.org, or simply download the application at http://www.ffa.org/index.cfm?method=c_aged.nataa. Deadline for submission is Jan. 23, 2009.

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FEEDBACK

FFA Buzz

National FFA Convention to Rotate Between Louisville and Indianapolis

Starting in 2013, Louisville will share hosting duties with Indianapolis on a three-year rotational basis. Louisville will host the convention 2013 through 2015. The convention will return to Indianapolis for 2016 through 2018. Louisville will then be given the first right of option for the years 2019-2021; and Indianapolis will have the option for 2022-2024. The national FFA convention—the nation's largest annual youth gathering—will bring both cities an estimated annual revenue exceeding \$40 million.

By having the convention rotate between the two cities it will:

- Allow FFA to take advantage of resources that each city is able to bring to the convention experience.
- Allow FFA to grow the resources generated for the convention due to the competitive spirit between cities.
- Not be subject to the loss of support that FFA has historically experienced when announcing a move to a new city. (2009-2012 places more than \$2 million at risk).
- Allows FFA to spread risk in the event that one city was not able to meet bid requirements or there would be a loss of the use of facilities due to fire, storm or another calamity.
- Allow students to experience two dynamic cities and convention experiences during their high school tenure.
- Allow FFA to continue to grow its ability to tap community resources for year round operations.
- Allow volunteers in each city a period of rest and a time to build up financial and other resources.

Visit ffa.org for more information.

FFA Week Materials

The National FFA Week mailing was recently sent to all chapters. Included in the mailing are the official FFA Week poster and a special DVD featuring video promotional spots and much more. But the good stuff is online! Check out ffaweek.ffa.org for the official planning guide, logos, ad slicks, certificates and templates. Plus, you can find more information about the FFA Week chapter contest! Once you get rolling along with your planning, visit FFANation.ffa.org and our official Facebook page to share your FFA Week

ideas with other chapters. Plus, be sure to watch the Feb. 25 episode of FFA Today for a special feature on last year's FFA Week winners, Chatham Middle School. National FFA Week is sponsored by Tractor Supply Co. and Carhartt as a special project of the National FFA Foundation.

*Important note: TSC and Carhartt announced an online contest in your FFA Week mailing (www.tscarhartt.eprize.net/sweeps). Please note, the online contest will begin February 1 and will run through February 28.

Community Garden Grants

In 2009 three \$1,000 competitive grants will be awarded by the National FFA Organization for community garden projects. Qualified applicants will be those FFA chapters that meet the following criteria:

- have an active PALS program,
- provide a letter of support from their administration
- commit to using appropriate lesson plans with their students as a part of constructing and utilizing the community garden
- commit to a sustainability plan for the community garden

Campbell Soup Company will be involved for a national promotion and marketing campaign. The deadline for applications is February 6, 2009. For an application, please visit http://www.ffa.org/index.cfm?method=c_programs.PALS. If you have any questions, please contact Damon Spight at 317-802-4413 or pals@ffa.org.

This funding opportunity is made possible by the generous support of Campbell Soup Company as a special project of the National FFA Foundation.

2009 Collegiate Scholarships – Apply Now!

The 2009 Collegiate Scholarship Program is in full swing, and there is still plenty of time for students to apply for one of approximately 1,750 scholarships sponsored by numerous businesses and individuals through the National FFA Foundation.

The 2009 Scholarship Application is available on ffa.org. Also available on our website are the 2009 guidebook in PDF format, answers to frequently asked questions and a list of Ford dealers participating in the scholarship program.

Applications must be submitted online no later than February 17, 2009. Completed Signature Pages must be postmarked no later than February 23, 2009. Encourage your high school seniors and collegiate students to apply today!

For more information, visit ffa.org or e-mail scholarships@ffa.org.

National FFA Risk Management Essay Contest

Want to go to the nation's capital this spring? Encourage your students to write an essay on how they identify and manage the risks in their SAE. The deadline is fast approaching, so make sure they submit it to the National FFA Organization by January 31, 2009. Ten winners and their advisor take a FREE trip to Washington, D.C., in May 2009! For more information, official rules of entry and sample essays, visit ffa.org.

New Agri-Entrepreneurship Application Now Online

The application for the Agri-Entrepreneurship award has been updated for 2009. Make sure to use it as the old application will not be accepted for this year's judging. The application is located at http://www.ffa.org/index.cfm?method=c_programs.AgEntrepreneurship. The deadline for applications is July 15. For more information, contact Deborah Sellers, dsellers@ffa.org.

Important 2009 Convention Housing Information

Attention advisors! The 2009 national FFA convention housing for chapters is now open! To access the 2009 information, please go to ffa.org and log in to your MyFFA account.

[Contact Us - FFA Mission - Agricultural Education Mission](#)

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Lesson AHS.48

DEVELOPING PARTNERS FOR YOUR FFA CHAPTER

Unit. Stage 4 of Development—SERVE

Problem Area. FFA—An Integral Component of Agricultural Education

Precepts. B3: Develop others

National Standards. NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify the value of developing key partnerships to strengthen the local FFA program.
- 2 Identify key partners and how they can assist the program.
- 3 Design a plan to recruit and involve key partners.



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Time. Instruction time for this lesson: 100 minutes.



Resources

“Local Program Resource Guide 2002–2003,” CD-ROM, National FFA Organization. (The following can all be found on the “Local Program Resource Guide” CD-ROM or purchased in hard copy from the Agricultural Education Resource Catalog)

“Get Connected Partner Handbook,” National FFA Organization, 1999.

“A Guide to Local Program Success,” National FFA Organization, 2000.

“Agriculture Teachers’ Manual,” National FFA Organization, 1998.

“FFA Guide to Recruitment and Retention,” National FFA Organization, 1999.



Tools, Equipment, and Supplies

- ✓ Golf ball
- ✓ Putter
- ✓ Drinking cup or golf hole target
- ✓ Open area to conduct the experience
- ✓ Blindfold
- ✓ Writing surface
- ✓ Overhead projector
- ✓ Partner Needs Assessment Sheet from Get Connected Partner Handbook—one per student
- ✓ Partner Matrix from Get Connected Partner Handbook—one section per group
- ✓ AHS.48.TM.A–C
 - ✓ AHS.48.Assess—one per student



Key Terms. The following term is presented in this lesson and appears in bold italics:

► ***Collaboration***



Interest Approach

Begin by explaining that the focus of today’s lesson is developing partners for the FFA chapter. Ask students if there are ways that they could involve others in the school or community who might benefit the agricultural education/FFA chapter. Provide the students two minutes to write down on paper how local partners could help the agricultural education program/FFA chapter and who some of those people might be. At the end of two minutes, make a short list on the writing surface from the student responses. Explain that these are great suggestions and that the class will refer back to the lists later in the lesson to see if we can add to them.



The focus of today’s lesson is developing partners for the local FFA chapter. Are there ways you could involve others in the school or community who might benefit our agricultural education/FFA

chapter? Take two minutes to write in your notebooks how local partners could help the agricultural education program/FFA chapter and who some of those people might be. At the end of the two minutes, we're going to make a short list of your responses.

After students have given their responses and you have recorded the information on the writing surface, transition to the first objective.



Those are great suggestions, and we will refer back to the lists later in the lesson to see if we can add to them.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the value of developing key partnerships to strengthen the local FFA program.

Explain to the students that the lesson they are about to take part in will demonstrate how they can ease their workloads and maximize their efforts by becoming a “manager of resources.” When key partners see students’ program goals and benefits, they will be able to assist in obtaining supplies, planning events, marketing student programs, securing equipment and providing moral support. Make sure to be clear that students understand up front that a partnership is a two-way street and must provide benefits to both sides entering into the partnership. Provide examples so they clearly understand.



This lesson you are about to take part in will demonstrate how you can ease your workload and maximize your efforts by becoming a “manager of resources.” When key partners see your program goals and benefits, they will be able to assist you in obtaining supplies, planning events, marketing your program, securing equipment and providing moral support. A partnership is a two-way street and must provide benefits to both sides entering into the partnership. For example, a business provides an award or scholarship. The program members gain from the recognition and award. The business sponsor is invited to the banquet, recognized and presents the award. This provides the business with the recognition of supporting the local program. It is essential that both sides gain from the partnership activity.

Use the following activity to show the importance of developing partnerships and how more can be accomplished if partnerships are used to accomplish tasks. List of items needed: golf ball, putter, drinking cup or golf hole target, open area to conduct the experience and a blindfold. Best completed on carpet or softer surface to control the roll of the ball.



I need a volunteer who is good at putting and willing to be blindfolded.

Explain what is about to happen. Set up the golf hole to include a couple of obstacles—a chair or a desk.



The objective is for you to make the putt in as few strokes as possible. I'm going to line you up with the ball in the direction of the hole and then you can putt.

Do not provide the student with any verbal information but assist him or her in the direction the next shot should be by physically positioning him or her. After ten shots, ask the student to stop. Then ask for two more volunteers to serve as partners to assist by giving directions to the student.



Stop, golfer. Go back to the starting point. Let's get two more volunteers. You are going to serve as partners and assist by providing directions to the golfer. Talk with the golfer about what you see, and plan how you want to accomplish the task of getting the ball into the hole. You can position the golfer and his putter and provide information as much as you like. Your goal is to get the golfer to use the least amount of strokes to get the ball in the hole. Depending on the obstacles on the hole, it should be accomplished in four to six tries.

At the end of the activity, discuss how the two who assisted were effective. Focus on the following points: planning with partners, key information by communicating with partners, clear direction and guidance from partners, celebration when goals were accomplished



How were the two assistants effective?

Then discuss how the golfer felt both times.



Golfer, how did you feel with and without assistance?

Review AHS.48.TM.A on the overhead. You may give one copy of this as a handout to each student or have the students capture key information and examples in their notes.

I. The importance of developing partners to strengthen your program

A. What is a partner?

1. Those who are engaged in supporting an interest to obtain results by working together through **collaboration**

B. Why build partnerships?

1. Opportunities to share resources
2. Identify ways to assist each other as partners
3. More recognition by the community for both partners
4. Discover additional partners as a result of connecting activities

After reviewing the above information, get the students thinking about potential target projects that may require assistance. Ask each student to write down three potential opportunities for developing partnerships in his or her community.



Think about potential target projects that may require assistance. Take 30 seconds to write in your notebooks three potential opportunities for developing partnerships in your community.

When the students are finished, ask each student individually to share his or her three examples with the class. Write down each example on the writing surface. If an example is mentioned more than once, put a mark beside it. This will be used in activities for Objective 2.



Who will share their three examples with the class first? We will record each example on the writing surface. If an example is mentioned more than once, we'll put a mark beside it.

Objective 2. Identify key partners and how they can assist the program.

Explain to the class that every project may have various needs and, therefore, numerous partner relationships need to be built. From the list of potential needs that were developed earlier, have students start to identify who some potential partners might be. They do not need to list names, just titles. Divide the class into four groups and give the following instructions:



Let's assign each group to identify potential key partners with whom to collaborate on one of the projects you have identified.

Assign each group one of the most popular projects the students identified.



Try to provide potential partners for all areas of the project. When I say, "Go," your group will have two minutes to brainstorm potential partners for your projects. Every member of the group should record your ideas, and one group member will be your reporter. Pay attention to all aspects of the project and try to include as many partners as possible. Are there any questions? Go.

At the end of two minutes, ask the reporter from each group to share the group's potential partners and their role in the project. After the reporter from each group finishes, ask the class if they know of any needs for potential partners that could be added. When all groups are finished reporting, explain to students:



We have experienced the method of identifying key partners for a project. Keep these lists because you will need them for a later activity. Now focus on how to develop a list of potential partners for long-term use on almost any project.

Activity

Use the "Go Get It" E-Moment to complete the following part of the lesson. Set up stations around the room so that there is not crowding at each area. For example, crowding may be an issue at the CD-ROM station, so multiple computers may be necessary. Set up a time deadline for students to use the provided resources to find the information. Refer to the sections and pages provided from the Get Connected Partner Handbook and show AHS.48.TM.B. Have students capture the information in their notes.



You will have 10 minutes when you hear me say "Now!" to locate the following information. (*Have information items on a writing surface*). There are several stations located around the room. Without crowding, use each station to go get the required information. Move quickly and share the space with your classmates. Use the information to complete the handout. If you have difficulty finding information,

ask a classmate for help. What can I clarify? “Now!”

II. Identification of potential key partners

A. FFA resources that can assist in identification of potential partners

1. Get Connected Partner Handbook
 - a. Developing a Partner List: page VIII, document pages 10–13
2. Local Program Resource CD-ROM, Partner section
 - a. Partner Needs Assessment, 14–10
 - b. Partner Priority list, 4–11
 - c. Partner Needs and Resources worksheet, 4–12
 - d. Partner Core Group worksheet, 4–15
3. Local Program Success Guide, Section 4
 - a. Partnerships: Becoming a “Manger of Resources”
4. Agriculture Teachers’ Manual, Section 17
 - a. Explore Your Business Community, 17–2
 - b. Involve the Business Community, 17–4
 - c. Ten Tips to Staying in Touch with Your Business Community, 17–5

Explain to the students that once they can identify their needs and identify key partners, they can develop a plan to contact and involve the partners. Prompt the students to think about those issues by asking the following questions.



What are the positive aspects of the partnership to the program and chapter?



Why will the potential partner want to enter into the partnership?



What will the benefit be to the potential partner who participates?

Objective 3. Design a plan to recruit and involve key partners.

Explain to students that now that they understand the importance of developing partnerships and have ways to identify partners, they need to develop a plan for involving core partners. There are five steps to success in becoming a manager of resources and working with partners. Show AHS.48.TM.C. Have students capture the information in their notes.



Now that you understand the importance of developing partnerships and have ways to identify partners, you need to develop a plan for involving core partners. There are five steps to success in becoming a manager of resources and working with partners.

III. Establishing a plan for involving key partners

A. Five steps to success

1. Identify potential partners.
 - a. Identify prominent people and get to know them.
 - b. Ask others to identify key decision-makers in the community.
 - c. Research who sits on boards of businesses and organizations.
 - d. Ask local bankers and community leaders to identify prospective partners.
 - e. Use tools such as the Developing a Partner List to record information you receive.
2. Identify benefits of involvement for partners.
 - a. Ask potential partners what you can do to assist them.
 - b. Make a list of benefits for both sides and share the list.
 - c. To get an in-depth look, use the Partner Needs Assessment Sheet, 4–10.
3. Present benefits to potential partners.
 - a. Schedule a meeting with key influencers to discuss benefits of agricultural education, SAE, and FFA.
 - b. Review your list of general benefits for the partner that appeal to him or her.
 - c. Practice explaining how agricultural education, FFA and SAE deliver benefits.
 - d. Identify potential questions the partner may ask.
 - i. What do I hope to accomplish with the help of key partners?
 - ii. What are the program priorities?
 - iii. What do I want partners to do as a result of this visit?
 - iv. What do they want me to do for them?
 - e. At the meeting: set joint, measurable goals and a timeline.
 - f. Let them know when you will follow up and how you will keep them connected.
4. Plan development for involving key partners.
 - a. Make a list of all program needs.
 - b. Review lists to determine who would be best to involve as key partners in the project.
 - c. Contact potential partners to determine who can commit to the project.
 - d. Communicate with those who are committed and provide time lines and agenda.
5. Reward partners by recognizing their contributions and support.
 - a. Use media coverage to recognize partner efforts.
 - b. Invite partners to chapter banquets or formal project functions and recognize them for their efforts.
 - c. Make sure their superiors know their involvement when appropriate.
 - d. Keep in constant contact with partners and update them on your goals and accomplishments.

Once the students have taken notes, it is time to review the list they prepared at the start of the hour. Ask students to add to the list of potential partners. This time have students attempt to put names with the list of positions they identified. Divide the class into four groups and have them each take a section of the Partner Matrix. Once you have passed out the information, provide the following instructions:



In your groups, please use the Partner Matrix to identify all the potential partners on the section of the list your group has been assigned. Just list the name; leave the contact information blank

for now. We will use your combined list to start a database for the chapter partner list. Complete as many as possible in four minutes, and then we will rotate the list to the next group until all lists have been circulated. Do not worry if you are not able to complete the list; some of these will take research to finish. Our goal is to complete as many as we can as a group. Are there any questions? Go.



Review/Summary

At the end of four minutes, rotate the lists until every group has worked on each list. Once the lists have been circulated, thank the students for their commitment in starting the process to identify potential partners who can be a part of a project or connecting activity and increase program support for the students and members for years to come.



Application

► Extended Classroom Activity:

Have students visit school board and public service meetings to better identify those in the community who would potentially be valuable partners to the program and chapter.

► FFA Activity:

Have the students look at the current POA to determine potential partners who could strengthen the existing projects and services. Have them determine exactly how each could assist the chapter and what benefits the chapter could provide to the partner.

► SAE Activity:

Have students develop a list of potential partners who could assist them in strengthening their SAE program. They need to focus on those who could assist them with their career goals now and in the future. They need to identify how the potential partner could help them and also how they could help the partner.



Evaluation

AHS.48. Assess is provided to measure performance on the stated objectives.

Once students have practiced their skills and reviewed the process for developing partners for the chapter, have them take the test or use a similar evaluation tool to determine their competency of the three objectives.

Answers to Assessment:

AHS.48.Assess (14 points)

1. What are the five steps to success, in order, for establishing a plan for involving key partners in a program? (1 point each—5 points total)

Identify potential partners

Identify benefits of involvement for partners

Present benefits to potential partners

Develop a plan for involving key partners

Reward partners by recognizing their contributions and support

2. List at least three resources FFA provides to assist in developing relationships with partners.

(1 point each—3 points total)

any three of the following ...

Get Connected Partner Handbook

Local Program Resource Guide CD-ROM for current year (Partner Section)

Local Program Success Guide, Section 4

Agricultural Teachers' Manual, Section 17

3. What is a partner? (3 points—results, work together, *collaborative* effort)

“Those who are engaged in supporting an interest to obtain results by working together through collaboration,” or similar written definition covering cooperation and collaboration. Or, as written in the Get Connected Guide, “Anyone who can say ‘no’ to the program or activity is a partner in that program or activity.”

4. List three reasons why it is important to build partnerships. (1 point each, 3 points total)

Any three of the following:

Opportunities to share and identify resources—synergy

Identification of win-win instances for involved partners—efficiency

More recognition for involved partners by community—public information and relations

Identification of additional partners through collaboration—further expansion of partnerships

AHS.48.Assess Name: _____

DEVELOPING PARTNERS FOR YOUR FFA CHAPTER

1. What are the five steps to success, in order, for establishing a plan for involving key partners in a program?
2. List at least three resources FFA provides to assist in developing relationships with partners.
3. What is a partner?
4. List three reasons why is it important to build partnerships

AHS.48.TM.A

THE IMPORTANCE OF DEVELOPING PARTNERS TO STRENGTHEN YOUR PROGRAM

◆ What is a partner?

→ Those who are engaged in supporting an interest to obtain results by working together through collaboration

◆ Why build partnerships?

→ Opportunities to share resources
→ Identify ways to assist each other as partners
→ More recognition by the community for both partners
→ Discover additional partners as a result of connecting activities

IDENTIFICATION OF POTENTIAL KEY PARTNERS

FFA resources that can assist in identification of potential partners

◆ Get Connected Partner Handbook

→ Developing a Partner List: page VIII, document pages 10–13

◆ Local Program Resource CD-ROM, Partner section

→ Partner Needs Assessment, 14–10

→ Partner Priority List, 4–11

→ Partner Needs and Resources worksheet, 4–12

→ Partner Core Group worksheet, 4–15

◆ Local Program Success Guide, Section 4

→ Partnerships: Becoming a “Manger of Resources”

◆ Agriculture Teachers’ Manual, Section 17

→ Explore Your Business Community, 17–2

→ Involve the Business Community, 17–4

→ Ten Tips to Staying in Touch with Your Business Community, 17–5

ESTABLISHING A PLAN FOR INVOLVING KEY PARTNERS

Five steps to success

◆ Identify potential partners.

- Identify prominent people and get to know them.
- Ask others to identify key decision-makers in the community.
- Research who sits on boards of businesses and organizations.
- Ask local bankers and community leaders to identify

prospective partners.

→ Use tools such as the Developing a Partner List to record information you receive.

◆ Identify benefits of involvement for partners.

- Ask potential partners what you can do to assist them.
- Make a list of benefits for both sides and share the list.
- To get an in-depth look, use the Partner Needs Assessment

Sheet, 4–10.

◆ Present benefits to potential partners.

→ Schedule a meeting with key influencers to discuss benefits of agricultural education, SAE and FFA.

→ Review your list of general benefits for the partner that will appeal to him or her.

→ Practice explaining how Ag-Ed, FFA and SAE deliver benefits.

ESTABLISHING A PLAN FOR INVOLVING KEY PARTNERS (CONTINUED)

- Identify potential questions the partner may ask.
 - What do I hope to accomplish with the help of key partners?
 - What are the program priorities?
 - What do I want partners to do as a result of this visit?
 - What do they want me to do for them?
- At the meeting: set joint, measurable goals and a timeline.
- Let them know when you will follow up and how you will keep them connected.

- ◆ Plan development for involving key partners.
 - Make a list of all program needs.
 - Review lists to determine who would be best to involve as key partners in the project.
 - Contact potential partners to determine who can commit to the project.
 - Communicate with those who are committed and provide timelines and agenda.

- ◆ Reward partners by recognizing their contributions and support.
 - Use media coverage to recognize partner efforts.
 - Invite partners to chapter banquets or formal project functions and recognize them for their efforts.
 - Make sure their superiors know their involvement when appropriate.
 - Keep in constant contact with partners and update them on your goals and accomplishments.

How do you use your silver bullet?



[Nina Crutchfield](#) 147 posts since

Dec 15, 2007

During all my years of teaching, I was always looking for the "silver bullet"?that one thing that would help me increase student learning, help me be a better teacher, and help me be in two places at once. I didn't realize that the silver bullet was right there in front of me the entire time. All I had to do was look for it, embrace it and utilize it. That silver bullet took the form of the many supporters I had for my program. Those supporters included current students and their parents, program graduates, the parents of graduates, the agriculture professionals in the community, community leaders, fellow teachers and, yes, even my school administrators.

You know that saying about how you can't see the forest for the trees? Well, I couldn't see the silver bullet for all the shell casings from all the "shooting from the hip" I was doing every day. If only I had really embraced the idea of utilizing an alumni affiliate! Oh sure, I had them help me occasionally, usually when it was fundraiser time; but that's only a very small portion of what they can do for a weary agriculture teacher. The one time I managed to get my electricity CDE team to the state level was when I turned over their training to a licensed electrician. He was more than happy to take those four boys two nights a week, use the training materials I provided, and turn them into quality novice electricians. Why didn't I do that for the rest of my CDE teams? Why didn't I get the livestock experts in the area to help manage the hog weighing every two weeks so that I could focus on creating engaging instructional units? Why didn't I place my horticulture students as interns with master gardeners so they'd get real experience and learn to develop relationships with people in the community? Why didn't I have someone at every school board meeting who understood the agriculture program and could advocate on our behalf?

The only answer I have is that I was too busy littering the floor with shell casings to take the time to really plan and to see the shine the silver bullet could give my program. As I lament my ways of the past, I know there are thousands of agriculture educators in the profession who are using their silver bullets effectively to provide support for their program, to teach students the value of community and spread their work load. I know there are teachers out there who have an alumni affiliate or other support group who have a plethora of individuals that serve as resources for SAEs, guest speakers, demonstrators and fellow educators.

How do you use your silver bullet?

The question for the profession this month is, "**How do you use your silver bullet**"? Please share what you are doing so that we may all benefit from your experiences and techniques. We pride ourselves on the ability to take another teacher's idea and use it to help our own students. Take a few minutes and post your ideas and thoughts about effectively utilizing your alumni affiliate or other support group. Help everyone embrace their silver bullet!

Tags: alumni, partnerships



[Sally Shomo](#) 40 posts since

Dec 5, 2007 1. **Re: How do you use your silver bullet?** Jan 13, 2009 11:22 AM

In my early years, I thought that I had to do it all. I was the teacher, the coach of all teams, the advisor and organizer of all FFA activities. Things just couldn't get done unless I was in charge and I had to have my hand in every pot. As I become more seasoned (I hate the word older), I have discovered that there are so many people in the community who just want to help. And through my seasoning years, I realize that not everything has to be done my way. After I realized that it's ok to ask for help, I seemed to get a lot more things accomplished during a day, a month, and in the year. To accomplish this, I hold a Fall Family Picnic for my members and their families. To make it easy on everyone, I get it catered - makes it more desirable for the parents to come if they don't have to fix anything.

Then, I send the members off to the gym with my husband and I keep the parents and share with them all of the activities that I hope can be accomplished during the year - with a catch. The catch is, I also hand out sign-up sheets for them to volunteer for each activity.

Then, when it is time for that specific activity, I just give them a call and ask for their help.

It has really worked well. I also email the chapter newsletter to the parents so that they can keep up-to-date with chapter activities and our calendar of events. My silver bullets are called parents, community volunteers and past FFA members who want to give back to the chapter. The key is to let them give back - it will make a difference in your chapter!

2010 Agri-Entrepreneurship Education Program

* Student Award Application *

Sponsored by: **USDA Rural Development**



Chapter # _____

State _____

Member ID # _____

Application must be typewritten

Section A: Background Information

1. Name: _____
2. Date of birth: _____ 3. Age: _____
4. Address (street/R.R./box #): _____
(City/State/Zip): _____
5. Telephone number (including area code): _____ e-mail: _____
6. Name & Occupation of parents/guardians:
 - a. Father: _____ Occupation: _____
 - b. Mother: _____ Occupation: _____
7. Complete FFA chapter name: _____
8. Name of high school: _____
9. School street address: _____
city/state/zip _____
10. School telephone number (including area code): _____
11. Chapter advisor(s): _____ e-mail: _____
12. Name of SAE business or proposed business. _____
13. Year FFA membership began: _____
14. Years of agriculture courses completed: _____
15. Years of agriculture courses offered in school last attended (grades 9-12): _____
16. Year in school at time of applying for award: _____
17. Anticipated (or actual) graduation year: _____
18. Are your state and national FFA dues paid? _____

We have examined this application and find that the records are true, accurate and complete. We hereby permit the use of any information included in this application for publicity purposes with the exception of the following:

With my signature below, I hereby agree that if chosen as one of the 10 national winners by the National FFA Organization, I will participate in all activities designated, which includes displaying/staffing the Agri-Entrepreneurship career show display booth.

Candidate's Signature

Parent or Guardian Signature

Chapter Advisor Signature

Superintendent or Principal Signature
(indicate which)

Notice: This application will not be returned by FFA. Please make a copy for your records prior to submitting.

Application INSTRUCTIONS: The Entrepreneurial Agri-Enterprise * (200 points)

In the spaces provided on the following pages, answer the questions describing your agriculture-related enterprise and the progress you have made (if you are out of school, your enterprise must have been started before you graduated from high school).

Note: Respond to each statement and answer each question to the best of your ability. Give thorough and complete answers that will give the judges the best understanding of your agri-entreprise. The judging will be based on the greatest progress shown toward becoming successfully established as an agri-entrepreneur. Someone in the advanced stages of planning may actually be showing more progress than someone who has taken over an existing business because of the creativity, thoroughness of market research, financing, business plan, etc. You will need to identify the stage of establishment you are in and the prospects of moving to the next stage. Points will be given for organization, grammar, spelling and punctuation: three points for organization, ten points for grammar, spelling and punctuation.

* An agri-entreprise is any business in the agricultural industry (including production agriculture, horticulture, food, fiber, the environment and natural resources). Each of the FFA agricultural proficiency award areas qualifies. There may be many others. The Agri-Entrepreneurship Education Program is seeking success stories in the widest possible range to showcase.



Section B: Introduction Questions (35 Points)

In the spaces provided, answer the questions describing your agriculture-related enterprise and the progress you have made (if you are out of school, your enterprise must have been started before you graduated from high school).

I. How did you recognize the need or opportunity to come up with your entrepreneurial idea? (10 points)

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II. How does your business benefit from its location? (5 points)

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Section B - continued on next page

Section B: Introduction Questions - Continued

In the spaces provided, answer the questions describing your agriculture-related enterprise and the progress you have made (if you are out of school, your enterprise must have been started before you graduated from high school).

- III. **What experiences (school, community, work, etc.) have contributed most to your initial decision to begin and develop this enterprise? Explain. (5 points)**

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- IV. **List the top five risks associated with your business and thoroughly describe the top two risks of those five. (15 points)**

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Section B - continued on next page

Section C: Business Plan - Please attach your detailed business plan (80 Points):

Must include but not limited to: (Each section is worth 20 points)

- I. Description of the business**
 - a. What is the business?
 - b. Goals and objectives

- II. Marketing Strategies**
 - a. Target market
 - b. Competitors
 - c. Marketing/Advertising plan

- III. Financial Plan**
 - a. Estimated cost and expenses
 - b. Personal financial needs
 - c. Current financial status (attach balance sheet/cash flow statement/projection)

- IV. Production Management**
 - a. Legal and safety regulations
 - b. Logistics of personal management

Section D: Appendices - Must include but are not limited to: (55 points)

- I. Timeline (15 points)**

- II. Resume: (15 points) Must include but is not limited to:**
 - a. Name and contact information
 - b. Career objective
 - c. Education
 - d. Work/Volunteer experience
 - i. Include skill sets developed
 - ii. Time period in which experience took place
 - e. FFA activities and awards
 - f. Other extracurricular activities/honors/awards

- III. Marketing/Promotion piece (May not exceed five 8 1/2 by 11 pieces of paper) (25 points)**

Continued to Section E on next page

Section E: Conclusion (5 points each, 15 points total)

In the spaces provided, answer the following questions:

I. What are the future goals of the business?

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II. Name two things you have learned through the process of developing your enterprise.

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III. How have you/will you assess the impact of this enterprise on your community?

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Continued to Section F on next page

Section F: Instuctor/Advisor's Statement (2 points):

Please attach your Instructor/Advisor's statement that answers the following questions.

- I. In what way does this student possess the entrepreneurial spirit (provide examples of opportunity recognition and actions taken to pursue opportunity)?**

- II. How has this student applied what has been taught in your classroom to his/her entrepreneurial enterprise?**

- III. If your chapter receives a national award, how will the \$500 be used to promote entrepreneurship in your program?**



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 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.

