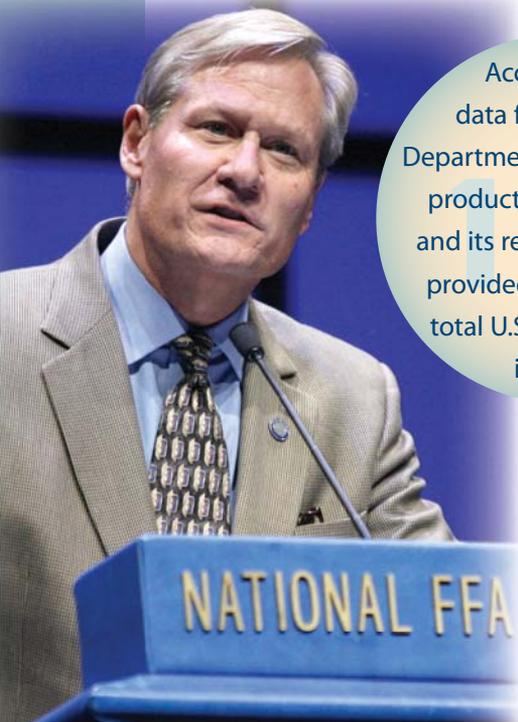


IN THIS ISSUE

Student Recruitment and Retention

- 3... Diversity in FFA Becomes a Reality
- 4... Engaging All Students
- 7... Meeting Industry Needs
- 9... Planting the Seeds of Success
- 11... REV It Up Recruitment Tools 
- 11... Start Thinking Scholarships Now!
- 2006 National FFA Agri-Entrepreneurs**
- 14... Blue Jackets, Gold Standards
- 18... Opening the Gates of Opportunity
- 19... Working Today to Meet Tomorrow's Needs
- 21... Teacher Resources
- 23... FFA News

National FFA Foundation Sponsors' Board Chairman Glenn Stith



According to data from the U.S. Department of Agriculture, production agriculture and its related industries provided 17 percent of total U.S. employment in 2002.

The Need to Grow

this is an exciting time to be involved in the agricultural industry! Not only is this important industry expected to produce enough food and fiber for our planet's growing population, it is also playing a role in satisfying our country's need for energy through renewable resources such as ethanol and other biofuels.

Now, wrap your brain around this. According to data from the U.S. Department of Agriculture, production agriculture and its related industries provided 17 percent of total U.S. employment in 2002. Logically then, an equal percentage of the student population should be enrolled in agriculture courses in preparation for those jobs, right? According to the National Center for Education Statistics, there are approximately 15,010,000 students enrolled in grades 9-12 in America's public schools. Using simple math, 17 percent of public students in grades 9-12 equals 2,551,700 students!

Today, approximately 800,000 students are enrolled in agriculture courses across the country. That means agricultural education needs to more than triple its enrollment just to meet industry needs. But more students means more teachers, more classrooms/labs and more funding. How can this be accomplished?

10,000 X 2015

As reported previously, at the national level Team Ag Ed has established a long-range strategic goal of realizing 10,000 quality agricultural education programs by 2015

where every student has a quality SAE and is an engaged member of the FFA student organization. This is much more than a goal for growth's sake. It can be argued that this goal is vital for the continued health and well-being of the nation.

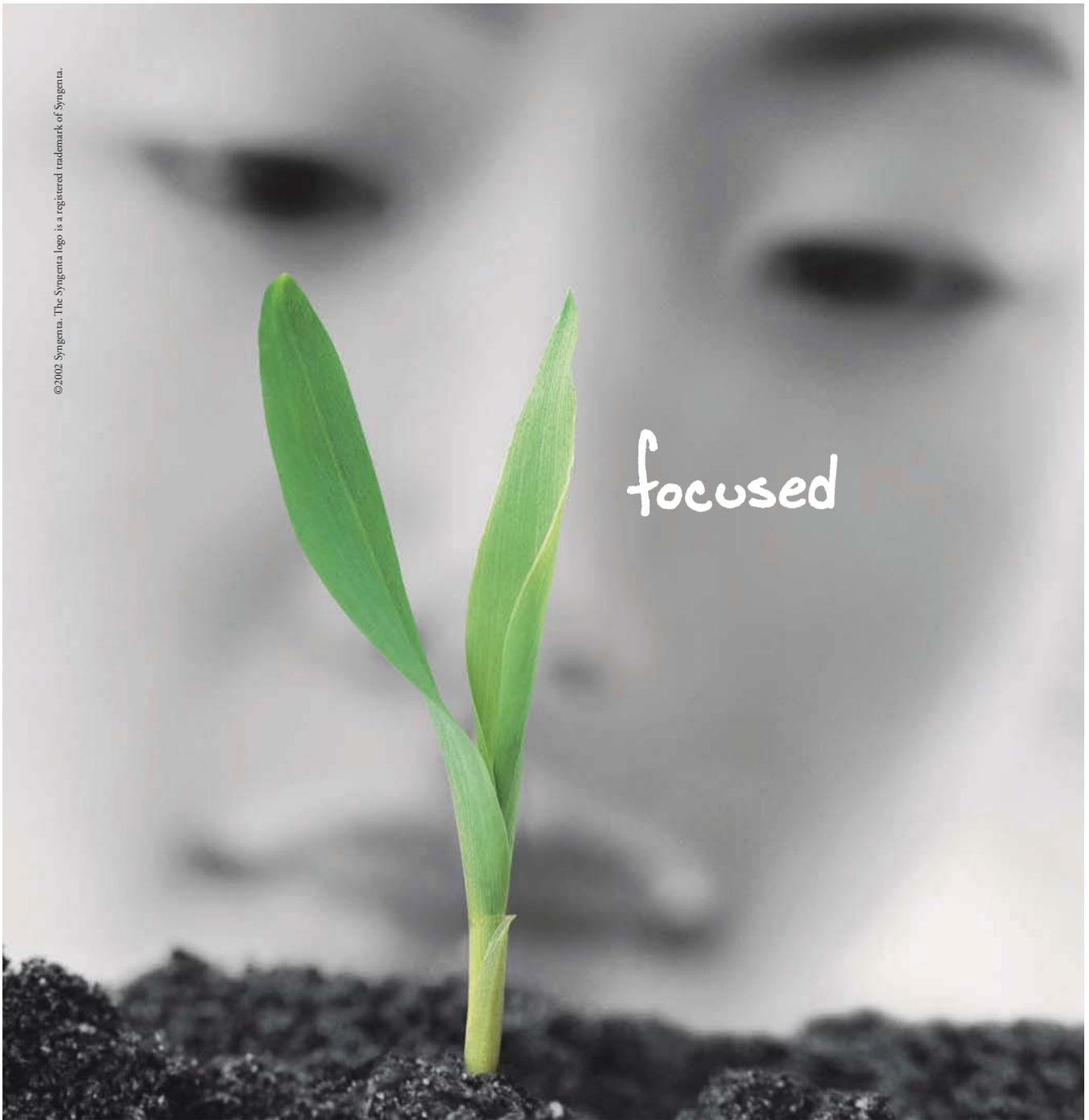
So, where do we find all those new students? The first place to look is within the schools now being served and zero in on historically underserved groups. Agricultural education's record of attracting and serving a diverse student membership hasn't been as successful as planned.

While we have made great progress in gender and geographic (rural, urban and suburban) diversification, we haven't been as successful in attracting minority students. The goal of fully engaging students across the ethnic and socio-economic spectrums has been elusive. In particular, Hispanics are the most rapidly increasing population group in the United States, and are, percentage-wise, likely the most underserved by our programs.

Agricultural education programs need to reflect the diversity of their communities and the diversity of agriculture. Attracting, serving and retaining historically underrepresented populations is an important growth strategy for all of agricultural education.

This issue of *FFA Advisors Making a Difference* features accounts of how teachers across the country are successfully reaching out to underserved populations and including these students in their programs. In addition, there is an article that focuses on the industry's need for a diverse workforce and how agricultural education can help fill the employment pipeline. As you read these stories, please reflect on your program and how you can do your part to help Team Ag Ed meet its goal of increasing the number and diversity of students served.

©2002 Syngenta. The Syngenta logo is a registered trademark of Syngenta.



For the 20,000 people of Syngenta, farmland is not just another place to do business. It's the place we call home. You see, Syngenta is dedicated to innovative crop protection, seed solutions and sustainable agriculture around the world. And nothing else. In other words, we're passionately focused on seeing crops do well. Just like someone else we know.

www.syngentacropprotection.com

syngenta



FFA Advisors Making a Difference is published eight times a year to assist FFA advisors in making a positive difference in the lives of students.

Publication Staff

Mike Womochil, Editor
Jeri Mattics Omernik, Managing Editor
Sara Rector, Associate Editor
Sally Nemeth, Graphic Design
Amber Striegel, Communication Specialist

Correspondence and Address Changes

All correspondence should be sent to Mike Womochil, editor. Old and new addresses, including label, should be sent to Mike Womochil, editor. Both should be mailed to:

FFA Advisors Making a Difference
6060 FFA Drive
P.O. Box 68960
Indianapolis, IN 46268-0960

You may send electronic messages to the editor at mwomochil@ffa.org or to the managing editor at jmo@rmmc.biz.

The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws.

Important Contacts

FFA Staff	317-802-6060
FFA Ordering	1-888-332-2668
FFA Alumni	317-802-6060
NAAE	1-800-509-0204
The Council	1-800-772-0939
FFA website	www.ffa.org

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.

Rocky Mountain Marketing Communications, Inc.
Editorial Consultant
Published by Larry D. Case, Coordinator, Agricultural and Rural Education, U.S. Department of Education
This publication is available online at www.ffa.org/news/html/ffapubsindex.html.

Watch for the LPS Logo



The logo shows how this issue of *FFA Advisors Making a Difference* relates to Local Program Success, a national initiative to strengthen agricultural education programs. You'll see this icon on all FFA materials. The shaded apples show which areas the materials address.

Perspectives

Diversity in FFA Becomes a Reality

Looking at Your Chapter's Picture

Lumberton is a town of about 20,000 people in southeastern North Carolina.

Corn, cotton, soybeans and tobacco, as well as livestock and poultry operations, make up the agricultural industry's core here in Robeson County. According to statistics released this September, Robeson is the third poorest county in the United States.

We are very unique in that 92% of the population is almost equally divided among three ethnic groups—white, black and American Indian. Lumberton High, with 2,200 students, is the third most diverse school in America. Yet five years ago when I transferred to this school, all 40 members of the FFA were white. My teaching partner, Frankie Farbotko, and I sat down during that first summer and looked at our enrollment in agriculture classes and realized we had a lot of work to do. The agriculture enrollment reflected the racial breakdown of the school, but all the FFA members were from the same ethnic group.

What's Wrong with this Picture?

The first step in correcting any problem or inequity is to recognize that you have a problem. We looked honestly at our membership and realized that, in some ways, FFA had become exclusive instead of inclusive. For example, the officers were elected by popular vote.



By James Roberts,
Agriculture Teacher
Lumberton High School,
North Carolina

How Do We Change the Picture?

Our officer team decided to move to an interview process so that officers were chosen based on ability instead of popularity. As teachers, Frankie and I examined our actions and attitudes to see if there were things we were doing that caused some students to avoid FFA membership. We worked on all the little details to make sure that we developed personal relationships with each student.

Then, we became proactive recruiters. We reworked our curriculum to increase relevance and rigor. We actively recruited individuals from all ethnic groups who would work together, not only as members, but also as FFA leaders. Once several members joined and realized that FFA had something to offer every student, recruitment became student-driven.

Increasing the Size of the Picture

I believe the final step of this process is for the students to develop confidence and faith in their teachers. **Once students trust teachers, they will become your best recruiters.** If 25 years of experience has taught me anything, it is that student trust can be your biggest asset or liability. The program at Lumberton has gone from 40 members of one ethnic group to 197 diverse members closely mirroring that of the whole school population. I challenge all teachers to take a hard look at their programs and work to make them inclusive. All of America's students deserve what FFA has to offer.

Engaging All Students

a cross the country, many communities that have agricultural education programs are seeing rapid population changes. Frequently, these shifts bring with them a more diverse mix of people. Sometimes the shift is along racial or ethnic lines; sometimes it's along socio-economic lines. But what is certain is that these changes require active adjustments by the local school systems to adequately serve the new populations.

Agricultural education is no exception. The state of California has experienced rapid population shifts, and provides an example for other states on how to reach out to the new populations and engage them in the agricultural education program. In 2004, according to California statistics, 48 percent of all K-12 students were Hispanic. In 2005, 40 percent of the students enrolled in agricultural education programs in the state were Hispanic.

"While we can't directly compare K-12 numbers to our students, it is a good indication that we're heading in the right direction," says Jack Havens, who taught in Gonzales, Calif., for years before joining the California state staff as the southern region supervisor. "In many cases, our agriculture programs are beginning to mirror our school populations. **The agricultural education model has proven successful for students from all different backgrounds.**"

Mirroring the School Population

Johnny Esquer teaches agriculture at Calexico High School, which is right on the California/Mexico border. Of the 2,100 students in the high school, 95 percent are Hispanic, and nearly all would be classified as rural, non-farm. This year,

Esquer had 625 students enroll in his agriculture program, but as a single-teacher department, he had to pare it down to 150.

"The students are attracted to the leadership activities," Esquer says. "They understand that the agriculture program has high expectations. They see how students who are involved in the agriculture program are active on campus and get to participate in off-campus activities."

Just because Esquer has a surplus of students interested in the agriculture program, don't think that he hasn't had to overcome significant barriers. **"For many of our students and their parents, the very idea of agriculture is negative. We have to reposition our courses as science-based and as providing opportunities they can't get anywhere else in the school's curriculum."**

Dispelling Negative Perceptions

Esquer references his vet science course as an example. "If students are interested in the medical profession, I can entice them

with the vet science class because I can show them how they'll learn about the medical profession first hand. They'll get to do labs and go on field trips. They'll learn skills that are completely transferable to human medicine. As a side benefit, they learn about agriculture, which dispels many of the negative connotations."

Gaining Family Trust

In breaking down the perception barriers, Esquer says home visits with students and their parents are imperative. "In Hispanic cultures, family comes first," he explains. "It is critical that you visit the home and talk with the parents about what the agriculture program offers and the expectations for SAEs. Making that contact goes a long way toward building trust and helping the parents understand that you share the goal of providing quality learning experiences for their son or daughter. This trust will be needed if the student is ever going to be allowed to enroll in your program, let alone travel to an activity or an event."



Ensuring students are well prepared for competitive events and reassuring them that everyone feels nervous is critical to getting and keeping students involved.

Ensuring Involvement

Beyond the Chapter Level

Esquer advocates the benefits of involving students beyond the chapter level. "When we go to other levels, the students can see the benefits of what they're learning in a different context, and they benefit from a broadened perspective. As teachers, we need to make sure that we take representative groups of students to the various activities. We need to ensure that all students feel like they are included."

Teachers must also make special efforts to reassure all the students that they are prepared and understand that everyone at one point or another feels nervous and insecure. "As a student, the first competitive event I attended was so overwhelming I just wanted to hide in the bathroom," Esquer says. "Students who are different in any way can feel insecure, and they don't want to make fools out of themselves. We need to recognize this insecurity and take steps to alleviate their anxieties. As their teachers, we need to lay the foundation for their success. The minute one of these students experiences a little bit of success – even if it's a 10th place ribbon – they shine, they want to do more, and they'll work hard to succeed."

It All Starts with the Teacher

Moving beyond serving the traditional student population in any school starts with the teacher. "First, teachers must see the need and want to make the change," Havens says. "Teachers must change their perceptions and get comfortable with the various populations within their schools and communities. They must be the ones to lead the way and provide the opportunities and pathways for ALL students to be successful."

How to Make It Happen

Here are some strategies to consider implementing in your program.

- Scrutinize your attitude and actions closely. Ask yourself, "Do I have some prejudices of which I'm unaware? Am I not as accepting of other cultures as I could be?"
- Make sure the door is open and that others feel welcome. Look for activities and actions that others may perceive as unwelcoming, such as the type of music played, type of food served, etc.
- Many of the icebreakers traditionally used in FFA activities make students from some cultures very uncomfortable. Esquer says, "In most Hispanic cultures, the touchy-feely activities can make students just shut down."
- Don't pre-judge the students before you know them. Don't make background assumptions. They are all just kids; treat them with respect.
- Strive to pronounce each student's name correctly per the student's preference. This attempt by the teacher will demonstrate concern for the student.
- Make an effort to know your students' backgrounds, i.e., country of origin, ethnicity, dominant language, etc. If labels must be used, make sure the label is correct. For example, you may label a student Asian, but the student prefers to be labeled more specifically as Korean.
- Avoid repeating offensive jokes, particularly those that involve ethnicity or a cultural background.
- Involve students in cooperative learning exercises. In addition to creating an atmosphere of cooperation and collaboration, group work in the classroom serves to mix the economic and social classes that might exist, thereby improving understanding and eliminating communication barriers among students. The teacher must take care to avoid biasing the groupings.
- Do not correct a student's pronunciation of words in the English language if the only thing wrong is a strong accent. The accent of a non-native speaker may be the most difficult thing to overcome.
- Be persistent in involving all students in FFA and SAE activities. An initial negative response from a student to a particular event or activity should not discourage the teacher from looking for other opportunities that might interest the student.
- Do not allow cultural and/or language barriers to prevent home visitations from occurring. Many options exist for overcoming these obstacles. Teachers have an opportunity to learn from the student and the family in these situations.

Havens says it all starts with one non-traditional student who experiences success. "It takes a lot of work to get one student to break away from his or her cultural group and take the social chance of becoming involved in something different. However, once that one student is welcomed, feels comfortable and experiences success, it opens the door for others."

Breaking ground then



North America agriculture has experienced a number of technological revolutions over the past 100 years...

Farmers in the 21st century are leading the way in a new agricultural revolution—already they've increased yields through biotechnology research and have begun using satellite navigation to plant, harvest, and track crop performance. All of these innovations will help ensure that North American farmers are able to meet the world's growing demand for food, fiber and fuel production.



New
Century
FarmerSM

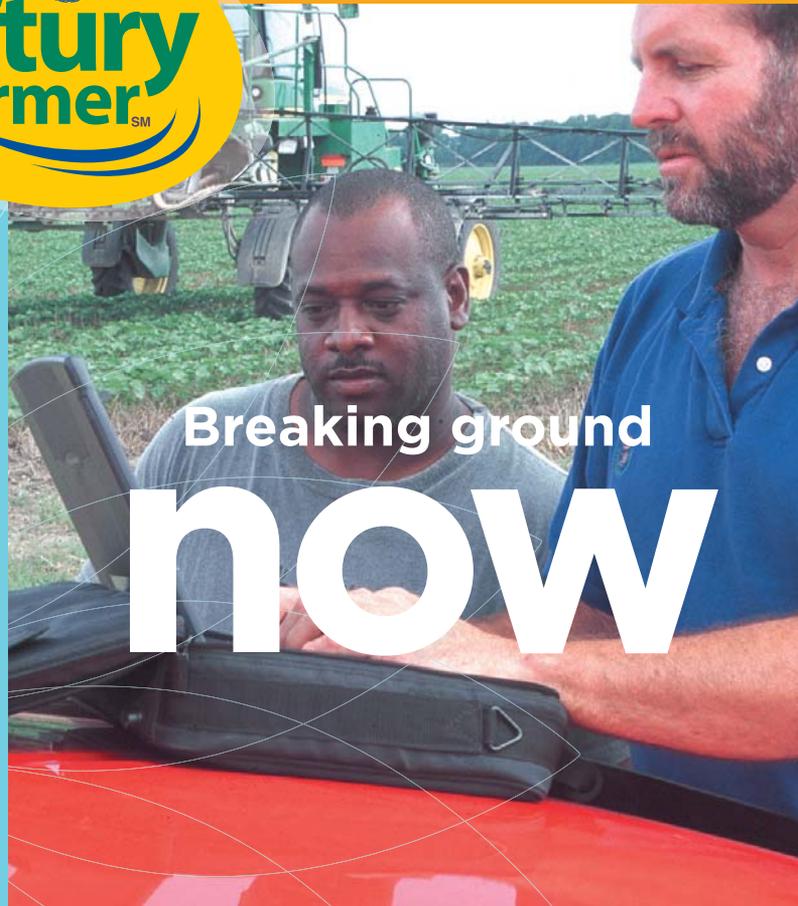
Are you ready to
take your farm
into the New Century?

The **New Century Farmer** conference will teach all you need to know about what it will take to be a successful farmer in the 21st century. You'll hear from top industry leaders and agriculturalists about all the latest in farming trends and technologies. You'll also develop a network of peers and mentors in the farming business with whom you can continue a lifetime of professional growth and development.

Apply today!

If selected, you'll participate in a five-day, all-expense paid conference in July 2007 held on the Pioneer Hi-Bred International, Inc., campus in Johnston, Iowa.

Applicants must be between the ages of 19 and 22, enrolled in a vocational school, university or college, have a background in production agriculture and an intention of returning to farming as a career after their schooling is complete.



Breaking ground
now



Download the application at www.ffa.org/programs/ncfarmer/index

The New Century Farmer Program is sponsored by Pioneer Hi-Bred International Inc. and Rabobank as a special project of the National FFA Foundation.



Meeting Industry Needs

in today's global marketplace, American agriculture plays a key role in providing food, fiber and energy for our planet's growing population. Leading agribusinesses, driven by this increasing globalization, have made diversifying their workforces a top priority, and they're looking to agricultural education to help train tomorrow's employees and customers.

Career Opportunities Demand Diversity

As an example, consider Elanco. With offices in more than 30 countries, this research-based company, whose global headquarters are in Greenfield, Ind., develops and markets products to improve the health and production of animals in more than 100 countries. To effectively reach out and serve its customers, Elanco needs employees who come from diverse backgrounds and who can build relationships to help customers solve problems.

"Diversity of experiences, thoughts and backgrounds are critical to serving our customers' needs," says Glenda Wallpe, manager of recruiting and staffing for Elanco. **"The richness diversity brings to our business practice helps us connect with our customers and avoid the pitfalls of 'group think.'"**

Former FFA member Terri Stoner, who serves as Elanco's manager of corporate affairs and led Elanco's involvement in the recent national FFA convention, echoes Wallpe's comments. "Ultimately, to create the best outcomes, we need people who offer a wide variety of skills, outlooks and perspectives. When we were preparing for our role in hosting the national FFA convention, we pulled people from across the company and a variety of disciplines to create and implement a comprehensive plan of action."

Monsanto offers another example. The company's executive team recognizes that diversity is central to its success—in fact, it believes that building a diverse and inclusive organization provides a competitive advantage. To sustain and

grow its business across all world areas, Monsanto requires diverse business perspectives and the flexibility to work with a variety of people wherever it conducts business. This is a driving force behind Monsanto's support of the National FFA Organization's diversity initiatives.

Diversifying the Employee Pipeline Starts with Agricultural Education

While these companies and others are seeking diverse employees, the current supply isn't meeting the demand. As industry looks to agricultural education and FFA to help fill the employee pipeline, it becomes vital for teachers across the country to reach out to the underserved groups in each of their schools and help them understand the opportunities available in the agriculture sector.

One tool available to teachers is the AgForLife (www.agforlife.com) website created by Texas A&M University. The site has sections for students, educators and professionals, and provides a "map" to different agricultural careers. This resource also provides a visual representation of the opportunities in agriculture and life sciences and can help teachers create awareness about career possibilities with their students.

Another tool is the PACES materials (Preparing for Agriculture Career Exploration & Success) provided to teachers during the summer as part of the REV It Up kits. This interactive, CD-based program is a one-of-a-kind career exploration curriculum for teachers with

a corresponding CD designed specifically for students and their parents.

As you consider the students in your school, are there groups agricultural education isn't yet serving? If so, create a plan to reach out and engage these students in a discussion about their interests. Help them understand how agricultural education and FFA can provide opportunities to meet their needs and open the doors of opportunity they likely don't even know exist.

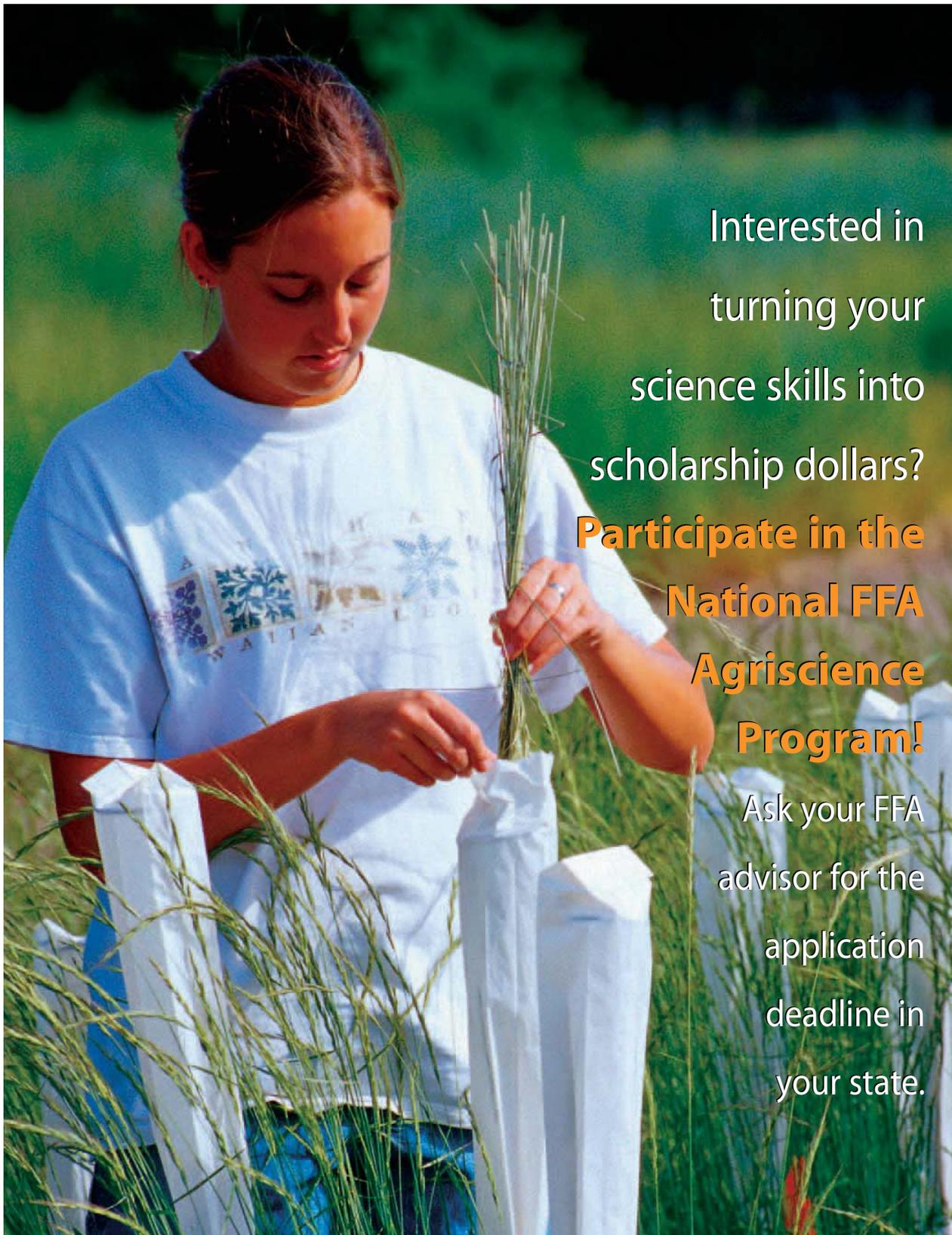
World Demographics

If we could shrink the population of the earth to a village of precisely 100 people with all the existing human ratios remaining the same, there would be:

- 57 Asians
- 21 Europeans
- 14 from the Western Hemisphere, both north and south
- 8 Africans
- 52 would be female
- 48 would be male
- 70 would be non-white
- 30 would be white
- 70 would be non-Christian
- 30 would be Christian
- 6 people would possess 59 percent of the entire world's wealth and all would be from the United States
- 80 would live in substandard housing
- 70 would be unable to read
- 50 would suffer from malnutrition
- 1 would be near death
- 1 would be near birth
- 1 (yes, only 1) would have a college education
- 1 would own a computer

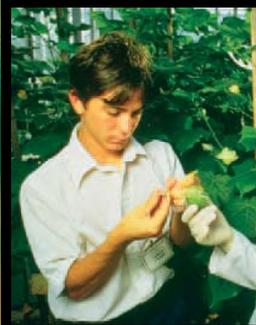


Source: Brad Schloesser, President, National Council for Agricultural Education, original source unknown



Interested in turning your science skills into scholarship dollars? **Participate in the National FFA Agriscience Program!**

Ask your FFA advisor for the application deadline in your state.



For details, visit [www.ffa.org/programs/ag_sci/index.html]
or contact the Agriscience program coordinator at [agriscience@ffa.org] or 317-802-4402.

MONSANTO
imagine™



The Agriscience Student Scholarship and Recognition Program is sponsored by Monsanto as a special project of the National FFA Foundation.

Planting the Seeds of Success

building a successful agricultural education program is similar to raising a flourishing agronomic crop: the end result doesn't hinge on one or two major factors, but on a series of small, well-planned steps adjusted as needed by conditions.

Take, for example the agricultural education program that calls McBee, S.C., home. Pat Earle started teaching agriculture at McBee in 1987, and the FFA chapter has had a membership increase every year since (along with many other accomplishments – see harvest stats). Earle and his students work hard to recruit new members and, he stresses, to retain those students once they step through the door.

"Building a tradition of excellence is a slow, steady climb," Earle says. "I can't really point to one big thing, but I believe we implement a series of little things that all add up and contribute to a positive end result."

Preparing the Seedbed

Early Starts are Key

One example he points to is the work the chapter does with elementary students. Last year for Mother's Day, the FFA members produced flowers in the school greenhouse, assembled small gift baskets, and delivered baskets to all the elementary students to take home to their mothers. Each basket included a note indicating the baskets were provided courtesy of the McBee FFA Chapter.

"My students learned a lot through the project, the elementary kids loved it, and we've received loads of positive feedback from their parents," Earle says.

Cultivating the Crop

Attention on the Individual Student is Essential

Earle is proud of the fact that his program's enrollment mirrors the school's population and that many minority students have served as officers and

experienced other successes. Earle attributes the success to treating all students equally. "All students want to be treated with respect and to know they will have a chance to be successful. If you treat them with respect and expect the same from them, you'll get it," he says.

Jeremy Daberkow, who is one of four agriculture teachers at the Agricultural and Food Sciences Academy in suburban Minneapolis, agrees, adding, "Teacher attitude is key to our success as a school. We have a 30-minute advisory period every day we use to get to know our students. Because our students come from such a dispersed area, we have to build a community within the school. We ask questions like, 'If you could have lunch with any famous person, who would it be and why?' The students love sharing their ideas, and, in the process, we all gain an appreciation for who they are and where they are coming from."

The faculty also uses that time to help students discover their interests and find niches within agricultural education where they can be successful. "The students really appreciate the way our teachers take time to get to know them as individuals and the respect with which they are treated."



Tips for Increasing Yields

- Use your officer team and your Program of Activities to engage all students in activities throughout the year; **take special care to involve new students quickly.**
- Create ways for students to accept responsibilities to build pride of ownership in their work and to reduce the tasks the teacher is required to complete by encouraging upper classmen to work with younger students.
- Develop a "Wall of Fame" to highlight member accomplishments and encourage younger members to strive for their goals.
- Work with students **individually to identify their interests**, and match those interests to available activities, programs and opportunities; **avoid trying to fit students into areas in which they aren't interested.**
- Strive to make activities fun for students, which will attract more students.

McBee FFA Harvest Stats

- 72 percent of the McBee student body are members of the FFA chapter.
- All high school class officers are FFA members
- 85 percent of all McBee High School honor roll students are FFA members.
- The chapter has had a state FFA officer nine of the last 12 years and the State FFA Star Farmer or State FFA Star in Agribusiness three of the past four years.
- 50 McBee FFA members have been awarded the State FFA Degree over the past six years.

Allen Wright, who served as last year's McBee FFA Chapter president and is now serving as South Carolina FFA vice president, joins Pat Earle in accepting the Governor's Citation of Accomplishment, the top National Chapter Award in South Carolina. Wright was named a Gates Millennium Scholar by the Bill and Melinda Gates Foundation, a prestigious honor that carries with it a full scholarship for undergraduate and graduate studies at the college or university of the student's choice.



Premier Leadership • Personal Growth • Career Success

Cultivating a Brilliant Future



Last year, 1 out of every
4 students who applied
was awarded a scholarship.

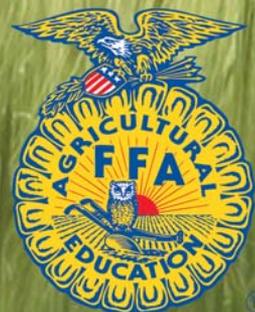
With over \$2 million
in scholarships available
this year, your future is
looking brighter than ever!

Apply today.

Applications must be postmarked
by **February 15, 2007.**

See your FFA advisor or
guidance counselor or email
scholarships@ffa.org for details
about the scholarship program.

Visit www.ffa.org to download
an application.



This advertisement was made possible through the generosity of the following scholarship sponsors





REV It Up Recruitment Tools

Iast summer, teachers across the country received a fresh set of recruitment tools as part of the “REV It Up” kits distributed at in-service workshops.

As a refresher, the “R” in “REV” represents recruitment and retention. The toolkit contains several elements

you and your students can use in your efforts to attract and retain members. So, look around your office, locate that bright red box and get started!

First, you’ll find a *Recruitment and Retention Guide*. This student-driven piece is designed to help FFA members



promote FFA and recruit new members. Marketing suggestions, tested ideas and surprising FFA facts are all included. The kit includes both a hard copy of this guide and an electronic copy (housed on the REV It Up CD-ROM).

To support the guide, each toolkit also contains a series of recruitment posters you and your students can display around the school. With headlines like, “Jump Start Your Future,”

these attractive posters will draw attention to the agricultural education program. As recruitment season approaches, think about where you should place these posters around your school and community.

Each kit is also equipped with 50 copies of three different brochures you can use with prospective students. One brochure addresses the question, “What is FFA?” Another brochure highlights career opportunities in agriculture, and the third focuses on learning leadership skills. Used together, they can fuel your recruitment effort!

All of the REV It Up materials were made possible by a series of Rural Youth Development grants, administered through the U.S. Department of Agriculture by the Cooperative State Research, Education and Extension Service.



Start Thinking Scholarships Now!

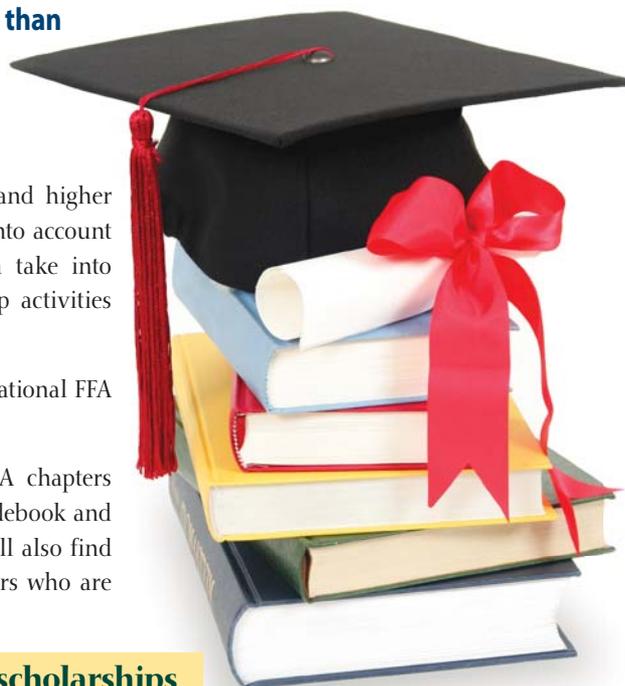
each year, the National FFA Organization awards more than \$2 million in scholarships to its members. There are many different types of scholarships designed to fit the wide variety of FFA members.

Scholarships are given for a diverse array of experiences, career goals and higher education plans. Grades are one criterion for selection, but FFA also takes into account the whole student. Some criteria vary by scholarship, but all of them take into consideration a student’s FFA involvement, community service, leadership activities and SAE program.

The scholarship funding is provided by numerous sponsors through the National FFA Foundation, and new scholarships are added every year.

The 2007 scholarship application and guidebook were mailed to all FFA chapters earlier this fall. In addition, you and your members may download the guidebook and application from the FFA website, www.ffa.org/programs/scholarships. You’ll also find answers to frequently asked questions and a link to the list of Ford dealers who are participating in the scholarship program.

For more information, visit www.ffa.org/programs/scholarships or send an e-mail to scholarships@ffa.org.





Nourishing Ideas, Nourishing People

Cargill Community Scholarship Program

The Cargill Community Scholarship Program will award \$1,000 scholarships to 350 high-school seniors in the 2006-2007 school year.

Each student's library will also receive a small grant.

The Cargill Community Scholarship Program is open to both FFA and non-FFA members.

The program is for high-school seniors who live near a Cargill community.

***Watch for details in the
2007 FFA Scholarship Book!***

For more information, visit www.cargill.com

Send e-mail inquiries to cargill@ffa.org

Together with FFA, Cargill is working to enrich communities around the world.

2006 National FFA Agri-Entrepreneurs

ag•ri•en•tre•pre•neur

(ag•ri•on'•tra•pra•nür') n.

A person who identifies and pursues a market opportunity in the face of risk which may result in new businesses, products or services within the field of agriculture including food, the environment and natural resources.



Top 10 Reasons to Become an Agri-Entrepreneur

10. Learn how to write a business plan
9. Become a part of the ownership society
8. Make money for college
7. Learn how to manage a business
6. Learn how to balance your life and your bank account
5. Help feed, clothe, house or entertain people
4. Do your part to "stand solid for your part in that inspiring task"
3. Create jobs in your hometown
2. It's the perfect way to start making your first million
1. Be your own boss



A Tribute to the Entrepreneurial Spirit...

The Agri-Entrepreneur Awards honor FFA members who have recognized market opportunities that were overlooked by others and conceived plans to pursue the opportunities. This publication highlights the 2006 national winners and how they identified and pursued their opportunities.

Each of the ten National Agri-Entrepreneurs receives \$1,000 and a plaque during a recognition ceremony at the 79th National FFA Convention in Indianapolis, Indiana.

As you study how these winners recognized and pursued their opportunities, think about the opportunities available in your community and what you could do to meet them. The entrepreneurial torch is burning bright in America and you have the ability to fan the flame in your community.

Creating Entrepreneurs

Taking a cue from business moguls such as Donald Trump and Richard Branson, today's teens are excited about the possibility of being their own boss, according to the Junior Achievement Worldwide 2005 "Interprise™ Poll on Teens and Entrepreneurship." Sixty-nine percent of those taking the poll indicated they would like to start their own business, a five percent increase over the previous year's results.

Teens' enthusiasm for starting their own business is tempered by the knowledge that obstacles to success are numerous; only 10 percent of student respondents believe that starting a business would be "easy" or "very easy." The remainder indicated that this process would involve varying degrees of difficulty, thus underscoring the need for mentoring opportunities, small business loans, and help devising a business plan.

Firmly embracing the possibility of achieving the "American Dream," 46 percent of teens believe the greatest motivator to start a business is "having a great idea and wanting to see it in action." Conversely, students think the most likely reason people don't start a business is "not enough money to get started" (33.5%) and "fear of failure" (32.5%). The notion of controlling one's own destiny may be spurring the dream of entrepreneurship, and

that owning your own business can provide protection against economic shifts, as 42 percent of the respondents feel that "unemployment" is the biggest threat to the nation's economy.

But while students are interested in becoming entrepreneurs, most do not have the knowledge to take that step. The students' responses to basic questions on entrepreneurial issues indicated they are not ready to pursue their dreams. Students attributed their lack of understanding about starting a business to being taught little about how business works. While some young people traditionally learn about entrepreneurship from parents and other family members who own businesses, others have no access to such knowledge or role models. Many simply do not perceive creating a job or a business as a valid career choice because all of their role models are employees, not employers.

That's where the Agri-Entrepreneur Education Program comes in. The program is designed to increase the level of entrepreneurial skills being taught in local agriculture programs across the country. With this information, students will be better prepared to become entrepreneurs and will begin to perceive entrepreneurship as a viable career choice.

Taking Care of Business

Each local FFA chapter that participates is eligible to receive up to \$150. Each chapter is encouraged to submit its top applicant for state and national competition. Ten national Agri-Entrepreneur Awards are given annually. Each national winner receives \$1,000 and is recognized on stage at the national FFA convention.

For more information on this exciting program, contact:

Agri-Entrepreneur Program
National FFA Organization
P.O. Box 68960
6060 FFA Drive
Indianapolis, IN 46268-0960
317-802-6060
www.ffa.org

Got Heifers?



Ben Alsum

Ben's Bovine Beauties

- Age: 18
- Randolph-Cambria-Friesland FFA Chapter, Randolph, Wis.
- Parents: Scott and Lona Alsum
- Advisor: Keith Gundlach
- Product/service: Raises springing heifers, brokers other dairy cattle
- Proficiency Area: Dairy Production

Alsum started his business in 2004 after milking cows for a neighbor and noticing the shortage of replacement heifers many area dairy farmers were experiencing. "My business has grown from originally buying and raising heifers to becoming a source of quality cattle through purchase and resale," Alsum explains. "I buy only quality cattle to resell which has helped me become established as a good dealer with a good reputation."

Ben markets his enterprise by placing business cards at the feed mill and the local cooperative. He relies on word-of-mouth to

generate most of his business. "My goal is to introduce my services to as many area dairy farmers as possible and to promote the pedigrees of the heifers I am planning to sell as springers," Alsum says.

Alsum is a 2006 graduate of Randolph High School. While in high school, Alsum served as his FFA chapter vice president and chair of community development. He was on the basketball and football teams and was very active in his church youth group. He plans on continuing Ben's Bovine Beauties and expanding the business.



Producing Premium Pork, Profits



Emily Arkfeld

Hampshire Hill Farm Pork

- Age: 17
- Lourdes Central Catholic FFA Chapter, Nebraska City, Neb.
- Parents: Timothy and Luanne Arkfeld
- Advisor: Tim Arkfeld
- Product/Service: Natural pork products
- Proficiency Area: Swine Production
- www.arkfeldhamps.com

Arkfeld started her business as a freshman in high school after getting compliments on pork she donated to an FFA chapter fundraiser. "I decided to diversify my swine enterprise to a value-added venture," Arkfeld says. "I find great personal reward when I have a customer that is so satisfied with my product that they make a repeat purchase, but the greatest compliment is when they refer someone else to me."

Along the way, Arkfeld has extensively pursued enhancing the quality of her meat. She regularly conducts meat quality research on her Hampshire genetics to ensure a quality product. Arkfeld has also been testing the negative affects of the RN gene in meat

quality. She has competed in the National FFA Agriscience Fair for the past three years, earning first place nationally in the zoology division in 2004.

Arkfeld's target market is primarily those who have ties to agriculture, and value "farm fresh," high-quality pork products. She hosts a website as a way of providing information to her customers.

Arkfeld is a senior at Lourdes Central Catholic High School. She has served as FFA chapter president, vice president and secretary. She is also actively involved in the student council, band and track. Arkfeld plans to attend the University of Nebraska at Lincoln and major in meat science. After earning her doctoral degree, she intends to start a meat research business.



Targeting the Ethnic Market



Sierra Enlow Enlow Farms

- Age: 18
- LaRue County FFA Chapter, Hodgenville, Ky.
- Parents: Robert and Elizabeth Enlow
- Advisors: Tim Quiggins and Misty Bivens
- Products/Service: Specialty meats, pumpkins
- Proficiency Areas: Specialty Animal Production, Vegetable Production

Sierra owns and operates Enlow Farms, an enterprise that produces a combination of livestock for breeding and processing to fulfill an ethnic market niche as well as a pumpkin venture.

“Having a combination of goats, sheep and cattle allows me to target the ethnic market that encases my community,” Enlow says. “By marketing livestock directly to the consumer, I eliminate the need for the middleman, making the product cheaper for the consumer and allowing me to make a larger profit.”

Along the way, Enlow began adding products. After becoming comfortable with her livestock, she added 10 acres of pumpkins. Enlow began marketing her products through a roadside stand. She now sells the majority of her pumpkins to the Wal-Mart

Corporation. Enlow relies on word of mouth to market her ethnic meats. “Small markets allow you to develop relationships with your customers, creating an element of patronage,” Enlow explains.

Enlow is a 2006 graduate of LaRue County High School. While in high school, she served as FFA chapter president and parliamentarian. She received the Hugh O’ Brian Youth Leadership Sophomore of the Year Award in 2004, belonged to the National Honor Society and placed first in the Regional FBLA Impromptu Speaking Contest. Enlow is a freshman at the University of Kentucky, where she is majoring in public service and leadership. After earning her bachelors’ degree, Enlow plans to attend the University of Kentucky’s School of Law to pursue environmental law, which she intends to bring back to agriculture.



The Sweet Taste of Success



Jasey Goedeken Jasey’s Jams

- Age: 19
- Lakeview FFA Chapter, Columbus, Neb.
- Parents: Roger and Jill Goedeken
- Advisor: Wade Hilker
- Product/Service: Homemade jams and jellies
- Proficiency Area: Agricultural Processing

Jasey Goedeken launched Jasey’s Jams, an enterprise that produces and markets many varieties of homemade jams and jellies, in July of 2003. Along the way, Goedeken has been experimenting with flavors. She has learned older customers prefer traditional flavors, while younger customers prefer more exotic flavors, such as raspberry-kiwi. Her business began with two flavors; she has now increased her production to nine.

Goedeken first marketed her products at her grandmother’s garage sale. Now, she primarily sells at farmer’s markets and craft shows. She also has negotiated an agreement with the Lakeview FFA Chapter to sell Jasey’s Jams as a fundraiser. The FFA chapter gets a portion of the sale, while Goedeken gets the return cus-

tomers. “Word of mouth and re-order customers are motivating factors that encourage me to continue my business and to look toward expansion while pursuing other marketing strategies,” says Goedeken.

Goedeken is a 2006 graduate of Lakeview High School. While in high school, Goedeken served as FFA chapter reporter and president. She was involved in FBLA, National Honor Society and was an all-state softball player. She received the Hugh O’ Brian Youth Leadership award in 2004. Goedeken is a freshman at the University of South Dakota majoring in elementary education. She plans to continue her jam business through college and as a hobby while teaching.



Converting Goat's Milk to College Cash



Ashley Hudson Ashley's Goats Milk Soap

- Age: 18
- Hotchkiss FFA Chapter, Hotchkiss, Colo.
- Parents: David and Trudy Hudson
- Advisor: Teresa Phelps Burns
- Products/Service: Beauty products and gift baskets
- Proficiency Area: Agricultural Processing, Agricultural Sales
- www.geocities.com/ashleysgoatsmilksoap/Ashleys_Homepage.html

Ashley Hudson owns and operates Ashley's Goats Milk Soap, an enterprise that processes goat's milk into beauty products such as soap, lotion, lip balm and air fresheners. Hudson started her project as a freshman after getting a goat as a companion for her market lamb.

"I started making soap for members of my family and realized that it was a great opportunity for me," Hudson explains. Hudson has diversified her products by adding lip balm, lotion and air fresheners. Custom-made gift baskets are also popular items, especially during the holidays. Hudson markets her products at local craft fairs, and at a local gift shop and salon.

Hudson feels it is important to donate her product for door prizes at craft shows and FFA functions to promote her business. She also runs ads in the local papers, and has her own website to encourage and engage customers.

Hudson is a 2006 graduate of Hotchkiss High School. While in high school, Hudson served as FFA chapter vice president, historian and as district reporter. She was involved in volleyball, basketball, tennis and was a member of the National Honor Society. Hudson is a freshman at Colorado State University, and is majoring in agricultural education.



Creating Wildflower Cards, Cash Flow



Alison Mebane Alison Mebane's Vision

- Age: 14
- North High-Bakersfield FFA Chapter, Bakersfield, Calif.
- Parents: Dwight and Helen Mebane
- Advisor: Christine Dickson
- Product/Service: Wildflower greeting cards, seeds
- Proficiency Areas: Agricultural Sales

Alison Mebane's Vision is an enterprise that creates and markets wildflower greeting cards. "I thought it would be a great idea to create a business and be able to share with others the stories and botanical information about the wildflowers that grow in our area, so I started researching the wildflowers that I captured in my camera and harvesting wildflower seed," Mebane says. "I am passionate about my wildflowers and the business I want to create."

Mebane has worked hard to distinguish her wildflower cards from other greeting cards. She places a brief story about each of the wildflowers, their botanical use and other interesting facts on the backs of the greeting cards. When appropriate, wildflower

seeds are attached to the cards as well. The cards are packaged in corrugated cardboard and bundled with recycled baling twine.

Mebane markets her greeting cards at the local general store, candy shop, bookstore and at several local festivals. She primarily markets to tourists who would like to take a piece of Kern County home with them. "It seems that it would take something away from the magic of the wildflowers to mass produce the cards," Mebane says.

Mebane is a sophomore at North High School. She has served as president of the Sierra Mountaineers 4-H club as well as earned the Star FFA Greenhand award. In addition to her wildflower greeting cards, Mebane raises a show steer and breeding sheep.



Purebred Goats = Profitability



Barry Prather PUREBRED BOER GOATS

- Age: 18
- McNairy Central FFA Chapter, Selmer, Tenn.
- Parents: Nickey and Beth Null
- Advisor: Rod Barnes and Daniel Hebert
- Product/Service: Breeding goats, goat meat
- Proficiency Area: Specialty Animal Production

Barry Prather owns and operates an enterprise that produces purebred Boer goats for breeding stock as well as meat. Prather started his business during his sophomore year of high school in 2004. "Due to the large middle-eastern and Hispanic population increase of recent years, the demand for goat meat is greater than the supply," Prather says. "I also plan to fill the void between the top purebred breeders and the small, commercial operations."

Prather attends producer meetings to talk to prospective customers and market his products. He also displays an advertisement at the goat auction. However, his best method of advertising is word of mouth.



Prather is a 2006 graduate of McNairy Central High School. While in high school, Prather served as his FFA chapter greenhouse supervisor, fruit sale chairman and was an FFA state convention delegate. He also served as VICA president and was a member of the National Vocational-Technical Honor Society. Prather plans to attend the University of Tennessee at Martin to study animal science, and hopes to specialize in small ruminant production. Prather plans to continue his Boer goat operation while he is in college and return to it following graduation.

Creating Profits from Pet Care



Hollie Scott Grand Paws LLC

- Age: 17
- Cameron FFA Chapter, Maysville, Mo.
- Parents: Mike and Adrienne Scott
- Advisor: Carmen Webb
- Product/Service: Dog and cat boarding and grooming
- Proficiency Area: Small Animal Production and Care

Grand Paws LLC, an enterprise that grooms and boards dogs and cats from all over the country, is owned and operated by Hollie Scott. She began the business in the summer of 2005, after spending many years grooming dogs for the show ring.

"Once I became dedicated to building a business, it really took off and has grown far beyond what I originally had expected," Scott says. "A lot of people knew how involved I was in showing dogs and knew of my love for animals."

After beginning her operation in her parents' garage, it became obvious that she would need to expand her business to a larger facility. Scott built a state-of-the-art facility that houses 50 dogs and cats with rooms for grooming and greeting.



She has many customers from across the country that are tied to her earlier show ring experience. "I have one customer who is from England and some that come from other states such as Hawaii, California and New Jersey. These customers are dog owners who have heard of me at dog shows and know that I know how to keep their animals in prime show condition," Scott explains. She also takes care of animals that need special rehabilitation treatments.

Scott is a senior at Cameron High School. She has served as FFA chapter reporter, secretary and vice president. She represents the student council, is a member of the National Honor Society and is a member of both the varsity softball and soccer teams. Scott plans to attend the University of Missouri-Columbia in the fall of 2007. After earning her doctorate in veterinary medicine she plans to pursue a career in animal pharmaceutical sales.

Growing Herbs, Bank Balances



Chelsey Shouse

Marie's Erbs

- Age: 18
- Spencer County FFA Chapter, Taylorsville, Ky.
- Parents: Mark and Cheryl Shouse
- Advisor: Darryl Matherly and Bland Baird
- Product/Service: Fresh herbs
- Proficiency Area: Specialty Crop Production



Chelsey Shouse owns and operates Marie's Erbs, an enterprise that grows fresh herbs to sell to the retail customer. Shouse started her business in 2003 after reading a book on herbs.

"I was shocked to see that there were no fresh herbs in the store," Shouse explains. "The real key to this was the fact that I wanted to help my community by supplying them with something that is used by a large number of people, but not found regularly at stores in our area."

Shouse began marketing her herbs at a local farmers market. She has also established a relationship with a local supermarket, with the objective of displaying her herbs in the produce section.

Shouse relies intensively on staying in touch with customers to gain return business. She has begun to diversify her product line by adding complementary items, including potpourri, tea and recipe cards. She has also added decorative pots to display her product.

Shouse is a senior at Spencer County High School. She has earned her Greenhand and Chapter FFA degrees and was on the first-place state farm business management team. She is also a member of FBLA, FCCLA and volunteers for the local Angel Tree. Shouse plans to pursue a career in pharmacology after attending the University of Louisville.

Creating Health Care Products, Profits



Samantha Williams

Sammie's Pride Dairy Goat Milk Soap

- Age: 17
- Bakersfield FFA Chapter, Bakersfield, Calif.
- Parents: Roger and Ana Williams
- Advisor: Jennifer Wilke
- Product/Service: Goat's milk soaps
- Proficiency Areas: Agricultural Processing, Agricultural Sales



Sammie's Pride Dairy Goat Milk Soap processes goat's milk and fragrances to produce mild, yet tantalizing body soaps. The business was launched by Samantha Williams between her freshman and sophomore years of high school after she noticed the ingredients of specialty soaps in a gift shop.

"As anyone who spends time milking can tell you, throwing out my goat's milk at the end of each milking is just plain wasteful," Williams explains. "I thought making soap was a great way to use the excess milk produced by my goats."

Along the way, Williams has experimented with different fragrances, molds and soap textures. Williams has also conducted a two-year experiment on the affect of feed on the pH of milk to determine its impact on the smoothness of the soap. She re-

ceived third place in the California Agriscience Fair for her work.

Williams primarily sells her products at the local farmer's market. "Word of mouth seems to be the fastest advertisement for my product," Williams says. She also has made arrangements with local businesses to sell her soap at their stores.

Williams is a senior at Bakersfield High School. She has served as FFA chapter president, sectional president and regional vice president. She is also involved in band, tennis and soccer, as well as many community service projects, such as Adopt-A Family. After graduation, Williams plans on obtaining a degree in agriculture sales and becoming a sales leader in the agriculture industry.

How Do I Get Involved?

- You must be a member of your local FFA chapter, your state FFA association and the National FFA Organization (you can be any grade level or age).
- Create an idea for providing a product or service that would fill a need in an agricultural, horticultural or natural resources related field.
- Develop a business plan to flesh out your idea and put it into practice.
- Check out the Agri-Entrepreneurship website for further information at [www.ffa.org/programs/ag_ent/index.html].
- Acquire a copy of the Agri-Entrepreneurship application and examples of previous winning applications. NOTE: The application and examples are available from the National FFA Organization by calling 317-802-4302, by downloading from the FFA website at [www.ffa.org], or from the 2006-2007 Local Program Resource Guide CD-ROM.
- Complete the application and send it to your state FFA association by your state's due date, or to the National FFA Organization by July 15.
- Complete the local award check request voucher and submit it with your application to receive a \$100 local winner check (one per chapter per year). Awards are also available at the state and national levels.
- Use the press release provided with the application to publicize your efforts and give your business a potential boost.
- Certificates with award medals are available to each chapter, \$100 awards are available to each state association and \$1,000 awards are available at the national level.

About the Program

The National Agri-Entrepreneurship Award Program is sponsored by USDA Rural Development as a special project of the National FFA Foundation, Inc.

"USDA Rural Development is pleased to sponsor the program because investing in today's up-and-coming rural entrepreneurs helps build a bright future for them and their communities," said Tom Dorr, under secretary for Rural Development at USDA. "The creativity and innovation that these young people bring to agriculture and rural America will make a difference in their lives and in their communities."

For more information on this exciting program, contact your local FFA advisor, or the National FFA Organization, P.O. Box 68960, 6060 FFA Drive, Indianapolis, IN 46268-0960. Telephone: 317-802-6060. Internet: www.ffa.org.

About the National FFA Organization

FFA is a national organization of 495,046 members preparing for leadership and careers in the science, business and technology of agriculture with 7,242 local chapters in all 50 states, Puerto Rico and the Virgin Islands. FFA strives to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricul-



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.

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 brochure 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.

National FFA is Honored to Thank Our BlueGold Sponsors

BlueGold
JACKETS STANDARDS
79th National FFA Convention, Indianapolis, Indiana



Indiana Department
of Education



Countrymark®



BAKER & DANIELS LLP



- 5MetaCom
- Achieva Inc.-Issues Resolution
- BAA Indianapolis
- Bartha Audio Visual
- Best Buy RV
- BI The Business Improvement Company
- BKD Nonprofit Services
- CIM Audio Visual
- Carey Limo
- Central Indiana Community Foundation
- City Securities Corporation
- Coppinger Exhibits Inc.
- Demeter
- Express Parking Inc.
- Fifth Third Bank
- Ice Miller LLP
- Indy Office Solutions
- IUPUI Computer Services
- Katz Sapper & Miller
- Langham
- Lumina Foundation for Education
- Markey's
- Oxford Financial Group, Ltd.
- Ratio Architects, Circle Design Group & Lynch Harrison Brumleve
- REI Real Estate Services
- Sallie Mae

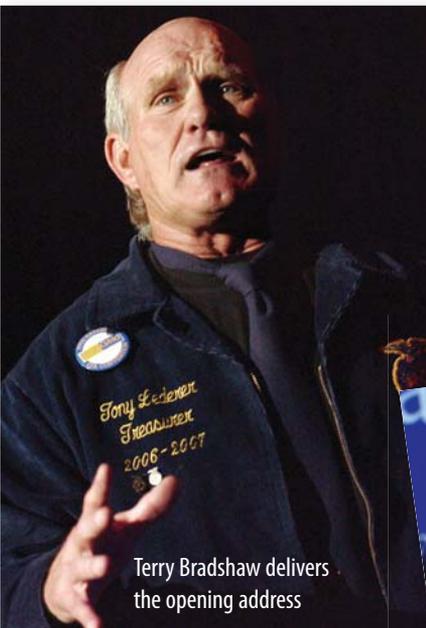
Blue Jackets, Gold Standards



Following the final gavel tap that marked the conclusion of the 79th National FFA Convention, 54,489 FFA members, advisors and guests departed Indianapolis and embarked on another year of leadership, service and “blue jackets, gold standards” in their communities across the country.

Words of Wisdom

Football legend and sports broadcaster, Terry Bradshaw, kicked off the opening sessions with enthusiasm. “I believe in everything you do. I believe that you should have everything you dream of,” Bradshaw told the crowd. “You will reap tomorrow what you sow today. It might as well be darn good stuff!”



Terry Bradshaw delivers the opening address

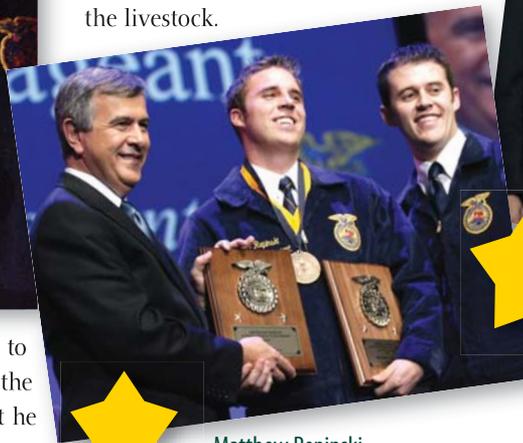
Bradshaw remarked that he chose to speak at the FFA convention because the members have an amazing energy that he rarely encounters with other audiences. “This convention is a huge deal! Young people are a great audience, and this one is a unique experience,” he says. “These are solid human beings. These young people are not in the newspaper for negative things. They are in there for their values and the respect they have for the community. This is the heartland of America. This is what we want for our future!”

Indicating that he admired FFA so much, he'd like to try on one of the famed jackets, Bradshaw asked for a member to send up a 52 extra long jacket. As one made its way to the convention

stage, he challenged FFA members to develop a deep foundation embedded with family connections and personal values. “The deeper your foundation, the higher you will go in whatever you do. Especially in the FFA, you can go as high as you want. It’s up to you!”

Stars Over America

The 2006 **American Star in Agriculture Placement** is **Matthew Repinski** from Amherst, Wis. Repinski began working for his uncle at a young age and has since seen his passion for agriculture grow. After working for his uncle, he worked at a couple of dairy operations. Repinski spent most of his time planting, harvesting, feeding and caring for the livestock.



Matthew Repinski

While at school, Repinski works at the University of Wisconsin Swine Research and Training Center to financially support himself. His duties include feeding, cleaning, dealing with animal health and breeding, as well as some record keeping.

Repinski is pursuing a degree in both dairy science and agronomy at the University of Wisconsin. Upon graduation, he hopes to help farmers maximize their production by working for a large nutrient operation.

Andrew Bowman of Oneida, Ill., is the 2006 **American Star Farmer**. Bowman

always had a desire to follow in his father’s and grandfather’s footsteps. Bowman began his SAE with five acres of corn and five acres of soybeans. He now farms a 316-acre operation and plans to expand.

Bowman is pursuing a degree in crop sciences with an emphasis in agribusiness management from the University of Illinois. He is considering pursuing a master’s degree in agriculture economics or agriculture policy. After graduation, he plans to work in an agribusiness.



Neal Ely

Ryan Sholz of Newberg, Ore., has always wanted to be a veterinarian. As he moved into high school, he discovered a passion for research. In college, he found a way to incorporate both talents.

Sholz was named the 2006 **American Star in Agriscience**. As a junior in high school, he studied the effects of hatchery fish being released into Oregon rivers on the ecosystem. He pursued this study after learning about the growth habit of trout in his agriscience class.

As he continued into college, he began studying using sheep to control non-native plants. Through his research, Sholz found the sheep would not eat the plants

on their own, but if guided to them, the sheep didn't suffer any ill effects. Sholz' work on this study has given him many options in research and medicine.

When Sholz finishes school, he plans to continue his dream and practice large animal veterinary medicine. He is a senior at Oregon State University double majoring in animal science and biosource research.

Neal Ely of Grafton, Neb., is the 2006 **American Star in Agribusiness**. Ely owns and operates Ely Farms Pickled Asparagus Spears. He originally came up with the business idea of growing asparagus after noticing local Nebraskans would eat 5+ day-old asparagus from California.

When Ely expanded his operation beyond production, he had to comply with the Food and Drug Administration policies. In order to accomplish this, he worked with the University of Nebraska Food Processing Facility to develop the proper procedures to ensure the food's safety. He also transformed an unused building on his family farm into an FDA-approved commercial kitchen.

His operation has grown, and he markets to gourmet, specialty and gift, grocery and liquor stores in Nebraska and surrounding states.

Ely has been an active FFA member, which has led him to win many awards both locally and nationally. Among them, he has been named a national proficiency finalist and a national agri-entrepreneur. Ely is currently attending the University of Nebraska-Lincoln and pursuing a degree in agribusiness.

The four stars were each recognized on the main stage during a ceremony at the third general convention session. They each received a plaque and a cash award of \$4,000. The three runners-up in each category received \$2,000 cash awards.

Individual contributors to the National FFA Foundation provide funding for the Stars Over America Program. The USDA Farm Service Agency provides funding for the "Stars Over

America," audiovisual presentation featuring the finalists as a special project of the National FFA Foundation.

Agriscience Teacher of the Year

Harold Mackin, agriculture science instructor and FFA advisor in Rochester, Wash., is the 2006 Agriscience Teacher of the Year. Science and agriculture have been integrated into the curriculum at Rochester High School. The science department and agriculture department have created courses that meet and exceed the standards set by the Washington State Science Grade Level Expectations. The students are also prepared upon graduation to master the science section of the state exam.



Harold Mackin

"Students are introduced to scientific inquiry and its applications in agriscience," Mackin explains. "Students investigate the application of earth and physical science concepts and principles their freshman year through a course in environmental agriscience. As they progress, they learn new science techniques from chemistry to DNA structuring through agriculture."

Mackin has also developed his own curriculum to help his students understand the relationship between agriculture and scientific concepts. He actively involves community members to show students how the classroom concepts work in the real world.

In recognition of his achievement, Mackin received a personalized plaque, a \$1,500

cash award, and a plaque for his school. Potash Corp sponsors the Agriscience Teacher of the Year Program as a special project of the National FFA Foundation.

Agriscience Student of the Year

Allison Wilson's study on plant tissue contamination control has earned this Stuart, Iowa, student the 2006 Agriscience Student of the Year Award. Wilson attends West Central Valley High School and is a member of the West Central FFA Chapter.



Allison Wilson

After taking a biotechnology class, Wilson became interested in agriculture and, particularly, tissue culture associated with biotechnology. Wilson researched tissue culture and found bacteria and fungus to always be present. She discovered that with fungicide treatments, the fungus was controlled, but there was no effective way to decrease the levels of bacteria.

Monsanto sponsors the Agriscience Student Scholarship and Recognition Program as a special project of the National FFA Foundation. Eligible FFA members are selected on the basis of research projects involving agriscience skills, using applications and new technologies in their high school agriculture classes. Students apply these lessons to their supervised agriculture experience. They are also evaluated on their academic achievement, as well as their involvement in school and community activities.

H.O. Sargent Diversity Awards

Ashley Darm, a member of the Elk Grove FFA Chapter in Elk Grove, Calif., earned the National H.O. Sargent Diversity Award. This award recognizes FFA members who develop and/or actively support ways to reach underrepresented individuals/

The H.O. Sargent Diversity Award existed in the New Farmers of America (NFA), the former organization for African-American agriculture students. In 1965, the NFA was incorporated into the FFA. This award, renewed in 1995, continues as an annual recognition program. All applicants have been involved with agricultural education and have implemented programs to promote diversity. Monsanto sponsors the H.O. Sargent Diversity Award as a special project of the National FFA Foundation.

dollars per hour worked staffing the alumni concession stand or working other alumni events.

Chapter Development

The Sterling, Colo., FFA Chapter was named the Chapter Development Model of Innovation winner. The Sterling FFA Chapter encourages leadership among its members by attending the Made for Excellence (MFE) conference. The students are also auctioned off at their annual auction/oyster fry for a full day's work. The Sterling chapter uses members and local businesses to promote financial management. The chapter contributed almost 330 hours of labor to local businesses through this event.



Ashley Darm



Robn Krueger



Columbus, Texas



Ponchatoula, La.

groups who have not yet been able to enjoy the benefits of agricultural education and FFA activities. Each FFA member finalist received a plaque in addition to national recognition during the convention.

In the past year, Darm volunteered in many activities that increased her awareness of mentally disabled students and adults. She began actively pursuing ways to involve people with these disabilities. Her key activity is called Project R.I.D.E. (Riding Instruction Designed for Education), in which confidence is built through a therapeutic horseback riding/grooming program.

The recipient of the 2006 Teacher H.O. Sargent Diversity Award was **Robn Krueger** of Sinton, Texas. Krueger has promoted diversity by helping her mainstream students and special needs students work together.

Krueger has involved the groups of students with activities such as Farm Day and a deep-sea fishing trip. Each activity required students to rely on others to help solve problems. Students learned that by working together they could achieve their goals.

National Chapter Models of Innovation

The nation's top ten three-star gold chapters in the National Chapter Award program compete in each of the award's three divisions to be named model of innovation winners. As part of the application process for the honor, each chapter submits five activities in each of the three divisions. Each of the three division winners was announced on stage and received a plaque.

Student Development

The Columbus, Texas, FFA Chapter was named the Student Development Model of Innovation winner. In the Columbus FFA Chapter, money is not an obstacle to participating in FFA activities. Thanks to their "FFA Credit Program," members earn money to pay their dues, purchase jackets or fund their supervised agricultural experience programs. Through the program, students earn two

Community Development

The Ponchatoula, La., FFA Chapter was named the Community Development Model of Innovation winner. After an FFA member was killed in a tree-cutting accident, the FFA chapter realized a need for all its members to be trained in emergency care. With the help of the local emergency medical services, the chapter held a Rural Emergency Day, during which the students were trained in immediate critical care assessment and treatment. Because most of the members live in rural homes, this was not only valuable training for the students, but also for the community.

Middle School

The Fort White Middle School FFA Chapter of Florida was named

the National Middle School Model of Innovation winner. To promote breast cancer awareness, the chapter instituted the "Tough Enough to Wear Pink" campaign. The students worked through all their breaks to sell cooker tickets. In the end, the chapter raised \$600 for the breast cancer awareness campaign.

Toyota and the Land 'O Lakes Foundation sponsor the Models of Innovation awards as a special project of the National FFA Foundation.

Career Show

The convention Career Show had a record-breaking 370 exhibitors from across the country this year. Exhibitors ranged from agriculture-related companies to fund-raising companies to colleges and universities offering agriculture programs. Jack Pitzer, who manages the Career Show, said, "Students should be on the look-out for that magic moment when they discover their interest areas; this a dream-building place."

National FFA Foundation Hits High Mark

The National FFA Foundation set another fund-raising record, announcing \$12.2 million in support for agricultural education.

In addition to the record fund-raising results, the National FFA Foundation announced Ford Motor Company has become the first million-dollar annual sponsor.

"We are thrilled to welcome Ford as our first million dollar annual sponsor in 2007, and we are proud to honor and recognize Ford for their commitment to FFA, youth and agricultural education

at our national convention," said Dennis Sargent, executive director of the National FFA Foundation. "Ford Motor Company has been a major sponsor for FFA programs for 58 years and has consistently been one of our largest scholarship sponsors. This new financial commitment further demonstrates their dedication to helping us foster and grow this nation's future leaders."

The million dollars in financial support will sponsor collegiate scholarships, the

Auction items ranged from national officer pictures, to power tools, ski trips, tractors, ATVs and a fully-loaded Ford F150 truck. The funds generated from the auction go to support WLC Scholarships, five \$1,000 scholarships for agricultural education majors, and one collegiate scholarship to an American Degree recipient.

National Officers

As always, one of the most popular convention features was the national FFA officer team. Always crowd favorites, each officer's retiring address is available online as an mp3 audio file (www.ffa.org/convention/noflash/index-4.html). These addresses make great tools for students' personal development and also for those interested in improving their speaking skills.

Additional Awards and Information

The 79th National FFA Convention is now in the record books, and marks the beginning of a new era—the convention in Indianapolis, Indiana. Travis Jett concluded the convention with these retiring remarks, "FFA members, not a single one of us is guaranteed another day. I know the time that we have is much too precious to shield who we are, and I have seen proof that ordinary people can make an extraordinary impact." With record levels of attendance and an enthusiastic crowd, the event closed with inspirations of "blue jackets, gold standards."

For additional information including photos, audio clips and complete lists of award winners and degree recipients, visit www.ffa.org/convention/noflash/index-2.html. Also, check the RFD-TV website (www.rfdtv.com) for convention highlights.



New Officer Team

The highlight of the final session was the passing of the gavel to this year's new national officers. They are:

- President: Beau Williamson, Calif. (front row, left)
- Secretary: Kacy Baugher, Ill. (front row, right)
- Western Region Vice President: Janette Barnard, Ariz. (back row, left)
- Central Region Vice President: Jamie Cecil, Colo. (middle row, right)
- Southern Region Vice President: Jennifer Himburg, Ala. (middle row, left)
- Eastern Region Vice President: Coty Back, Ky. (back row, right)

For more information on the new officers, visit www.ffa.org/convention/noflash/index.html.

National FFA Agriscience Fair at the convention, and the Washington Leadership Conference program (WLC).

Alumni Auction

As 61 items were laid out before them, 900 buyers bid in hopes of taking the items of their choice home. The National FFA Alumni raised \$117,711 through the silent and live auctions.

LPS Staff

Ernie Gill

Team Leader
Office: 317-802-4222
Cell: 317-294-8410
egill@ffa.org

Kevin Keith

Specialist, Northeast Region
Office: 317-802-4254
Cell: 317-709-0806
kkeith@ffa.org

Larry Gossen

Specialist, Central Region
Office: 317-802-4352
Cell: 317-294-8410
lgossen@ffa.org

Jeff Papke

Specialist, Southeast Region
Office: 317-802-4350
Cell: 317-294-0896
japke@ffa.org

Michael Honeycutt

Specialist, Northwest Region
Office: 317-802-4262
Cell: 317-753-3319
mhoneycutt@ffa.org

Mike Womochil

Specialist, Southwest Region
Office: 317-802-4319
Cell: 317-750-1677
mwomochil@ffa.org

Michele Gilbert

Program Coordinator
Office: 317-802-4301
mgilbert@ffa.org

Local Program Success

Open the Gate to Opportunity!

School-based agricultural education is currently serving approximately 800,000 students in just over 7,200 middle and high schools across this country. Those currently enrolled are only a small percentage needed to supply the agriculture workforce for the future. To help focus our attention on this need, the National Council for Agricultural Education has developed a new initiative to grow the number of quality programs to 10,000 by the year 2015.

10 X 15 — The plan for growth

The "10 X 15" initiative is designed with an emphasis on quality to ensure every student has an opportunity to experience all three components of a total program. By continuing to increase the number of students receiving meaningful educational opportunities through rigorous and relevant curriculum, quality supervised agricultural experience (experiential learning) and FFA (leadership development), the effort should result in more high-quality experiences for students. We will continue to update you on the 10 x 15 initiative in *FFA Advisors Making a Difference*, or you can also find more by visiting The Council's website (www.teamaged.org/councilindex.cfm), staying active in your professional organization—NAAE—or talking with your state staff and other state Team Ag Ed partners.

Targeting Younger Students

Allowing Time for Growth

Recruiting students at an early age will provide the greatest impact on individual students, as they will be able to enter a seamless system of instruction and receive development from the ground up. By entering into the system early, they increase their capability and options to design a program of study that includes progressive levels of curriculum, experiential learning and leadership development.

There are a number of proven recruitment activities to encourage students to consider enrolling in an agriculture course at an early age. For starters, each program should develop its own marketing campaign that targets both traditional and non-traditional students just before they have the opportunity to enter the program. In a traditional four-year program, your focus would be marketing to middle school students.

Recruiting new FFA members does not "just happen." You have to work hard to identify your potential audiences and



By Tony Small
Senior Director,
Education Division
National FFA
Organization

develop convincing messages to sell each group you identify. Go beyond those who are already familiar with your program and FFA. Reach out to those students who have never heard of agricultural education or those who think they have to be involved in production agriculture to benefit. Don't overlook any group of students, as there is something for everyone, and they can all benefit from agricultural education and FFA.

Retention is Essential

One Year is Not Enough

Recruitment is needed, but retention is essential. Once a student has entered a program, it is important for them to remain active and stay engaged in the education and organizational process. Students will see the value if they are learning, participating and have ownership of what they are accomplishing. It is important to engage all students every day in every class.

It is equally important to help students develop long-range goals for their education and leadership development. Once they see the benefits agricultural education can offer and develop goals for their future, they are on the road to success. With most students you will have to keep them guided in the right direction, but with a plan in place, it is much easier to advise and

Recruiting
new FFA members
does not "just happen."
You have to work hard to
identify your potential
audiences...

assist. Once students gain a passion for the program along with a feeling of involvement and ownership, they will become advocates and ambassadors to help grow the program and the activities. The more students you can retain, the stronger the program will become.

Looking to the Future

Who is Going to Fill Your Shoes?

To keep agricultural education strong and growing for years to come, we need to focus on a different type of recruiting and retention. This focus needs to be on your current students who would make great agriculture teachers. Every program has those students who would make great teachers. We need to do a better job of encouraging those students to pursue teaching as a career.

Many different activities, experiences and influences play a role in how students select career paths. Most often, we find that students who choose to become agriculture teachers were positively influenced by their agriculture teachers and FFA advisors. Yes, you have that ability to influence their decision to teach or not to teach!

The agricultural industry and agricultural education need your assistance to ensure we have an adequate supply of well-trained agriculture teachers to grow programs for the future. Please help by identifying those students in your program who would make great teachers, and assist them in developing plans for their futures. Introduce them to state staff and teacher educators. Introduce them to the new proficiency award opportunities in agricultural education and, most of all, mentor them by positively modeling your career!

Resources Available

Tools for the Recruiting Process

For promising practices on recruitment and retention, please use the newly developed resources found in your new REV It Up kits.

The strength of agricultural education is at the local level, and you are the gatekeeper! Your students, school and community are looking to you to guide and build a quality program now and for years to come.



 **Professional Growth**

Working Today to Meet Tomorrow's Needs

the National Council for Agricultural Education board members are working on behalf of current and future agriculture students to provide leadership and coordination that shapes the future of school-based agricultural education in a diverse world.

Major Initiatives

Here is a quick overview of The Council's 2006 accomplishments:

- Annual Report on School-Based Agricultural Education in the United States; the second version is planned for release at the 2007 National Ag Ed In-service, to be held in February
- Curriculum Frameworks Task Force – developing the CASE Model (Curriculum of Agricultural Sciences Education)
- National Standards and Quality Indicators – developed and ready for endorsement by Team Ag Ed members and supporters
- National Content Standards for AFNR (Agriculture, Food and Natural Resources), funding requests have been made; Career Cluster Pathway plans of study will be available in February 2007
- Growth – 10X15 Management Team, strategic themes established and are being verified, Team Ag Ed member organizations are adopting themes and initiatives
- Advocacy Taskforce was established, assisted in passing the Carl D. Perkins Career and Technical Education Improvement Act of 2006, working on national agricultural education awareness and marketing campaign, developing a comprehensive set of resources and tools to develop and conduct advocacy initiatives supporting local programs.
- ACTE partnership continues



By Brad J. Schloesser
President,
National Council
for Agricultural Education

As we continue helping others understand agriculture's vital role to our existence, let us work to recognize diversity in our world. Be mindful of the richness that it provides in our lives and how we as educators can influence our homes, classrooms, schools, communities and beyond. The attitudes we express can significantly influence how our diverse world looks. Be open to change, willing to change, changeable.

THE COUNCIL
A national partnership for excellence
in agriculture and education.

 **Professional Growth**



OPPORTUNITY

FREE TRIP TO WASHINGTON, D.C.!

Scratching out risk in your SAE can provide you with many opportunities—including the chance to win a free trip to D.C. for you and your advisor.

Enter the 2007 National FFA Risk Management Essay Contest for your **OPPORTUNITY**.

Visit www.ffa.org/programs/riskmgt for rules of entry. Contact riskmanagement@ffa.org or **317.802.4288** for more information.

The Risk Management Essay Contest is sponsored by the U.S. Department of Agriculture-Risk Management Agency. All entries must be postmarked by January 31, 2007. Send your entry to the Risk Management Essay Contest, National FFA Organization, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46268.

RISK
management



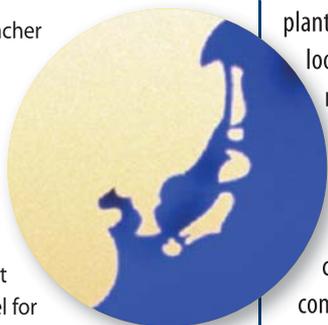
The FFA Mission: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The Agricultural Education Mission: Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws. 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.

TeacherResources

International Experience Opportunity

Toyota is accepting applications for their International Teacher Program trip to Japan. Next June, 40 teachers from across the nation will spend 12 days in Japan experiencing the country, its culture, history and key international issues. For the first year, this opportunity will be open to teachers from all 50 states. Eligibility requirements include:

- being a full-time teacher (grades 9-12)
- US citizen, and
- have three years experience in the classroom with expectations to continue teaching at the high school level for the 2007-2008 school year.



One of last year's participants, Saralynn Brown who teaches agriculture in Colorado, encourages fellow instructors to apply. "This is a great opportunity to travel internationally, bring home culture to your school and community, and meet some outstanding educators in various disciplines. I guarantee it will change your way of thinking and open your mind." More information and the application can be found at www.iie.org/Template.cfm?Template=/programs/toyota/japan/japan_main.html.

Alternative Fuel Lessons and Information

Trying to get on top of all the information concerning ethanol and its impact in the automotive engine? Take a look at this site (www.drivingethanol.org/asp/what_is_ethanol/mechanics.aspx) and enroll in the free course offered by EPIC. The course is offered for mechanics to gain understanding about ethanol, but teachers and students will find it helpful as well.

Additional information is available on the site's teacher page (www.drivingethanol.org/asp/what_is_ethanol/kids_teachers.aspx).

The link to lesson plans shown here takes you to the Northwest Iowa Community College ethanol page where you can find a five-module curriculum on ethanol.

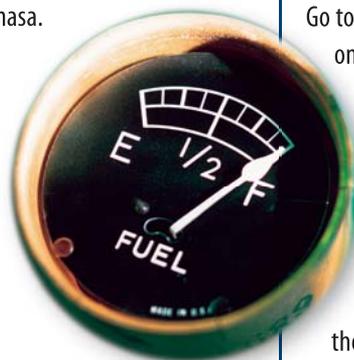
While on the topic of alternative fuels, take a look at the domestic fuels website (www.domesticfuel.com/) for news on ethanol, bio-diesel and other domestic fuel initiatives. Scroll down to read about the new ethanol plant in Meade, Neb., that will be a closed loop design using methane from cow manure to power the distillation process.

When discussing the alternative fuel industry, don't miss the teachable moment it provides to explain the carbon cycle, the global warming concept and the other ecological concepts that are linked to this topic. An excellent explanation of this can be found at the NASA Earth Orbiting website. Go to <http://earthobservatory.nasa.gov/Library/CarbonCycle/> for specific information on carbon and its impact on our environment, but also look at the home page <http://earthobservatory.nasa.gov/> to see other pages that can be utilized in agronomy, environmental science or natural resource courses.

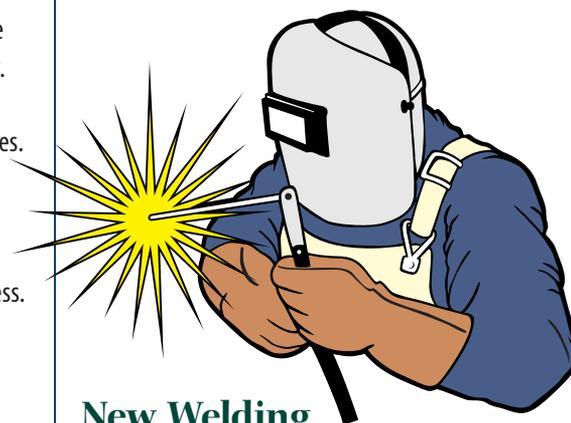
When you get a question from a student about engines that you can't answer, send them to <http://auto.howstuffworks.com/> to discover the answer. Great animations of engine structure and operation, combined with good explanation of technical information, makes the How Stuff Works website a must for your favorites links. The webpage also provides great sites on other

How does this work?

When you get a question from a student about engines that you can't answer, send them to <http://auto.howstuffworks.com/> to discover the answer. Great animations of engine structure and operation, combined with good explanation of technical information, makes the How Stuff Works website a must for your favorites links. The webpage also provides great sites on other



areas of technology. Check out the health tab to see simple animations of how the body systems work and a variety of other topics that can be useful materials for an animal science classroom.



New Welding Curriculum Materials

Lincoln Welding has just added their teaching materials to the Ag Ed Learning Center. The site contains video lessons, lesson plans and PowerPoint presentations on the world of welding, safety, common welding processes and careers in the welding industry. It is entirely web based and free from Lincoln Welding and the Ag Ed Learning Center. Go to www.agedlearning.org/ and click on the power, structure and technical systems logo.

Math and Engines

Trying to explain horsepower, converting metric to English displacements or showing a student acceleration formulas? Check out the resources that can be found on the auto math page at webcars.com. This site is a great place to expose students to the mathematical formulas used in the engine power industry. It can be utilized as a resource to explain the calculations behind the "horsepower" definition that is always given in the textbook, or to help the student see the relationship between CID and metric displacement in engines. Find this and more at www.web-cars.com/math/index.html.

INNOVATION *in* ACTION

MODELS OF INNOVATION AWARD PROGRAM

Honoring Our Best Chapters

SUCCESSFUL FFA CHAPTERS share one common trait—they understand that success is the result of planning and implementation. The FFA National Chapter Award program encourages chapters to develop and use a written Program of Activity (POA) and recognizes those chapters with the following awards:

- State Superior Chapter
- State Gold, Silver, and Bronze Awards
- National Three-Star, Two-Star, and One-Star Gold Awards
- Model of Innovation Awards

Get in the Competition

POAs are annual roadmaps that chart the year's events. Begin charting your chapter's path to national recognition through activities in the National Chapter Award Program's three divisions: Student Development, Chapter Development, and Community Development.

Division I—Student Development

Personal and group activities that improve life skills:

- Leadership
- Healthy lifestyles
- Supervised agricultural experience (SAE)
- Scholarship
- Agricultural career skills

Division II—Chapter Development

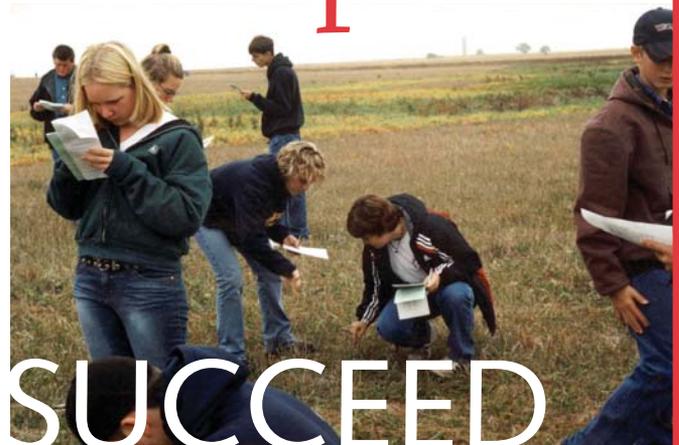
Activities that encourage students to work together:

- Chapter recruitment
- Finance
- Public relations
- Leadership
- Support groups



LAND O'LAKES
FOUNDATION

think
grow plan



Division III—Community Development

Cooperative activities with other groups that make the community a better place to live and work:

- Economic
- Environmental
- Human resources
- Citizenship
- Agricultural awareness

For more information

National Chapter Award Program
National FFA Organization
6060 FFA Drive
Indianapolis, IN 46278

Office (317) 802-4402 / Fax (317) 802-5402

email: nationalchapter@ffa.org www.ffa.org/programs/natchap



TOYOTA

The National Chapter Award program is sponsored by Land O'Lakes Foundation and Toyota as a special project of the National FFA Foundation.

Facts & Figures from the 79th National FFA Convention

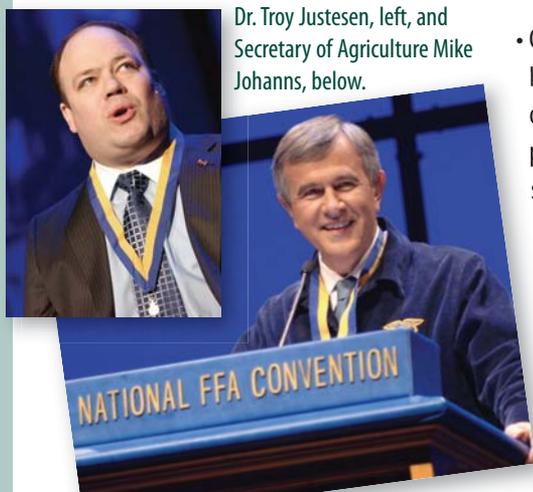
- Total attendance as announced at the final session: 54,489
- 8,600 members and advisors visited/ toured the National FFA Center during convention week.
- More than 3,400 students and advisors toured 14 different facilities as a part of 68 individual career success tours during the week.



- 937 teams with more than 3,151 members competed in 24 career development events. These events required the efforts of more than 1,200 volunteers to conduct and resulted in the awarding of more than \$249,300 in scholarships to the participants.
- Two members of the President's Cabinet (Secretary of Agriculture Mike Johanns and EPA Administrator Steve Johnson) attended and spoke at this year's convention. Two officials from the U.S. Department of Education also attended and spoke (Assistant Secretary

Assistant Secretary of Vocational and Adult Education

Dr. Troy Justesen, left, and Secretary of Agriculture Mike Johanns, below.



of Vocational and Adult Education, Dr. Troy Justesen and Director, Dr. Gail Schwartz).

- Utilized 600 bus and 3600 vehicle parking spaces and 85 shuttle busses during heavy load times
- Shipped 87.5 tons of merchandize and materials from the FFA Center to the convention, returned 37 tons to the center with 50 tons going home in suitcases

Day of Service

Approximately 800 students and advisors participated in the four "Day of Service" work sites and accomplished the following:

- Boxed more than 72 tons of food at Gleaners Food Bank – enough to feed Indiana families in need through the month of December
- Cleared more than four acres of brush along Fall Creek in the Meridian – Kessler Park System. FFA volunteers also reseeded four acres of native grasses. Indy Parks estimated FFA volunteers completed six months worth of work in six hours, and generated more than two tons of brush in the process.
- Planted more than 50 six-to-eight-foot trees, cleared the undergrowth in a one-acre forest tract and thoroughly cleared invasive species and weeds from a pond that is part of the outdoor classroom for an Indianapolis charter school.
- Completely framed out one Habitat for Humanity house, and worked on three others. FFA volunteers also helped complete privacy fences, hung sheetrock, installed siding and porch railings.



All of this happened in a steady rain and in temperatures that stayed in the low 40s. FFA members and advisors brought their own special brand of enthusiasm and fun to the tasks they signed up for and

even inspired the event's sponsors – Toyota and Timberland. When asked about the tremendous effort put forth by the students despite the weather, one Timberland executive said, "Sunshine is a state of mind."

Convention Session Recordings

The National FFA Organization is unable to sell copies of the general sessions due to licensing requirements of the popular music used in the sessions. **However, here are suggestions on how to share the convention with those unable to attend.**

- A convention souvenir video, "Common Thread," and revamped *Proceedings* are now available at ffaunlimited.org. The hour-long DVD features the best highlights covering the entire week of convention. The *Proceedings* (each chapter will receive one complimentary copy) features award winners, keynote speakers, and national FFA officer addresses.
- RFD-TV will re-broadcast all convention general sessions, including the American Degree and Talent Revue sessions, in January and February. Specific times and dates will be announced late November on ffa.org.

Agriscience Teacher Ambassador Program

Have you ever attended one of the DuPont Agriscience Institute classrooms at the national FFA convention or the NAAE convention? Have you wondered how to become a part of that program? Now is the time to apply to be an Agriscience Teacher Ambassador. Applications are being taken for the summer 2007 Agriscience Institute to be held in Chesapeake Bay, Maryland, July 8-14. The deadline for applying is Friday, January 26, 2007. For more information or to request an application, contact Larry Gossen at lgossen@ffa.org.





FFA students from all over the country have finished a winner in our competition...YOU can too!

With the 2007 Chevron Delo Tractor Restoration Competition

FFA Students! We want to give you cash for restoring your classic farm tractor from the inside out. Amaze us with your restoration effort and you could WIN up to \$2,500!

For additional information on how to participate and to download the workbook, call us at (888)385-4026 or visit www.chevron-lubricants.com (click on farming).



Find It!



Fix It!



Finish A Winner!

© 2006 Chevron Products Company. San Ramon, CA. All rights reserved.



U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-7322

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

PRSR.T. STD.
U.S. POSTAGE PAID
U.S. Department of Education
Permit No. G-17

Look for your next issue of *FFA Advisors Making a Difference* in early January. It will feature stories about teacher recruitment and retention, as well as provide teaching resources and FFA news.