

MINUTES

MEETING OF THE NATIONAL BOARD OF DIRECTORS AND NATIONAL OFFICERS OF THE NATIONAL FFA ORGANIZATION

Alexandria, Virginia

January 22-25, 1995

Sunday (January 22, 1995)

The Board held a special session for Committee and Task Force Reports and discussion at the Old Colony Inn in Alexandria, Virginia.

Monday (January 23, 1995)

A special session was held in the Washington Room at the National FFA Center in Alexandria, Virginia for Board Education (Investment Policies and Procedures) from 8:30 a.m. to 10:00 a.m. Long-Range Planning and Standing Committee Meetings were held at the National FFA Center from 10:30 a.m. to 5:00 p.m. The committees which met were Long-Range Planning (Communications), (Convention) and (Partner Development); Finance; Policy, Constitution and Bylaws; and Board Education.

Tuesday (January 24, 1995) — Opening Session

The meeting of the Board of Directors and National Officers of the National FFA Organization was called to order at 8:30 a.m. in the Washington Room of the National FFA Center, Alexandria, Virginia by Corey Flournoy, National FFA President. Following is a listing of all Board members who were present:

Board of Directors:

Larry D. Case, Chairperson of the Board and Coordinator, Agricultural & Rural Education, Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C.
Edward Smith, State Supervisor, Agricultural Education, State Department of Vocational-Technical Education, Stillwater, OK
Leslie A. Olsen, Education Program Consultant, Agriculture Education, Kansas State Board of Education, Topeka, KS
James Craft, (USDE Representative), State FFA Executive Secretary, Illinois FFA Center, Roanoke, IL
Marion D. Fletcher, State Supervisor, Ag Education, State Department of Education, Little Rock, AR
Edward D. Stephens, (USDE Representative), Ag Education Instructor, Carthage Area Vo-Tech School, Carthage, MO
Randy Trivette, Program Specialist, Ag Education, State Department of Education, Trenton, NJ
David E. Cox, (USDE Representative), Associate Professor, Department of Agricultural Education, The University of Arizona, Tucson, AZ

Officers of the Board of Directors:

Larry D. Case, National FFA Advisor and Coordinator, Agricultural & Rural Education, Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C.
C. Coleman Harris, National FFA Executive Secretary and Education Program Specialist, Agriculture, Division of Vocational-Technical Education, U.S. Department of Education, Washington, D.C.
Charles L. Keels, National FFA Treasurer (Term Ends January 31, 1995), Lead Consultant, Agricultural Education, North Carolina Department of Public Instruction, Raleigh, NC
K. Eugene Eulinger, National FFA Treasurer (Term Begins February 1, 1995), District Supervisor, Agricultural Education, Department of Elementary and Secondary Education, Jefferson City, MO

Board of National Officers:

Corey D. Flourney, National FFA President, Chicago, IL
Travis D. Hagen, National FFA Secretary, Powell Butte, OR
Lee Schroeder, National FFA Vice President, Leipsic, OH
Trisha Bailey, National FFA Vice President, Dover, FL
Greg Vetter, National FFA Vice President, Carpenter, WY
Jennafer Neufeld, National FFA Vice President, Inman, KS

Consultants:

Merle Richter, President, NVATA, Bloomer, WI
Tom Heffernan, President-Elect, NVATA, Poteet, TX
MeeCee Baker, Vice President, NVATA, Mifflin, PA
Dennis Wallace, Vice President, NVATA, Olympia, WA
Michael K. Swan, Assistant Professor, Agricultural & Extension Education, North Dakota State University, Fargo, ND
Douglas A. Pals, Professor, Department of Agricultural and Extension Education, University of Idaho, Moscow, ID
Gary E. Moore, Professor, Agricultural & Extension Education, North Carolina State University, Raleigh, NC
Dennis C. Scanlon, Associate Professor, Agricultural Education, The Pennsylvania State University, University Park, PA
Kenneth Natzke, President, FFA Alumni Council, Bonduel, WI
June Dean, Past President, FFA Alumni Council, Wagoner, OK
Ray V. Herren, Vice President, FFA Alumni Council, Athens, GA
Steven Mitchell, Past National FFA Officer, Pineville, AR

Others present for all or portions of the meeting:

FFA, Foundation and AERO staff participated throughout the week.
John K. Wilkinson, State FFA Executive Secretary, Georgia Department of Education, Atlanta, GA (Member, Foundation Board of Trustees)

1. REFLECTIONS

Reflections — Lee Schroeder.

2. SEATING OF NEWLY-ELECTED NATIONAL OFFICERS, CONSULTANTS AND NATIONAL FFA TREASURER (Effective February 1, 1995) - Chairperson Case introduced and welcomed to the Board the new National Officers (Board of National Officers is listed above.), Consultants — MeeCee Baker (Pennsylvania); Dennis Wallace (Washington); Gary Moore (North Carolina); June Dean (Oklahoma); Ray Herren (Georgia); and Steven Mitchell (Arkansas) and National FFA Treasurer (Effective February 1, 1995) — K. Eugene Eulinger (Missouri). Jennafer Neufeld was unable to attend the Board Meeting on Tuesday because she was in the hospital. However, she did attend the Board Session on Wednesday.

3. REVIEW OF BOARD OPERATING PROCEDURES

Chairperson Case explained the Board's function and purpose and stated that discussion was open to all. He explained the voting procedures and invited full participation of the National Officers, the members of the Board, as well as the Consultants and Staff.

4. OVERVIEW OF NATIONAL OFFICER ACTIVITIES

Corey Flournoy led a review of the activities of the National FFA Officer Team and their activities since their election at the 1994 National FFA Convention in November.

Greg Vetter discussed their orientation and workshop training.

Lee Schroeder spoke about state visits to Nebraska, Texas and Delaware.

Trisha Bailey spoke about their skits and the workshops held in Missouri.

Corey Flournoy spoke about their training at the FFA Center.

Travis Hagen spoke about what the future holds in store. The trip to Japan will be in a different area than originally planned. National Officers will return to the U.S. for National FFA Week and then to Kansas City, Missouri for Business and Industry Tour.

MOTION: It was moved by Jim Craft, seconded by David Cox and carried to accept the report of the National Officers and to commend them for a job well done.

5. REMARKS - CONSULTANTS TO THE BOARD

Remarks were made by Consultants:

Agricultural Education Instructors — Merle Richter.

Agricultural Teacher Educators — Dennis Scanlon.

Alumni Council — Kenneth Natzke.

Past National Officer — Steven Mitchell.

All expressed appreciation at being a part of the group. Corey Flournoy thanked all of them for their participation.

6. REPORTS ON MATTERS AS RELATED TO FFA BOARD OPERATIONS

- a. NASAE — K. Eugene Eulinger.
- b. The Council — Larry Case.

Dr. Case noted that the Presidents of NASAE, AAAE AND NVATA were present for the National FFA Board of Directors meeting.

7. REVIEW OF AND ADJUSTMENTS TO AGENDA

There were no adjustments to the Agenda.

Merle Richter commented on NVATA activities and about their membership drive. Thanked all for their help. NVATA has turned the corner on membership. Membership was up for the first time in 17 years.

Lee Schroeder asked to move the official photo to tomorrow since Jennafer Neufeld was not here today. The Board agreed to the change.

8. APPROVAL OF MINUTES

MOTION: It was moved by Trisha Bailey (Marion Fletcher), seconded by Lee Schroeder (David Cox) and carried to approve the November, 1994 Minutes as corrected for typing errors.

9. REPORT OF NATIONAL TREASURER

Charles Keels reviewed the current financial statement. The financial health of the Organization is improving. Mr. Keels expressed his appreciation at serving as National Treasurer and said that he has gained more than he has given. Mr. Keels commended the Board on the important role all members are playing in the agricultural profession. He is leaving with absolute confidence that sound decisions will be made for the agricultural field. Mr. Keels wished all the very best, especially Officers, in their year of service. He received a standing ovation.

MOTION: It was moved by Trisha Bailey (Randy Trivette), seconded by Lee Schroeder (Les Olsen) and carried to accept the report of the National Treasurer and to commend him for a job very well done.

10. PROGRAM DEVELOPMENT AND DIRECTION

Bernie Staller summarized the procedure for Program Development and Direction presentations. Team Leaders will present three key successes, three key challenges and any funding requests which should be in the Board notebooks.

- a. Jim Scott presented the report for the Student Services Team. (*Appendix A*)

MOTION: It was moved by Greg Vetter (Les Olsen), seconded by Lee Schroeder (Marion Fletcher) and carried to approve the Designing a Decade of Leadership Development proposal and request Special Project funding from the National FFA Foundation Board of Trustees in the amount of \$150,000 for this purpose. (*Appendix B*)

MOTION: It was moved by Lee Schroeder (Eddie Smith), seconded by Trisha Bailey (Randy Trivette) **and carried** to approve the 10 Delegate Programmatic Committee areas and Delegate Coordinators as presented. *(Appendix C)*

MOTION: It was moved by Trisha Bailey (Marion Fletcher), seconded by Greg Vetter (Jim Craft) **and carried** to accept the 1994 National Convention Delegate Report.

Jim Craft commended the staff for their efforts to complete the Delegate Report.

MOTION: It was moved by Travis Hagen (David Cox), seconded by Trisha Bailey (Jim Craft) **and carried** to appoint Verlin Hart to a three-year term as Adult Advisor to the National FFA Officer Nominating Committee, effective for 1995 - 1997.

Eddie Smith noted that he enjoyed working on the National FFA Officer Nominating Committee in 1994. He expressed concern at having an active (in lieu of retired) State Supervisor or Executive Secretary on the National FFA Officer Nominating Committee. He commended the 1994 Committee for a job well done— it is a very fair process. Dr. Swan reiterated the points made by Eddie Smith. Officer Candidate scores will be mailed out in two weeks, including the ones elected.

MOTION: It was moved by Travis Hagen (Randy Trivette), seconded by Greg Vetter (Eddie Stephens) **and carried** to appoint Marion Fletcher as Superintendent of the National FFA Officer Nominating Committee for 1995.

b. Randy Bernhardt presented the report for the Teacher Services Team. *(Appendix D)*

MOTION: It was moved by Trisha Bailey (Randy Trivette) and seconded by Lee Schroeder (David Cox) to pilot the Agricultural Issues Forum as a competitive team activity at the 1995 National FFA Convention. **MOTION FAILED**

MOTION: It was moved by Marion Fletcher and seconded by Jim Craft to refer the Agricultural Issues Forum back to the Teacher Services Team for further study. **MOTION FAILED**

MOTION AS AMENDED: It was moved by David Cox and seconded by Randy Trivette to pilot the Agricultural Issues Forum as a competitive team activity beginning with the 1995 National FFA Convention. **MOTION FAILED**

MOTION: It was moved by Trisha Bailey (Marion Fletcher), seconded by Travis Hagen (Eddie Smith) **and carried** to accept amendment to the Contest and Awards Implementation Plan on the National Chapter Award Program. *(Appendix E)*

c. Bernie Staller presented the report for the Partner Development Team for Joyce Winterton who was in the Philippines. He reminded the Board about the Agricultural Education Inservice Workshop (March 4-7, 1995) for Teacher Educators, Executive Secretaries and Head State Supervisors. *(Appendix F)*
No proposals for new activities were presented.

- d. Bill Stagg presented the report for the Communications Resources Team. No proposals for new activities were presented. (*Appendix G*)
- e. C. Coleman Harris presented the report for the Convention Team. (*Appendix H*) No proposals for new activities were presented.
- f. Janet Lewis presented the report for the Distribution Resources Team. (*Appendix I*) No proposals for new activities were presented.
- g. Dennis Shafer presented the report for the Ventures Team. (*Appendix J*) No proposals for new activities were presented.
- h. Lennie Gamage presented the report for the Human and Fiscal Resources Team. (*Appendix K*) No proposals for new activities were presented.

The meeting adjourned for lunch at 12:05 p.m.

Tuesday (January 24, 1995) — Second Session

The meeting of the Board of Directors and National Officers reconvened at 1:00 p.m. with all members of the Board present except for Jennafer Neufeld.

Jim Gibson spoke about the Memorandum of Understanding Among the National FFA Foundation, The Council and U.S.D.A. and the changes which have come about. He introduced Dr. Floyd Horn (Acting Under Secretary, U.S.D.A., Washington, D.C.) and Ms. Veronica DeLaGarza (Confidential Assistant to the Under Secretary, U.S.D.A., Washington, D.C.) to the group. Dr. Horn addressed the Board and indicated that there was strong interest at U.S.D.A. to implement the Memorandum of Understanding.

11. SPECIAL COMMITTEE REPORT — LONG-RANGE PLANNING FACILITIES COMMITTEE

Eddie Smith presented the report for the Long-Range Planning Facilities Committee. David Cox commended the LRP Facilities Committee for doing exactly what the Board had charged it to do. The committee came up with a bonafide recommendation.

MOTION: It was moved by Lee Schroeder (Les Olsen), seconded by Greg Vetter (Jim Craft) **and carried** to implement the recommendations of the Long-Range Planning Facilities Committee Report with the exception of the second five-year portion of the timeline of recommendation two (2) and all of recommendation four (4). It is requested that the portion of item two (second five years of the timetable) be placed on the July, 1995 Board Agenda for review at that time. (*Appendix L*)

MOTION: It was moved by Lee Schroeder (Les Olsen), seconded by Trisha Bailey (Marion Fletcher) **and carried** to authorize the COO to hire an architectural/engineering firm to develop various remodeling scenarios with comparable costs for review at the July, 1995 Board meeting. Comparisons need to include both five (5) and possibly ten (10) year timelines and provide for reasonable accommodation of ADA, code and staff needs.

MOTION: It was moved by Travis Hagen (Marion Fletcher), seconded by Greg Vetter (Randy Trivette) **and carried** to accept the report of the Long-Range Planning Facilities Committee and to commend Rosco Vaughn and the committee for a job well done.

12. SPECIAL COMMITTEE REPORT — TRADEMARK PROTECTION TASK FORCE

Marion Fletcher, Chairperson, presented the report for the Trademark Protection Task Force. (*Appendix M*) This task force is asking for a sense of direction from the Board.

MOTION: It was moved by Trisha Bailey (Jim Craft), seconded by Travis Hagen (David Cox) **and carried** that Senior Management continue to pursue the protection of the National FFA Organization's Trademark.

MOTION: It was moved by Lee Schroeder (Randy Trivette), seconded by Greg Vetter (Eddie Smith) **and carried** to accept the report of the Trademark Protection Task Force.

13. NATIONAL FFA ALUMNI ASSOCIATION BUSINESS AND ISSUES

Kenneth Natzke presented the report for the National FFA Alumni Association. They are still looking for an acceptable candidate for the Executive Director position. The deadline for applications to be received is February 28, 1995. The current Executive Director, Robert W. Cox, will resign, effective March 1, 1995. June Dean was commended for her work in building the Alumni membership in Oklahoma.

MOTION: It was moved by Trisha Bailey (Eddie Smith), seconded by Greg Vetter (Marion Fletcher) **and carried** to accept the report of the National FFA Alumni Association and to commend Alumni for its increase in membership .

14. NATIONAL FFA FOUNDATION

Doug Butler presented the report for the National FFA Foundation. He acknowledged the members of the National FFA Foundation staff and introduced the members present at this Board meeting. Bernie Staller spoke about the National Skills Standards and Certification for Agriscience (Phase II) through the National FFA Foundation. Funding has been approved for Phase II at approximately \$510,000. Bernie commended Doug Butler for his efforts and for what a wonderful job he does directing the Foundation team.

MOTION: It was moved by Lee Schroeder (Les Olsen), seconded by Trisha Bailey (Eddie Smith) **and carried** to accept the report on National FFA Foundation activities.

15. LONG-RANGE PLANNING REPORTS:

a. Partner Development.

Eddie Smith presented the Long-Range Planning Report for the Partner Development Team. (*Appendix N*) He expressed thanks to Laura Thomas for her help in putting the report together. Les Olsen expressed concern that the VSO information regarding grants may not be correct for all states. This is in reference to the School-to-Work pamphlet produced by the National Coordinating Council for Vocational Student Organizations.

b. Communications Resources.

Bill Stagg presented the Long-Range Planning Report for the Communications Resources Team. (*Appendix O*)

c. Convention.

C. Coleman Harris presented the Long-Range Planning Report for Convention Team. (*Appendix P*)

MOTION: It was moved by Greg Vetter (Jim Craft), seconded by Trisha Bailey (Marion Fletcher) **and carried** to accept the Long-Range Planning Reports for the Partner Development, Communications Resources and Convention Teams.

16. STANDING COMMITTEE REPORT — BOARD EDUCATION

David Cox (Chairperson) presented the report for the Board Education Standing Committee. (*Appendix Q*) He recognized and thanked the committee members.

MOTION: It was moved by Trisha Bailey (Les Olsen), seconded by Travis Hagen (Randy Trivette) **and carried** to adopt the attached position descriptions for Board Member, Student Officer Board Member and Consultant (*Appendix R*) and to accept the report of the Board Education Standing Committee.

17. REPORT ON ADMINISTRATIVE AND LEGAL MATTERS

Bernie Staller gave an update on administrative and legal issues. No action was necessary.

The meeting adjourned at 4:26 p.m.

Wednesday (January 25, 1995) — Third Session

The meeting of the Board of Directors and National Officers reconvened at 8:30 a.m. with all members of the Board present. Jennafer Neufeld was welcomed to the meeting.

18. STANDING COMMITTEE REPORT - POLICY, CONSTITUTION AND BYLAWS

Marion Fletcher (Chairperson) presented the report for the Policy, Constitution and Bylaws Committee.

MOTION: It was moved by Jennafer Neufeld (Eddie Stephens), seconded by Lee Schroeder (Jim Craft) **and carried** that the following three (3) Board motions be submitted to the 68th Delegate Assembly:

1. Amend Article VI of the Constitution, **Degrees and Privileges of Active Membership**, Section E, American FFA Degree, Item 5, by inserting \$10,000 in place of \$7,500 in line two and \$2,000 and 2500 hours in place of \$1,500 and 2250 hours in line four.

Note: The first sentence of Item 5 would then read: "Have earned and productively invested at least \$10,000 or have earned and productively invested at least \$2,000 and worked 2500 hours in excess of scheduled class time."

2. Amend Article VI of the Constitution, **Degrees and Privileges of Active Membership**, Section B, Greenhand FFA Degree, Item 2, by dropping the word "and" between Motto and Salute and adding "and the FFA Mission Statement" which will follow Salute.

Note: Item 2 would then read: "Learn and explain the FFA Creed, Motto, Salute and the FFA Mission Statement."

3. Amend Article III of the Bylaws, **Procedures for Electing Members of the Board of Directors**, Section B, to read as follows:

The four regions of the National FFA Organization shall be:

<u>Region I</u>	<u>Region II</u>	<u>Region III</u>	<u>Region IV</u>
Alaska	Illinois	Alabama	Connecticut
Arizona	Indiana	Arkansas	Delaware
California	Iowa	Florida	Maine
Colorado	Kansas	Georgia	Maryland
Guam	Michigan	Kentucky	Massachusetts
Hawaii	Minnesota	Louisiana	New Hampshire
Idaho	Missouri	Mississippi	New Jersey
Montana	Nebraska	North Carolina	New York
Nevada	North Dakota	Puerto Rico	Ohio
New Mexico	Oklahoma	South Carolina	Pennsylvania
Oregon	South Dakota	Tennessee	Rhode Island
Utah	Texas	Virgin Islands	Vermont
Washington	Wisconsin	Virginia	West Virginia
Wyoming			

MOTION: It was moved by Trisha Bailey (Eddie Smith), seconded by Greg Vetter (Les Olsen) and carried to recommend to the Delegates that they amend Article XIV, Section A, Governing Body, Item 1, lines 7 - 10, of the Constitution, **National Board of Directors**, by striking, "representatives of Agricultural Education Division of the United States Department of Education" and inserting, "staff members of the United States Department of Education with expertise and job duties in Agricultural Education."

Note: The last portion of Article XIV, Section A, Item 1 would then read, "and four staff members of the United States Department of Education with expertise and job duties in Agricultural Education."

MOTION: It was moved by Travis Hagen (Randy Trivette), seconded by Greg Vetter (David Cox) and carried to submit to the Delegates that they amend Article II of the Bylaws, **Location of Offices**, by striking, in the second sentence, "in the National FFA Center, 5632 Mount Vernon Memorial Highway, Alexandria, Virginia 22309" and inserting in its place, "designated by the National FFA Board of Directors" and, in addition, add (s) to the word office.

Note: The second sentence of the Article would then read, "The business office(s) shall be designated by the National FFA Board of Directors."

MOTION: It was moved by Trisha Bailey and seconded by Jennafer Neufeld to recommend to the Delegates that they amend Article VI, **Duties of the National FFA Advisor, Executive Secretary and Treasurer**, Section B of the Bylaws, by striking Item 4 and by changing Item 7 by striking the words "arrange for" and inserting in its place "coordinate and provide oversight of."

Note: Item 7 would then read: "Coordinate and provide oversight of the annual National Convention."

MOTION AS AMENDED: It was moved by Lee Schroeder (Jim Craft), seconded by Trisha Bailey (David Cox) **and carried** to recommend to the Delegates that they amend Article VI, **Duties of the National FFA Advisor, Executive Secretary and Treasurer**, Section B of the Bylaws, by striking Item 4.

MOTION: It was moved by Travis Hagen (Jim Craft), seconded by Lee Schroeder (Eddie Smith) **and carried** to approve the position description of Marketing Specialist as attached. (*Appendix S*)

MOTION: It was moved by Lee Schroeder (Jim Craft), seconded by Jennafer Neufeld (Eddie Smith) **and carried** to approve the changes in the policies related to Career Development Events as printed in the attached document. (*Appendix T*)

Randy Trivette requested to go on record as opposing the intent that all team members must come from the same chapter for Team Career Development Events which was approved at a previous Board meeting.

MOTION: It was moved by Trisha Bailey (Jim Craft), seconded by Lee Schroeder (Eddie Smith) **and carried** to approve an event entry processing fee for Career Development Events (teams in team events and individuals in individual events), effective at the 1996 National FFA Convention.

Marion Fletcher asked the Board about the format preferred for the Policy Manual. It was the consensus of the Board to remain with the format agreed to at the July, 1994 Board of Directors Meeting.

MOTION: It was moved by Greg Vetter (Eddie Smith), seconded by Trisha Bailey (Les Olsen) **and carried** to accept the report of the Policy, Constitution and Bylaws Standing Committee.

19. **STANDING COMMITTEE REPORT — FINANCE**

Eddie Smith (Chairperson) presented the report for the Finance Standing Committee.

MOTION: It was moved by Jennafer Neufeld (Les Olsen), seconded by Greg Vetter (Marion Fletcher) **and carried** to adopt the Investment Policy Statement for the National FFA Organization as attached. (*Appendix U*)

MOTION: It was moved by Trisha Bailey (Randy Trivette), seconded by Lee Schroeder (David Cox) **and carried** to retain Mary Sotak, Federally Insured Savings Network (FISN), as Investment Advisor; Diversified Investment Services as Retirement Fund Finance Manager; Stoy, Malone & Co. (FFA) as Auditors; and Wiley, Rein & Fielding as Legal Council.

MOTION: It was moved by Travis Hagen (Les Olsen), seconded by Lee Schroeder (Marion Fletcher) **and carried** to authorize use of Capital Reserve funds to purchase capital items as listed pending COO approval. (*Appendix V*)

MOTION: It was moved by Greg Vetter (Marion Fletcher), seconded by Trisha Bailey (David Cox) **and carried** to authorize up to \$60,000 of capital expenditure from capital reserves to upgrade computer hardware (VAX system) at National FFA Center.

MOTION: It was moved by Jennafer Neufeld (Jim Craft), seconded by Trisha Bailey (Les Olsen) **and carried** to submit to the Delegates, for consideration at the 1995 National FFA Convention, that 1996-97 National FFA dues be set at \$5.00 per member per year.

MOTION: It was moved by Greg Vetter (David Cox), seconded by Trisha Bailey (Eddie Stephens) **and carried** to accept the report of the Finance Standing Committee.

20. RECOGNITION OF WOODY COX

Robert W. Cox (Woody) will be retiring as Executive Director of the National FFA Alumni, effective March 1, 1995.

MOTION: It was moved by Trisha Bailey (Marion Fletcher), seconded by Lee Schroeder (Jim Craft) **and carried** to commend Mr. Woody Cox for his dedication, commitment, time and service as Executive Director of the National FFA Alumni and wish him the best in future endeavors.

Mr. Cox received a standing ovation.

21. RECOGNITION OF CHARLES KEELS

Mr. Charles Keels received a standing ovation in recognition of his service as the National Treasurer. Mr. Keels will be retiring as National Treasurer, effective January 31, 1995.

22. BOARD OF NATIONAL FFA OFFICERS

MOTION: It was moved by Greg Vetter and seconded by Jennafer Neufeld that staff study alternate locations in different regions of the country for the National FFA Convention with regard to hotel accommodations, facilities, financial packages, etc. and that the staff report to the July, 1995 Board of Directors meeting.

MOTION AS AMENDED: It was moved by Trisha Bailey (David Cox), seconded by Greg Vetter (Eddie Smith) **and carried** that the above motion be postponed until the July, 1995 Board Meeting.


23. ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:30 p.m.

25. EXECUTIVE SESSION WITH SENIOR MANAGEMENT

No motions in the Executive Session of the Board.


C. Coleman Harris, Secretary


Larry D. Case, Chairperson

STUDENT SERVICES TEAM REPORT
for January, 1995 Board Meeting

A. SUCCESSES

1. Washington Leadership Conference
 - 139 Teachers and 1,633 Students
2. International Programs
 - 369 Students served -- 221 Inbound of which 67 were part of the Russia and Moldova Exchange. 148 Outbound students. 40 students participated in WEA.
3. *FFA New Horizons* was selected as 1994 Cover of the Year by American Agricultural Editors' Association.
4. New Member Packets (Pilot Project)
 - 2,067 have been purchased as of this date
5. George Washington Pioneer Program
 - 16 students participated in 1994
6. Made For Excellence
 - 19 conferences conducted to date
 - 3,228 students and 102 adults/teachers attended to date
7. Delegate Committee Report has been reviewed by Center staff
8. New Member Packet -- Pilot of five states (AK, LA, MD, MT, WI) = 2,067 packets sold -- 20% of freshman in these five states. We will go nationwide this year.

B. CHALLENGES

1. Restructuring, focusing, and assessing of the Student Services Team to better position ourselves to serve our customer.
2. Implementation of the International Task force Committee Recommendations.
3. Increased paper and mailing costs for the magazine.
4. Developing leadership programs (WLC, MFE, NLCSO, and SPC) that focus on competency-based objectives and measurable outcomes.
5. Resignation of Lawinna McGary -- effective March 3, 1995 (March/April) will be her last magazine issue.

C. FUNDING PROPOSALS

1. Approve Designing A Decade of Leadership Development and request special project funding from the National FFA Foundation.
This is a request to the foundation for \$150,000 to provide partial support over 18 months to conduct an assessment of need, gather information, and design a long term plan of leadership education development that will be coordinated and implemented through the National FFA Organization and other partners in agricultural education.
2. Approve the ten delegate programmatic committee areas and delegate coordinators.
3. Accept the 1994 National Convention Delegate Report.
4. International M.O.U. with CD International Program Services.
5. Appoint Verlin Hart to a three-year term as Adult Advisor to the National FFA Officer Nominating Committee effective for 1995-97.
6. Appoint Marion Fletcher as Superintendent of the National FFA Officer Nominating Committee for 1995.

DESIGNING A DECADE OF LEADERSHIP DEVELOPMENT

Proposal for Planning

**An Initiative of the National FFA Organization
funded as a Special Project of the National FFA Foundation**

Request Summary

This is a request for \$150,000 dollars to provide partial support over 18 months to conduct an assessment of need, gather information and design a long term plan of leadership education development that will be coordinated by and implemented through the National FFA Organization and other partners in agricultural education.

PROPOSAL

The National FFA Foundation, on behalf of the National FFA Organization, requests support to facilitate an extensive needs assessment and planning for a major, systemic initiative that builds capacity of agricultural educators and the agricultural education system to provide learning experiences which enhance the value of the educational program and empower students to provide contemporary, authentic leadership in the work place and in the community.

INTRODUCTION

FFA's philosophy of leadership development in agricultural education begins with the belief that leadership, which combines both values and skills, can be taught and learned. All students should receive leadership education.

Leadership is a dynamic process in which members of a group influence each other in the development and attainment of the group's mission. Within this process members develop a sense of ownership and commitment because their contributions are valued. Leadership education must prepare individuals to help one another contribute to the achievement of group goals.

Historically, leadership training in FFA has focused on positional leadership through personal skill development. Leadership training still begins with the individual, but future development should provide learning opportunities in completing tasks, working effectively with people and making responsible decisions.

Leadership education must prepare individuals to value and respect not just diversity of ideas, attitudes and opinions, but also ethnicities, cultures and socio-economic stratas. FFA recognizes value in the richness of diversity in the pluralistic society in which we live and work. A primary responsibility of leadership is empowerment of future leaders. FFA should be viewed as a safe laboratory to develop transportable leadership skills that can be used in the work place, in the community, in the family, wherever there is a need for group cohesiveness and authentic action.

The National FFA Organization seeks to encourage infusion of an enriched student leadership development program through the state associations and local teachers by developing new instructional materials, facilitating teacher preparation in their use and providing direct and indirect instructional support. Because of the enormity and importance of the project, the anticipated time frame is ten years....a decade of leadership development education through FFA and agricultural education. This proposal embodies a request for funds for initial planning for the remainder of the decade.

NEED

The mission of the National FFA Organization is... *"to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education."* Leadership development and personal growth are essential outcomes of education increasingly recognized as needed within society. According to a report by the Harvard Bureau of Vocational Guidance, "...sixty-six percent of all people fired from a job because they failed to get along with other people." People skills are key employability skills. Sensitivity, understanding, vision, motivation and responsible, collaborative action are keys to both getting along with others and achieving organizational goals. FFA is an integral part of the agricultural education system and as such is committed, philosophically, to educational programming that will result in the development of personal qualities of self-determination and full participation within the work group and community.

FFA Chapter Advisors organize and facilitate delivery of leadership education at the local level. These advisers are usually prepared in their college pre-service degree work to facilitate the preparation of their students to lead the work of various elements of the local FFA chapter. Manuals have been prepared in the past that guide advisors and students in their growth in knowledge about the organization, the work of the chapter, technical agriculture skill assessment activities and leadership skill contests. Most all chapters have officers, committees, projects, participate in contests and promote public speaking and business meeting skills. This is relatively standard. And those associated with FFA are proud of the success so many young people have because they have mastered the skills that are taught.

Unfortunately, most teachers of agriculture are not prepared to skillfully and systematically guide students through experiences that empower all chapter members to be leaders in the work place and community. Today's understanding of workplace productivity, human resource management and citizen leadership are, for some, a quantum leap. These skills are often not a part of the teachers own experience base. So they tend to continue to do that with which they are most comfortable or feel they have earned the right to teach others about.

Agricultural education programs are severely limited in the new leadership development resources and training, crippling them in their efforts to foster development to the fullest potential of their students. Utilization of FFA within the school system can be seen as a mechanism to build the capacity for local leadership for rural and urban communities. It has a good track record with the older model.

Now it is time to advance toward a newer model. To achieve this objective, teachers will need to become familiar with it. They will need materials, examples, successful personal experiences, and university professors who themselves understand and can provide a support system for implementation of new educational adaptations at the local level. The National FFA Organization staff and the state department of education agricultural consultants will also need to increase their experience base and comfort level with the new model so they can teach others and become more creative in the leadership education provided at the national and state levels.

Since it became established in 1928, FFA has been developing young adults for leadership roles in their communities. There is a system in place to directly impact programs of study in more than 7,200 communities. Within the agricultural education community there are literally thousands of professional educators who devote much of their effort through the vehicle that FFA, as an integral part of the school curriculum, provides to enhance the leadership and personal growth of students and young adults. There is an assumption of interest in always wanting to do a better job for the benefit of students that is a strength and a quality that can be built upon. We must get started.

PURPOSES

A. The purposes of this planning proposal are to conduct an assessment of needs, gather information, and design a long term plan of leadership development for the National FFA Organization.

B. Ultimately, the initiative proposed by the National FFA Organization toward which this planning phase is directed is to provide models, curricula, instructional materials, student activities, student achievement recognition adaptations, and support mechanisms needed by the local chapters, state associations, and national organization that will:

1. Create a positive change in the way members, advisors and other partners in the organization perceive leadership;
2. Increase the capacity of rural leadership for community development and self determination;
3. Build formal and informal networks at all levels between youth serving organizations interested in leadership development;
4. Shift the locus of instruction commensurate with the leadership styles and skills required in community service, businesses and careers;

5. Prepare people who are capable of leading in an information-rich global market place; and
6. Expand opportunities for students for leadership exploration and preparation through FFA's supportive experiential learning environment.

PLANNING PROPOSAL OBJECTIVES

The planning proposal has been conceived as a preliminary step leading to accomplishing a comprehensive leadership development and dissemination initiative. It is intended to provide an opportunity to establish a baseline of current trends in leadership development and design implementation strategies to meet the assessed needs. Specifically, the objectives are to:

1. Assess the 'state-of-the-art' in youth leadership development education.
2. Design the methodology for leadership instructional materials development, testing, implementation and evaluation.
3. Develop an implementation plan which will result in transformation of student leadership development provided through agricultural education in the schools.

METHODOLOGY

1. Project Management:

- a. A project director will be identified to manage the planning project. The project director will work under the direction of the National FFA Organization. Responsibilities of the project director include the following:
 - 1) Providing the coordination of all work involved;
 - 2) Records and correspondence;
 - 3) Establishing and meeting agreed upon time schedules;
 - 4) Communication: keep principal parties informed;
 - 5) Securing support services as needed to accomplish project objectives;
 - 6) Providing fiscal accountability according to accepted practices;
 - 7) Selection and use of reliable research design, accuracy of data collection and assimilation;
 - 8) Preparation of interim and final reports and proposals based on the findings;
 - 9) Maintenance of quality control;
 - 10) Assure objectivity of evaluation; and
 - 11) Serving as the primary representative of this effort to the principal parties.
- b. Headquarters for the project will reside at the National FFA Center in Alexandria, Virginia. Trips to other locations to conduct negotiations, observations and research will be a normal part of the expectations of the project director (and staff or consultants at the discretion of the project director). The Project Director will be

expected to provide a plan of work and account for time, travel and use of funds in support of the project.

- c. **Additional staffing:** Support staff will be engaged to facilitate the work of the project director and correlative work. Consultants with appropriate technical expertise will be involved in a project management team to assist with needs assessment, literature review, instructional materials evaluation, preparation of documentation, instructional materials development and evaluation. All work of this kind will be at the discretion of the project director with advice and consultation with the principal parties and within funds available.

2. Assessing the 'state-of-the-art' in youth leadership development education.

- a. National Youth Leadership Symposium: A national symposium on youth leadership development will be conducted. This symposium will involve assembly of key representatives of national youth serving organizations to participate in a major effort to 1) establish benchmarks and communications networks and 2) to take advantage of a wide array of existing interests and expertise.
- b. Preparation of background papers. Several scholars will be enlisted to survey, to conduct literature reviews and to develop background papers suggesting possible implications for FFA. Topics that may be included:
 - 1) A leadership development survey of youth serving organizations,
 - 2) Curricula in youth leadership development,
 - 3) Measuring youth leadership development, student activities that work,
 - 4) Teacher/leader preparation ideas that work,
 - 5) Organizational staff development strategies,
 - 6) Linking youth development and community development,
 - 7) Psychology of youth leadership,
 - 8) Youth leadership development strategies,
 - 9) Adolescent sociology and youth leadership development,
 - 10) Youth leadership in different contexts: cultural, ethnic, gender, age, socio-economic status, etc.,
 - 11) School-based Vs non-school-based leadership education,
 - 12) Leadership behaviors valued on the job and in community life,
 - 13) Essential outcomes.

3. Instructional Materials:

- a. Parameters and Prototypes: Student learner, teacher, and institutional outcomes will be specified in concert with review of existing literature, a needs assessment, and the disciplines supporting leadership, personal development and career success skills. The parameters will become the basis for outlines for subject matter units, student activities, teacher manual and instructional support materials (video, etc.). This material will become a part of the documentation for supporting requests for assistance with developmental, enhancement, teacher preparation and dissemination phases of the projects expected to follow this planning phase.

A project management team, under the supervision of the project director will be enlisted to handle each of the component parts. This 'action force' will be oriented toward policy, philosophy and strategic planning. This group will also serve as a writing team will be required to do the actual work of assimilating the content, instructional modules, video, teacher supplements and other manuscripts.

- b. Product, Procedure and Quality Control: The expected outcome of this project is the development of a comprehensive plan for product development, testing for reliability, readability and practical application in the field. This means planning for preparation of teaching materials, trainer aids and examples, publishing the materials and dissemination. This will include time schedules, flowcharts, resource needs, task definition and hand-offs between the various parties needed to move from research through each phase, including final distribution of the first edition and handling revisions, customization, enhancements and sales.
- c. Evaluation Strategies: From this planning phase, there will be a plan for evaluation of both the process and achievement. There will be developed:
 - 1) A formative and summative evaluation methodology that will measure progress against both short and long term objectives and goals. And, 2) An orderly process for periodic review and adjustment of project strategies and measurable outcomes.
- d. Pilot and Field Testing: A planning phase should focus on how things will be done when the plans are ready for implementation. This will be true of the various elements of at least the first phase of instructional materials development and in-service preparation of teachers. Subsequent iterations for other key audiences (teacher educators, state supervisors, trainers, FFA staff, etc.) revisions, advancements and customized features will be handled similarly. The details are expected to be worked out for those eventualities closer to their actual planning and implementation and are not a part of this planning phase.

4. Implementation Plan

- a. Develop written agreements with collateral agricultural education organizations related to their stake in the process by clearly defining elements in the plan that flows from this project to participate in the decade of leadership development in ways that strengthen their constituencies and enhance their ability to serve the leadership education needs of youth.

For instance: The Council for Agricultural Education may wish to foster leadership development within the elected and potential leaders in the field. It is hoped that FFA Alumni, the National Postsecondary Student Organization (PAS), the National Young Farmers Education Association, the National Association of Supervisors of Agricultural Education and the American Association for Agricultural Education and the management staff of the National FFA Organization and National FFA Foundation would also become active programmatic partners.

- b. Develop agreements with collateral youth development organizations related to their own interests as may arise from the collaboration during the symposium or follow-up activities.
- c. Develop expectations of agricultural leaders, local, state and national policy makers regarding the advantages that may accrue in their schools and communities as a result of this new initiative by involving them in the Symposium and by establishing a speakers bureau of persons involved in this project to be made aggressively available to key groups early in the decade.
- d. Periodically, there will be a status review in Battle Creek involving the Project Director and the W.K. Kellogg Foundation liaison. At each stage there will be expected a specific set of products or processes for review. Agendas for subsequent meetings will be developed and refined appropriately.

5. Key Deliverables:

The final products that are expected to flow from the planning project:

- a. Needs (and wants) assessment;
- b. Student, teacher, institutional outcomes specification;
- c. Penetration strategy;
- d. Functional and design specifications (outlines for student activities, workbooks, subject matter units, teacher manuals, videos, and etc.);
- e. Leadership development model for all levels of the organization;
- f. Specific approaches for meeting state and national standards for content and assessment;
- g. Budget projections;
- h. Proposals for development and advanced stages of project development and diffusion; and
- i. Evaluation strategies.

6. Evaluation:

The status and quality reviews are substantially formative evaluations of progress toward the stated and emergent objectives of the planning project. An outside evaluator will be asked to assist in process assessment during the planning project. This individual will be expected to identify omissions, overlapping effort, communications needs, potential hazards in deviation from prescribed schedules, contracting procedures and etc. The evaluator will work with the Project Director but will also work with the Kellogg Foundation as a principal party.

TIMETABLE

Project Time Schedule(Depending upon funding commitment date.)

- | | |
|--|---------------------|
| a. Advertising and Search for Project Director Starts | (January 1, 1995) |
| b. Nomination/Application Deadline | (February 21, 1995) |
| c. Initial Screening Completed | (February 28, 1995) |
| d. Interviews Completed | (March 11, 1995) |
| e. Selection Completed and Project Director Named | (March 28, 1995) |
| f. Project Director and Planning Begins | (April 1, 1995) |
| g. First Progress Report | (April 15, 1995) |
| h. Second Progress Report | (June 29, 1995) |
| i. National Symposium on Youth Leadership Development | (October, 1995) |
| j. Third Progress Report | (December, 1995) |
| k. Internal Planning Toward Phase I (Development) Underway | (January, 1996) |
| l. Fourth Progress Report | (March, 1996) |
| m. Deliverables Completed | (April, 1996) |
| n. Phase I Proposal Negotiated and Funded | (May, 1996) |
| n. Phase I (Development) Proposal Work Begins | (July 1, 1996) |

BUDGET

Item	W.K.K.F. Funds Requested	FFA	Total Budget
NATIONAL YOUTH LEADERSHIP DEVELOPMENT SYMPOSIUM	\$50,000	\$25,000	\$75,000
CONSULTANT FEES (Survey, literature reviews, papers)	8,000	0	8,000
TRAVEL	10,000	0	10,000
PERSONNEL/STAFF (including 22.4% Fringe Benefits)	50,000	0	50,000
PROJECT DIRECTOR SEARCH (advertising and interviews)	5,000	2,500	7,500
ACTION FORCE (correspondence and telecommunications)	1,000	0	1,000
DELIVERABLES (preparation, editing, printing: needs assessment, program specification, penetration strategy, functional and design specs., proposal)	18,000	0	18,000
OFFICE ADMINISTRATION	8,000	2,500	10,500
TOTAL	150,000	30,000	180,000
INDIRECT EXPENSES (27% of total direct expenses)	0	48,600	48,600
GRAND TOTAL	\$150,000	\$78,600	\$228,600

Key Deliverables:

The final products that are expected to flow from the planning project: 1) Needs (and wants) assessment; 2) Student, teacher, institutional outcomes specification; 3) Diffusion strategy; 4) Functional and design specifications (outlines for student activities, workbooks, subject matter units, teacher manuals, videos, and etc.); 5) Usage and interaction of curriculum components; 6) Specific approaches for meeting state and national standards for content and assessment; 7) Budget projections; 8) Proposals for initial and advanced stages of project development and diffusion; and 9) Evaluation.

A. Wants (vs. Needs) Assessment

1. There is a need to base the project on an accurate understanding of the 'wants' and 'needs' perceived by school officials, teachers, students and communities. The assessment will utilize the 1994 report of the FFA Leadership Task Force; and
2. A 'scan' of secondary school districts and communities with agricultural education programs in representative regions and populations of the country; and
3. 'Hard' data related to perceived gaps in student and teacher knowledge and experience in leadership education as well as their interest in filling these gaps; and
4. A scholarly comparison of the strategies and outcomes of other youth serving organizations in their delivery of leadership education.

B. Outcomes Specification

1. Student Outcomes - What should students be able to do as a result of a leadership education program? E.g.: Knowledge and practical application of behavioral psychology and group dynamics, self evaluation, empowerment processes.
2. Teacher Outcomes - What should teachers be able to do to implement a new thrust in leadership education for agriculture? E.g.: Use personal examples, identify and utilize appropriate case studies, student learning activities, group activities, etc. What support do teachers need to be able to provide instruction/guidance needed for effective student achievement?
3. Institutional Outcomes - What institutional support mechanisms should be in place to achieve the appropriate learning environment for student achievement? What relationships should exist between the school and community and how can these be achieved? What should the FFA organization provide to encourage excellence in leadership? How should agricultural education be structured so that an articulated program can be available from middle school through technical college and adult?

C. Diffusion Strategy

1. Scan: How would FFA Chapter presence within a school be translated into a specific process for achieving curricular adoption and teacher/administration acceptance?

2. Infusion/Incorporation of Curriculum/Instruction: How would the new program/materials be incorporated into the current curriculum? How much material? How many hours of instruction? Would this be required or elective? Over what period of time should the leadership theme be infused? (a year, four years, a semester?)

D. Functional and Design Specification of Curriculum

1. Student activities (and workbook)
2. Subject matter units.
3. Teacher manuals.
4. Videos and other instructional aids.
5. Other (as appropriate)

E. Usage and Interaction of Curriculum Components

1. Course specifications.
2. Module and infusion models.
3. Estimated student time and teacher preparation requirements.

F. State and National Standards

1. Identification of standards.
2. Validation mechanisms.
3. Performance assessment guidelines.

G. Budget Projections

1. Development and Pilot Testing
2. Enhancement and Customization
3. Inservice Training and Pilot Testing
4. Dissemination

H. Evaluation Strategies and Proposals for The Decade of Leadership Development

Projected Decade of Leadership Development

1995-96

Phase I—Needs Assessment and Plan Development

Task Force

- Assemble a task force to assess the needs and to project long term direction of this project.
(This group would include but is not limited to all agricultural education groups, potential outside collaborators and others in the leadership development field.)
- Review existing literature, assess the state-of-the-art and develop contemporary model of leadership for FFA.

Decade of Leadership Development Plan/Proposal

- Prepare decade proposal based on needs identified.
 - *Include s existing program as base line that moves toward a collaborative visioning, authentic leadership philosophical base.*
 - *Grassroots, self-directed, cooperative, capacity building.*
 - *Provides leadership assessment plan of self, chapter and community.*
 - *Tied to needs of the individual, the agricultural industry, local communities and citizenship.*
- Includes a plan for long term advancement of teacher preparation programs, state supervision, student organization staff and programs.

1996-99

Phase II - The New Leadership Education Program Curriculum Development. Student Activities.

- Select 10 to 50 regional sites to become leadership centers. (Local agricultural education programs linked with teacher education programs.)
- Local Action Force Training Program. (Including teachers, students, community leaders, administrators and parents.)
- Provide resources and suggested model for field testing.
- Provide communication between centers. (Newsletters, Internet)
- Regularly conduct task force meetings.
- Involve total community—parents, administrators, business leaders, and future local leaders for rural America.
- Leadership center schools train pilot schools as a component of their project.
- Begin development of leadership award system and collateral materials.
- Potential "news" spin.
- National Youth Leadership Symposium to share "wealth of ideas."

1999-2002

Phase III-Enhancement and Customization and Teacher Development

- Alternative delivery systems, i.e. satellite, Internet.
- Leadership centers function as the trainers.
- Train a leadership corps of teachers and presenters to conduct follow-up training.
- Support materials available. (Deliverables)
 - Portfolios, Camp Materials, Student Award Program-Adopt a Club
 - State Officer Training, Recognition Program
- Materials customized to meet needs of local audiences (regional, ethnic, gender, handicap, etc.)

2003-2005

Phase IV-Widespread Local Implementation

- Adoption throughout the agricultural education community and local school systems.

Agricultural instructors and students will see value in this project because it will:

1. Prepare quality employees with the "new"/correct leadership skills.
2. Show administration the value of FFA/Ag Ed to your community.
3. Be a recruitment tool.
4. Make a difference in the 80% that participates only at chapter level.
5. Train the future rural/small town leaders.
6. Provide for recognition of excellence in leadership.
7. Enhance opportunities for volunteerism.
8. Provide a comparative advantage and be in business 10 yrs. from now.
9. Develop an individuals understanding and knowledge of contemporary leadership skills.
10. Empower students which reduces teachers work loads.
11. Improve students chances for success and self esteem.
12. Take your chapter to higher standards.

How will this be accomplished?

1. Mentoring—Alumni/Business with FFA member with Elementary Student (Provides SAE Component)
2. Video Assisted Instruction
3. Study local leaders.
4. Shadowing with evaluation.
5. Assessment tools.
6. Applied learning opportunity through FFA.
7. Leadership "field reps" selected by state.
(One trainer for students and one trainer for teachers)
8. Community development.
9. Integrated approach to instruction.

Potential Partners

Agricultural Education Groups

Outside Agricultural Education

American Youth Foundation

American Society of Trainers and Developers

Nebraska Human Resource Institute

National Association of Secondary School Principles

Marietta College

Counselors

"Leaders"

WAVE

National Association of Mayors

Eisenhower Leadership Development Program

Corporate Trainers

Kellogg Fellows

Frontiers

4-H

Foundations

1995 National FFA Organization Programmatic Committees*

Agricultural Education Trends Committee

Delegate Coordinator: *Buddy Deimler, Utah***

National Staff Contact: Dr. Larry Case

FOCUS: Activities, events and opportunities that strengthen governmental ties and promote FFA as an integral part of Agricultural Education while assessing implications of current educational trends relative to FFA.

EXAMPLES: USDE & USDA Programs, Decreasing Availability of Teachers, Tech Prep, School to Work, etc.

RELATED FFA STRATEGIES:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Promotes the intelligent choice and establishment of an agricultural career.

Career Success Activities Committee

Delegate Coordinator: *Jack Winterrowd, Texas*

National Staff Contact: Carol Duval, Bob Seefeldt

FOCUS: Activities, events and opportunities that develop a students potential for career success.

EXAMPLES: Supervised Agricultural Experiences, Individual and Team Career Development Events, Awards and Degrees, etc.

RELATED FFA STRATEGIES:

- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages excellence in scholarship.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.

* For your reference, the 1994 programmatic committees were Awards and Degrees, Communication and Public Relations, Contests, International Development, Leadership and Personal Development, Marketing and Merchandising, Membership Development, National Convention, Partner Development, Student Publications.

** Proposed new delegate coordinators are italicized.

Chapter Activities Committee

Delegate Coordinator: *Troy Newton, Alabama*

National Staff Contact: *Greg Egan*

FOCUS: Activities, events and opportunities that build the capacity of local chapters to develop the potential of its members.

EXAMPLES: National Chapter Recognition Awards, PALS, Food For America, Ag In the Classroom, etc.

RELATED FFA STRATEGIES:

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

Communications and Public Relations Committee

Delegate Coordinator: *Cheryl Zimmerman, Wisconsin*

National Staff Contact: *Bill Stagg*

FOCUS: Activities, strategies and opportunities that create a positive picture of FFA, agricultural education and agriculture in the minds of internal and external audiences; systems tools, messages and vehicles for communicating with FFA's internal customers.

EXAMPLES: National FFA Week, National Theme, brochures, publications, audiovisuals, convention speakers, news releases, posters, national officers, etc.

RELATED FFA STRATEGIES:

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

FFA Publications Committee

Delegate Coordinator: Belinda Chason, Florida

National Staff Contact: Lawinna McGary, Glenn Luedke, Manual

FOCUS: FFA Publications that develop a students potential for premier leadership, personal growth and career success.

EXAMPLES: New Horizons, Making a Difference, FFA Manual, Student Handbook, etc.

RELATED FFA STRATEGIES:

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

Leadership and Personal Development Committee

Delegate Coordinator: Sheila Reiner, Pennsylvania

National Staff Contact: Linda May, Scott Stump, Frank Saldaña

FOCUS: Activities, events and opportunities that develop a students potential for premier leadership and personal growth.

EXAMPLES: WLC, MFE, NLC SO, SPC, International Opportunities, Convention Workshops, Officer Systems, Collegiate FFA, etc.

RELATED FFA STRATEGIES:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes healthy lifestyles.

Marketing and Merchandising Committee

Delegate Coordinator: Ricardo Valencia, Arizona

National Staff Contact: Dennis Schafer

FOCUS: Provide quality FFA identity products relevant to the needs of members, advisors, and partners.

EXAMPLES: FFA Ventures catalog, Merchandise Sales, National Convention Shopping Mall, State Convention Sales, etc.

RELATED FFA BUSINESS GOAL:

- Establish and maintain a secure financial base.

Membership Recruitment and Participation Committee

Delegate Coordinator: Dean Hollenbeck, Colorado

National Staff Contact: Greg Egan

FOCUS: Activities, events and opportunities that effectively recruit and retain members.

EXAMPLES: Membership Rosters, 3+1 Memberships, Project Growth, etc.

RELATED FFA BUSINESS GOALS:

- Expand our customer base by expanding FFA membership that is representative of the total student population.

National Convention Committee

Delegate Coordinator: Jim Craft, Illinois

National Staff Contact: Coleman Harris

FOCUS: Activities, events and opportunities that maximize the experience of National Convention for all participants.

EXAMPLES: Registration, Tours, American Royal, Housing, Arena, Finals and Bartle Stages, etc.

RELATED FFA STRATEGIES:

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

Partner Development Committee

Delegate Coordinator: Enoch Gonzalez, Puerto Rico

National Staff Contact: Dr. Joyce Winterton, Alumni

FOCUS: Activities, events and opportunities that create, strengthen and utilize partnerships with individuals, groups, organizations and businesses in developing the potential of students and support for Agricultural Education and FFA.

EXAMPLES: Administrators, Business and Industry, Alumni, State Staff, NYFEA, PAS, etc.

RELATED FFA STRATEGIES:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages wise management of economic, environmental and human resources of the community.
- Promotes cooperation and cooperative attitudes among all people.

Teacher Services Team Report
Tuesday, January 24, 1995

Major Accomplishments

1. Completed Contest & Awards study and are positioned for implementation.
2. Team members visited more FFA programs in 1994 than in previous years.
3. Thanks to the work of the Foundation, we were able to award more scholarships than ever before.
4. An increased number of students were recognized through Career Development Events and American Degree program in 1994.

Major Issues

1. Inservice of the Contest & Awards program changes (including finances associated with travel).
2. Decreased emphasis on SAE in schools. Many FFA chapters do not include SAE as a part of their total program.
3. Identify ways of serving middle school students.

Board Motions (please refer to tab 8)

Revised Chapter Activities (Proposed)

The primary goal of chapter activities should be to provide:

- a balance of experiences inside and outside the classroom with sensitivity for students who have part-time jobs or work after school;
- opportunities for developing self-confidence, responsibility, citizenship, cooperation and feelings of winning and self-esteem;
- hands-on activities;
- general leadership skills;
- accessibility for all student populations;
- flexibility which will allow students of all abilities to achieve;
- flexibility which will allow chapters from various environments and with various levels of resources to achieve;
- multiple levels of participation and experiences;
- appropriate recognition for all participants;
- relevant educational experiences;
- exposure to opportunities in food, agriculture and natural resources and;
- relevant educational experiences that expose students to opportunities in food, agriculture and natural resources.

Chapter Recognition Program

General Guidelines:

- Incorporate the program of activities into the Chapter Recognition/Award Program.
- BOAC & Safety will be incorporated into the new Chapter Recognition/Award Program.
- Use one form for all Chapter Recognition/Award Programs.

- Application/Instrument will be specific enough to determine required quality standards and will be flexible enough to allow for local chapter goals/standards.
- Recognition will be based upon meeting quality standards.
- Recognition will be based on the accomplishment of a minimum of one goal identified in each of the quality standards identified in order to achieve the **Superior Chapter Award**.
- Recognition will focus on three major areas/divisions:
 - a. **Student Development**
 - Leadership
 - Individual
 - Team/Cooperative
 - Healthy Lifestyle
 - SAE
 - Scholarship
 - **Career Skills**
 - b. **Chapter Development**
 - Recruitment
 - Finance
 - Public Relations
 - **Leadership Activities**
 - Support Group (Partners)
 - c. **Community Development**
 - Economic
 - **Environmental**
 - **Human Resources**
 - Citizenship
 - Agricultural Awareness
- Recommend that an appropriate name search be conducted for this Chapter Recognition Award: i.e.: through the New Horizons magazine, FFA Advisors... Making a Difference, some suggested titles may include:
 - National Premier Chapter, National Merit Chapter or National Star Chapter

Recognition

Level:	<u>One:</u>	Chapter meets Quality Standards, eligible for Superior Chapter Award .
Level:	<u>Two:</u>	State- three level breakout of State Bronze, Silver or Gold.

Level: Three: State gold applications equal to the top three or 10% of all the chapters in their state are submitted for national ranking as:

One Star
Two Star
Three Star

Level: Four: Model of Innovation awards given to the top ten chapters in each of the three program of activity divisions with a national winner identified in each division: Student, Chapter and Community Development, only Three Star Gold Chapters will be recognized.

Additionally:

1. Create awards in each of the three major categories: Student Development, Chapter Development, and Community Development.
2. The top awards in the three categories will only come from the 3-Star Chapter Award recipients.
3. Top chapters in each of the three areas will receive a plaque or trophy and a video tape presentation will be made (per foundation sponsorship).
4. The major division national winner (Student, Chapter and Community Development) will be awarded based on the written application and an interview of a chapter representative(s) of the top ten chapters in each area.

Further:

1. The committee recommends that the National Chapter Recognition Program should be the premier Chapter Activities Program, and no other program should overshadow this award on the National level.
2. The National FFA Organization will re-enforce National Chapter Recognition Programs based upon current needs and consistent with the mission of the National FFA Organization.

Chapter Activities Subcommittee Members:

Mr. Richard Katt, Chairperson, State Supervisor, Nebraska
Ms. Cheryl Zimmerman, FFA Coordinator, Wisconsin
Mr. Brain Feldpausch, FFA Member and 1993 Awards Delegate Chairperson
Mr. Craig Lister, Agricultural Education Instructor, Kansas

Mr. James Craft, Illinois State FFA Executive Secretary
Mr. Oscar Cantu, Agricultural Education Instructor, Montana
Dr. Steve Brown, Missouri State FFA Executive Secretary
Mr. Morris Houston, Mississippi State FFA Executive Secretary
Ms. Beth Spencer, Agricultural Education Instructor, New York
Dr. James Flowers, Teacher Educator, North Carolina State University
Mr. David Mooring, Agricultural Education Instructor, North Carolina

Chapter Activities

(As passed in January 1994)

The primary goal of chapter activities should be to provide:

- a balance of experiences inside and outside the classroom with sensitivity for students who have part-time jobs or work after school;
- opportunities for developing self-confidence, responsibility, citizenship, cooperation and feelings of winning and self-esteem;
- hands-on activities;
- general leadership skills;
- accessibility for all student populations;
- flexibility which will allow students of all abilities to achieve;
- flexibility which will allow chapters from various environments and with various levels of resources to achieve;
- multiple levels of participation and experiences;
- appropriate recognition for all participants;
- relevant educational experiences;
- exposure to opportunities in food, agriculture and natural resources and;
- relevant educational experiences that expose students to opportunities in food, agriculture and natural resources.

Chapter Recognition Program

General Guidelines:

- Incorporate the program of activities into the Chapter Recognition/Award Program.
- BOAC & Safety will be incorporated into the new Chapter Recognition/Award Program.
- Use one form for all Chapter Recognition/Award Programs.

- Application/Instrument will be specific enough to determine required quality standards and will be flexible enough to allow for local chapter goals/standards.
- Recognition will be based upon meeting quality standards.
- Recognition will be based on the accomplishment of a minimum of one goal identified in each of the quality standards identified in order to achieve the *National Bronze rating and accomplishment of goals.*
- Recognition will focus on three major areas/divisions:
 - a. *Member* Development
 - Leadership
 - Individual
 - Team/Cooperative
 - *Personal Growth*
 - Healthy Lifestyle
 - SAE
 - Scholarship
 - b. Chapter Development
 - Recruitment
 - Finance
 - Public Relations
 - Support Group (Partners)
 - *Participation in state, national, international activities*
 - *Organizational Activities*
 - c. Community Development
 - *Economic/Environmental/Human Resources*
 - Citizenship
 - *Patriotism*
 - Agricultural Awareness
 - *Safety*
- Recommend that an appropriate name search be conducted for this Chapter Recognition Award: i.e.: through the New Horizons magazine, FFA Advisors... Making a Difference, some suggested titles may include:
 - National Premier Chapter, National Merit Chapter or National Star Chapter

Recognition

Level:	<u>One:</u>	Chapter meets Quality Standards, eligible for <i>National Bronze Award.</i>
Level:	<u>Two:</u>	State- three level breakout of <i>National</i> Bronze, Silver, Gold

Level: Three: *State gold winners not to exceed 25% of the total applications submitted in a rank order may be submitted to be ranked nationally as:*

One Star
Two Star
Three Star

Additionally:

1. Create awards in each of the three major categories: *Member Development, Chapter Development, and Community Development.*
2. The top awards in the three categories will only come from the 3-Star Chapter Award recipients.
3. *Number of award winners in each category will be left up to the national staff in regards to management but the award areas should be balanced.*
4. Top chapters in each of the three areas will receive a plaque or trophy and a video tape presentation will be made.
5. The major category national winners (*Member Development, Chapter Development and Community Development*) will be awarded based on the written application and an interview of *a member of the three national finalist chapters in each of the three categories.*
6. *The overall top chapter in the nation will be awarded based on the written application and an interview of a member of the three national finalist chapters. Final recognition should be equivalent to the same prestige as American Star Program.*

Further:

1. The committee recommends that the National Chapter Recognition Program should be the premier Chapter Activities Program, and no other program should overshadow this award on the National level.
2. The National FFA Organization will re-enforce National Chapter Recognition Programs based upon current needs and consistent with the mission of the National FFA Organization.

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Mr. Morris Houston, Mississippi State FFA Executive Secretary
Ms. Beth Spencer, Agricultural Education Instructor, New York
Dr. James Flowers, Teacher Educator, North Carolina State University
Mr. David Mooring, Agricultural Education Instructor, North Carolina

TENTATIVE AGENDA

Agricultural Education Inservice Workshop

A. Logistics of the Meeting

1. Date: March 4-7, 1995
 Location: Crystal City Marriott, Arlington, VA
 Housing: Crystal City Marriott (Rate - \$ 109 Double Occupancy)
 1999 Jefferson Davis Highway
 Arlington, VA 22202
 Telephone: 703/413-5500 Fax: 703/413-0185
2. Attendees: Head State Supervisors and Executive Secretaries
 Teacher Educators Responsible for FFA preservice & inservice
3. Expenses: National FFA Organization and the National FFA
 Foundation pay for the weekend travel, hotel (double occupancy)
 and one meal.

B. Tentative Schedule

Saturday, March 4, 1995

Arrive in Alexandria (including Teacher Educators)

2:00 - 5:00 p.m. - Agricultural Education - State Leadership,
 Supply and Demand of Ag Teachers
 Dr. Larry Case & Dr. Eugene Eulinger

How to Access State Funds
Guest Presenter - US Department of Education

National Assessment on Vocational Education
Guest Presenter

6:00 - 7:00 p.m. - Reception
 7:00 - 10:00 p.m. - Dinner at Hotel

Sunday, March 5, 1995 - At Hotel

9:00 - 10:00 a.m. - Vespers (Optional)

10:30 - 5:30 p.m. - Overview (Bernie Staller & Joyce Winterton)
 FFA Core Goals and Objectives
 Contest and Awards Update (Teacher Services Team)

Dinner on your own

(Opportunity to meet to discuss ideas for state inservice)

Monday, March 6, 1995

- 8:00 - 10:30 a.m. - Contest and Awards Update Continued
- 10:30 - 11:00 a.m. - Break
- 11:00 - 12:00 p.m. - FFA Membership for All and Diverse Students
- 12:00 - 1:30 p.m. - Lunch (on your own)
(Teacher Educators return to airport)
- 1:30 - 3:00 p.m. - Management Issues
- 3:00 - 4:00 p.m. - Technology as a Solution
- 4:00 - 4:15 p.m. - Break
- 4:15 - 5:00 p.m. - Models for State Leadership
Regional Breakout Session

Dinner on your own

Tuesday, March 7, 1995

- 8:00 - 9:00 a.m. - Issues and Impacts:
Partner Development Team
Guest Presenter - NASSP, Congressional
Representative
- 9:00 - 10:00 a.m. - Maximizing Federal Funds for State Leadership
Guest Presenter - J.D. Hoyer, Office of School-to-Work
(Invited)
- 10:00 - 10:15 a.m. - Break
- 10:15 - 12:00 p.m. - Issues and Impacts:
Student Services Team, Supply Service and Ventures
- 12:00 - 1:00 p.m. - Lunch (on your own)
- 1:00 - 3:00 p.m. - Annual Report and State Guide
Leadership Programs
- 3:00 - 4:00 p.m. - Wrap-up and Evaluation
- 4:30 p.m. - Transfer to Airport (arrival about 5:00 pm)

**Communications Resources Team
Report to the FFA Board of Directors
January 1995**

The Communications Resources Team completed a year of growth and accomplishment in 1994. As a shared resource, CRT contributed to the success of other FFA teams by supplying communications services and consulting expertise. CRT concentrated its operations on the major areas of its mission:

- a. Ensuring quality, consistency and accuracy of image and information in all FFA materials and communications.
- b. Increasing the capacity of FFA staff and helping them achieve their team and program objectives by providing communications consultation, coordination and support services.
- c. Providing effective training, scheduling and support of national FFA officers.
- d. Providing communications support for the national FFA convention including news and information, audiovisual contracting, speakers, National Agricultural Career Show and national officer communications.

Selected Accomplishments

Noteworthy areas of accomplishment for CRT in 1995 include national officer coordination; national FFA convention communications; and communications client services and support.

1. Coordination of National FFA Officers

CRT provided for the effective preparation and deployment of national FFA officers in 1994. Efforts focused on communications training (audience identification, speeches, workshops, key message development, member contact, etc.) and leadership. Written feedback evaluations of presentations made by the officers indicated the highest ratings in the last three years. Favorable reports were received from FFA state staff, members, teachers, sponsors and others.

Morale was high as the national officers participated in team building activities and worked together without major personal or group conflict. Results of exit interviews with the officers indicated a high level of satisfaction and a sense of accomplishment on their year of service.

Tighter management and greater efficiencies resulted in lower expenditures during 1994. As a result of effective travel management, counseling and increased personal accountability, it was possible to lower the 1995 budget for national officer operations by \$15,000 dollars.

Much of the credit for successful national officer operations is due to the talent, dedication and personal commitment to service displayed by the officers themselves. In addition, CRT increased the amount of time devoted to training and oversight of national officers.

2. National FFA Convention Communications Support

CRT provided communications services to for national FFA convention operations in 1994, including News and Information Services, procurement of speakers; operating the National Agricultural Career Show, and preparing national officer communications.

News and Information Services operations revolved around a highly motivated and experienced convention newsroom staff. Among CRT's responsibilities were the dissemination of news about the convention; photography services; production of the Convention Proceedings; radio publicity; media relations; convention audiovisuals, production of the convention highlights video; and coordination of speakers. Noteworthy accomplishments included:

- The Convention Printed Program was rated excellent or above average by 95% of convention delegates surveyed. Over 92% valued the program as a reference tool, and 81% valued it as a souvenir.
- News of FFA reached wider audiences as a result of the historic election of the new national FFA president, Corey Flournoy. In addition, news about the accomplishment of

FFA members and chapters reached an estimated audience of 37.7 million Americans, according to a newspaper clipping study.

- Television coverage of the convention increased dramatically, especially in the target market of regional Kansas City. This was due in part to high interest in convention speakers Mary Fisher, Miss America Heather Whitestone and Flo and Al Joyner.
- Radio news reports about the convention increased in number and quality as six professional broadcasters from the National Association of Farm Broadcasters donated their services to assist the FFA newsroom by interviewing FFA award winners and distributing the stories to local stations throughout the country. FFA also received free access to NAFB's data transmission network (a value of approximately \$4,000) for distribution of these stories. The partnership with NAFB will strengthen in future years.
- Convention speakers covered a broad range of topics and had wide appeal for convention attendees. In a survey of 350 convention delegates, 90% rated the speakers excellent or very good, and 76% said the arena speakers made a significant difference in their lives. Total cost for the convention speakers was only \$29,047 out of a budget of \$50,000. In addition, FFA is receiving greater value from its speakers by involving them in workshops, photo sessions and participation in the convention reflections program.
- The National Agricultural Career Show experienced growth in sales and attendance, due partly to the expansion of the Bartle Hall facilities. In 1995:
 - There were 603 exhibitors vs. 478 in '94, up by 26%.
 - Gross revenues of \$264,000 were generated vs. \$220,000 in '94, up by 20%.
 - The show floor covered 63,000 square feet vs. 47,000 in '94, up by 34%.
 - New exhibitor services included computerized registration; a business center with phones, fax and copier; a lounge and reception area; public relations services; and a daily exhibitor newsletter.

3. Communications Program/Project Client Support

One important contribution of CRT is to increase the capacity and effectiveness of other FFA teams by providing communications support, consulting and planning on a project and program basis. One successful example of this support involved the Washington Leadership Conference. CRT assisted in developing research and evaluation instruments, creating a direct marketing and communications plan, and developing communications and marketing materials. The results saved time for the Student Services Team's staff, improved the quality of WLC marketing and materials, helped WLC stay focused on organizational objectives and contributed to a record attendance at WLC for 1994. Similar support is provided to other FFA programs and activities.

Major Challenges and Key Issues

The Communications Resources Team is focused on several key issues for 1995:

1. Insufficient staffing to cover the full CRT mission

Currently, the bulk of CRT time is spent on client services, national officer management and convention communications. In addition, a heavy load is carried by the team leader who has primary responsibility for national officer coordination. As FFA continues to expand its staff and programs to meet local needs, CRT will be challenged to meet the demand for the level of client services needed by FFA teams without additional resources. This will have a direct impact on their capacity and the quality of their communications and marketing activities.

2. Public relations, media and communications planning

The Communications Resources Team is not able to devote adequate resources to strategic communications and public relations management and initiatives, given its current load of activities in other areas. Moving resources to address these areas will involve redirecting them from current activities or acquiring additional personnel.

3. Research and evaluation

Research and evaluation are essential to ensure FFA activities and programs are on target, meet the needs of customers and are delivered in the most cost effective manner possible. CRT must work with staff to incorporate research and evaluation components into all activities, and to ensure current and proposed budgets are adequate to generate needed information.

**NATIONAL FFA CONVENTION
REPORT TO FFA BOARD**

TUESDAY (JANUARY 24, 1995)

MAJOR ACCOMPLISHMENTS

- We successfully reduced arena seating problems while increasing convention attendance.
- We successfully held audiences through closing ceremonies with high-impact programming (laser shows) and by reducing sessions to two (2) hours or less. To accomplish this objective required repeating reflections and increasing the number of sessions from 8 to 10.
- We effectively utilized the new Bartle and Conference Center facilities to expand the Career Show, Shopping Mall, Food Court and Bartle Stage to better serve convention attendees.

MAJOR CHALLENGES

- Housing: The growing convention attendance and the lack of downtown hotel rooms has forced FFA groups to be housed further from the Convention Center.
- Managing the Crowd: As the convention grows we must continue to find solutions to seating in the arena as well as the banquet and meeting rooms. The flow of the crowd throughout the convention center and the city including parking, traffic, transportation, security, admission and crowd control are critical matters to be dealt with.
- Contracting for a Convention Site in 1998: We are currently under contract with Kansas City through 1997. Efforts are on-going by the FFA Foundation staff to raise the Kansas City support funds for convention 1998. In the meantime, the city is holding the space based on the convention continuing in Kansas City.

PROPOSALS

No proposals that require action.

DISTRIBUTION RESOURCES BOARD REPORT (January, 1995)

CHALLENGES/SUCCESES

The basic theme of our report is that challenges can turn into successes if you approach them in a positive manner.

EXAMPLES:

CHALLENGE - REDUCTION IN STAFF

This challenge turned into a success by changing procedures, cross-training, moving staff around and finding more efficient ways of handling the work.

EXAMPLES:

- We are cross-training staff so that we can move them around within the Team to help during peak seasons. Cross-training insures the work will be done even when the main staff person is absent.
- Eliminated unnecessary paperwork.

CHALLENGE - NEW COMPUTER SYSTEM

We looked at the new system as a positive tool to help us achieve of our goal of quicker service.

EXAMPLES: We continue to implement new programs and changes to help us process our work more efficiently.

- Bar-coding of picking tickets/packing slips for more efficient shipping.
SUCCESS: We are able to scan the labels instead of typing in the information.
- Electronic transfer of jacket information to our vendor and electronic return of shipping information.
SUCCESS: This has allowed us to get the jacket information to our supplier faster. We also receive our shipping information the day jackets are shipped. This has resulted in one of the best years for official jacket deliveries. This was the first year we did not have to deliver jackets to the Convention shopping mall for customer pick-up.

CHALLENGE: FINDING SEASONAL HELP - how this has turned into a win-win situation for the organization and also the seasonal staff that we employ.

We plan to indicate how all of the above challenges have resulted in our biggest success story - the turnaround on supply shipments has been trimmed from an average of six days to two. The other success story is our team members. They have taken on additional responsibilities and are working together to get the job done.

Another success story - best year for official jacket deliveries.

Another success story - the positive feedback from the selected advisor survey on customer satisfaction and merchandise.

CHALLENGES AHEAD - Continue to look for ways to exceed our customers' expectations. We don't want to get too comfortable over last year's success.

CHALLENGE - INCREASES IN UPS CHARGES AND PAPER GOODS, BOXES, ETC.

VENTURES TEAM

Board Report – January 24, 1995

I. Major Accomplishments

A. Financial

1. Combined Ventures and Distribution Services (old Supply Service) contributed \$654,904 to bottom line of organization (up 10% from previous year). Two year total is over \$1,250,000. This in addition to more than \$200,000 contributed to the set-aside accounts in 93-94.
2. National Convention Shopping Mall – 1994 sales totaled \$550,263 – up 39% from previous year.
3. WLC "Store" 1994 sales \$65,864 – up 36.7% from previous year – averaged \$32.00 per participant.

B. Promotional

1. Over 82,000 non-official clothing items sold 93-94 (gross sales \$864,000). That's 82,000 walking billboards advertising and promoting FFA! (T-shirts, sweatshirts, caps, boxer shorts, etc.)

II. Problems and Key Issues

A. Increasing 93-94 Profits

1. Aggressive advertising in "FFA Advisors Making a Difference".
2. Heavy promotion of state convention consignment sales.
3. Increasing our state association plaque and trophy business.
 - a. Creating a new line of plaques and trophies just for FFA state associations.
 - b. Featuring free engraving and free shipping on all.
 - c. Prices will be below competition.
 - d. Will be introduced at Ag Ed Inservice Workshop March 7, 1995.

III. Funding Requests – None

Human and Fiscal Resources Team
January 1995 Board Report

During 1994 we have made improvements in employee benefits with a new, portable life insurance plan, and a portable long term disability program, and at no increase in cost to the Organization. We also lowered convention insurance costs by self-insuring band instruments.

While we have many problems with building mechanical systems (HVAC, roofs, elevators, etc.) and these costs are increasing, we have been able to decrease the staff costs under our contract with Innovative Management, which averages 34/35 per week, rather than a full 40 for approximately \$4000 savings over the previous year.

In the membership area, we implemented a pilot test in the states of Texas, North Carolina and Arizona to process membership directly from chapters, and get members subscriptions started earlier. Response to this pilot has been very good. We were able to process about 55,000 members from rosters submitted directly to the center. Response from Texas was the best with 50,000 of a potential 60,000 in by the pilot deadline. This week we have processed 208,000 members compared with 135,000 last year at this time.

Membership services costs of processing per member decreased somewhat over the previous year also, and we have now contracted to handle membership for NVATA, and will submit a proposal to handle the Alumni database.

We are committed to piloting an electronic roster/membership system, hopefully for 1995/96. Next week we will survey the states to get information on which states may already be processing membership by disk or modem. Results of the survey will be available at the March meeting.

Computer services continues to upgrade hardware and software for center staff. Group scheduling and personal information management software has enhanced meeting and travel scheduling. Communication and data transfer links between Madison and Alexandria have been expanded. Plans for VAX computer capacity and speed enhancement have been completed.

Our challenges for 1995 are managing staff disruptions during renovation, and its associated problems; and in the computer/membership area of developing a new pilot electronic membership system for submitting chapter rosters.

New Mexico FFA is an integral part of the Agricultural Education Division
New Mexico State Department of Education.

1994-95
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**Dr. Larry D. Case, Chairman
National FFA Board of Directors
National FFA Center
P.O. Box 15160
Alexandria, VA 22309-0160**

Dear Larry:

Enclosed please find a copy of the final report for the Long-Range Planning Facilities Committee. Eddie Smith will be presenting the oral report to the National FFA Board of Directors.

You selected an outstanding group of individuals to serve on this committee. I certainly appreciated their sincere and honest efforts to make recommendations based on their deep feelings about agricultural education and FFA. The task of long-range planning in today's world is extremely difficult and there are no clear-cut right or wrong answers.

I believe this committee exerted tremendous effort, to make the best recommendations possible, based on the information available to them. The committee and I wish you and the Board the very best, as you strive to finalize plans regarding the location of The National FFA Center.

Sincerely,

Rosco Vaughn
Rosco Vaughn, Chairman
Long-Range Planning Facilities Committee

PREFACE

The Long-Range Planning Facilities Committee met in Alexandria, Virginia on January 8-10, 1995 to make final recommendations regarding the future facility needs of the National FFA Organization. During this meeting the committee determined that the most important criterion in determining the location of the National FFA Center was the USDE/AGED/FFA relationship. The second most important criterion was economic advantage. The recommendations contained in this report are a reflection of the committee's belief that the relationship should be strengthened between the National FFA Organization and the USDE.

The committee was highly concerned about providing National Programmatic Leadership for Agricultural Education, including FFA, through the USDE. Therefore, this committee report contains recommendations designed to strengthen the USDE/AGED/FFA relationship. The report also contains recommendations for remodeling the FFA Center and keeping the Center at its current location for at least the next 10 years. The 10-year time frame allows the organization to make investments in time and capital to improve and enhance the USDE/AGED/FFA relationship and to remodel the facilities on the Mount Vernon property. The committee recommends the remodeling efforts ensure that FFA facilities meet today's building codes and ADA standards. The committee believes that remodeling can achieve this goal and also provide a more efficient building with greater flexibility for meeting the organization's space needs.

Time lines were developed by the committee that allow the organization to review the USDE/AGED/FFA relationship at the end of five years and then begin planning for the next five years and beyond. Consideration was given to providing a stable environment for an extended period of time regarding the location of the FFA Center. The committee reasoned this schedule would allow current and future FFA employees to plan around FFA's timetable.

During the week prior to the committee's final meeting information became available that PL 81-740 had been amended in 1979 when the United States Department of Education was created. Among other things, these changes created some conflicts between PL 81-740 and the National FFA Constitution and Bylaws. This report identifies the sections where possible conflicts exist and the committee recommends the FFA Board take measures to eliminate any discrepancies. It also recommends that a revision of PL 81-740 be prepared, by FFA, for possible submission to the U.S. Congress.

This committee struggled at great lengths to present a plan designed to meet the current and future needs of agricultural education and FFA. The committee carefully analyzed all information at its disposal and believes the recommendations contained in this report will serve the best interests of FFA and its customers.

LONG-RANGE PLANNING FACILITIES COMMITTEE

FINAL REPORT

TO

THE NATIONAL FFA BOARD OF DIRECTORS

JANUARY 22, 1995

Committee members who participated in the development of these recommendations were:

Curtis Childers, Immediate Past National FFA President, Texas
James Craft, State FFA Executive Secretary, Illinois
Glenn Luedke, National FFA Staff Representative, Virginia
Jennafer Neufeld, National FFA Vice President, Kansas
Merle Richter, NVATA President, Wisconsin
Dr. Dennis Scanlon, Assoc. Professor, Ag Education, Pennsylvania State University
Edward Smith, State Supervisor, Oklahoma
Dr. Dewey Stewart, Interim Director, Area 30 Technology Center, Indiana
Nancy Trivette, State FFA Advisor, New Jersey
Rosco Vaughn, State Supervisor, New Mexico

Others who participated in committee meetings and developed much of the material utilized by the committee were:

Dr. Larry Case, National FFA Advisor, Virginia
Lennie Gamage, National FFA Team Leader, Virginia
Coleman Harris, National FFA Executive Secretary, Virginia
Bernie Staller, FFA Chief Operating Officer, Virginia

COMMITTEE RECOMMENDATIONS

The Long-Range Planning Facilities Committee makes the following recommendations to the National FFA Board of Directors for their consideration:

RECOMMENDATION 1:

The Board adopt the following three priorities and time lines:

Priority #1:

Identify the services needed to establish and maintain a National FFA Headquarters and to provide for National Agricultural Education Program direction and leadership.

- By July of 1995.
- Services be identified by the FFA Board and presented, by the Board and Long-Range Planning Facilities Committee Chairman, to the Assistant Secretary, USDE.
- Request USDE provide these services.

Priority #2:

Identify and present recommended constitution and bylaws' amendments to the FFA delegate assembly.

- By November 1995.
- Amendments identified and prepared by staff, following FFA's constitutional amendment procedures.

Priority #3:

Prepare a revision of PL 81-740 to serve as a backup in the event Priorities 1 and 2 are not implemented.

- Concept presented to FFA Board in January 1995.
- Revision ready to present, if necessary, to Congress in Fall of 1995.

RECOMMENDATION 2:

The Board adopt the facilities time lines listed below:

- | | |
|-----------------|---|
| • December 1995 | Complete FFA's revision of PL 81-740. |
| • December 1997 | Complete remodel of National FFA Center. |
| • December 1999 | Provide for an improved and enhanced National FFA Headquarters and Leadership Center for Agricultural Education at USDE. |
| • December 1999 | Have in operation a long-range communication plan for the National FFA Headquarters and Leadership Center for Agricultural Education at USDE. |
| • December 1999 | Evaluate USDE/AGED/FFA relationship and determine its benefit to the parties involved. |

If the USDE/AGED/FFA relationship is approved by the FFA Board and USDE, according to established measurable criteria, the FFA Center would remain at its current location. However, should the relationship be deemed unsatisfactory, in December of 1999, the priority for location of the National FFA Center would shift from maintaining the USDE/AGED/FFA relationship to the economic concerns that bring the greatest benefits to FFA's customers. (Economic concerns would include packaging the National FFA Convention with the FFA Center location for greatest benefit to the National FFA Organization and its customers).

Should the priority of FFA shift from the USDE/AGED/FFA relationship to relocating the FFA Center for greatest economic advantage, the decisions regarding a new location and plans for moving would be made during the time period between January 2000 and December 2004. Under this scenario, the FFA Center could move to a new location anytime after December of 2004.

RECOMMENDATION 3:

The Board divest the organization of excess real estate at opportune financial instances, while maintaining the useability, accessibility and salability of the remaining FFA real property.

RECOMMENDATION 4:

The Board commit the necessary funds for a major remodeling of the FFA Center for improved useability and/or salability.

- The COO be authorized to solicit bids and hire an architectural firm to develop remodeling plans for presentation to the National FFA Board of Directors.
- Remodel be completed by December 1997.

RECOMMENDATION 5:

The Board develop criteria for strengthening the USDE/AGED/FFA relationship. The committee recommends the following criteria be included:

- Both USDE employees spend a minimum of 50 percent of their time in the USDE/AGED/FFA Headquarters Office.
- Limit USDE staff involvement in FFA activities to the policy and policy administration activities related to their constitutional and Board assigned duties. National FFA Convention detail work be handled by FFA employees with associated costs paid by FFA.
- USDE employees, with assistance from FFA, develop a communications plan that

reflects programmatic leadership for agricultural education including FFA. The plan may provide for a regular newsletter regarding current vocational education issues related to agricultural education and FFA.

- An Agricultural Education/FFA Leadership Policy Plan be developed by the FFA Board for approval by the Assistant Secretary of USDE and the FFA Board of Directors. FFA, if necessary, would provide support staff and services for a USDE/AGED/FFA Headquarters Office.
- An implementation plan be developed and written in measurable terms.
- Improved and enhanced USDE/AGED/FFA relationship in place and evaluated by December of 1999.

RECOMMENDATION 6:

The National FFA Board of Directors review the National FFA Constitution and Bylaws as follows:*

CONSTITUTION:

- Article X Proper terminology
- Article XIV Bring current with revised PL 81-740

BYLAWS:

- Article II Delete Business Address
- Article VI

Section A Duties of National Advisor

Section B Duties of National Executive Secretary

- * Any constitution and bylaws' amendments arising from the review should be presented to the delegate assembly at the November 1995 National FFA Convention.

**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.

National FFA Organization

National FFA Center
5632 Mt. Vernon Memorial Highway
P.O. Box 15160
Alexandria, VA 22309-0160
Telephone: 703/360-3600
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A National Student Organization
Chartered by Congress as an
Integral Part of Instruction in
Agricultural Education

Tab. No. 6

To: Board of Directors
From: Bernie Staller, Chief Operating Officer
Date: January 3, 1995
Re: Trademark Copyright Issues

The trademark Task Force met October 19-20, 1994, and included Chair Marion Fletcher, Jim Craft, Dennis Shafer, Bill Stagg, Coleman Harris and Bernie Staller. Bruce Joseph, Wiley, Rein & Fielding, a trademark lawyer, provided technical assistance.

After considerable discussion, the group agreed as follows:

DRAFT

DRAFT

DRAFT

DRAFT

FFA's Goals: Relative to Emblem Use:

1. General Use:

To encourage and promote chapter and state association use of the emblem, name, initials and other marks in order to publicize and promote FFA especially for:

- a. public information, not limited to but including, newspapers, TV, radio, videos, CD's and so forth;
- b. promotions and publicity events including, but not limited to, FFA week, fair's, expositions or other displays, road signs, member home designations, parade floats, and so forth;
- c. educational programs of all types including those where income may be generated, but is incidental to the purpose of the activity;
- d. motivational programs of all types including those where income may be generated, but is incidental to the purpose of the activity;

and when used in such a manor to impart strong positive feelings of support for agricultural education and FFA or impart a modern view of agricultural education and FFA. This use does not include official FFA clothing?? When chapters authorize a third party to create materials for these uses and those materials require the creation of raised emblems, cast emblems, die cut emblems, adhesive emblems or other processes (except for printed emblems), those emblems must be purchased from a duly authorized supplier. Chapters and states may create plaques and

trophies, but emblems for such uses must be purchased from these duly authorized suppliers. In order to ensure that all names and logo's used for these purposes remain current, states and chapters must themselves obtain these official materials which they may then supply to the group manufacturing these items for use in that state and/or chapter.

The National FFA Organization duly authorizes chapters and state associations to use FFA's trademarks, name and other marks for these purposes, but in no way transfers ownership or rights of ownership to the name or any marks to said chapters and/or state associations. Any use to create alternative official clothing as designated official by the Board of Directors is expressly prohibited!. It is the state leader's responsibility to look out for the interest of the national organization in regards to use by chapters in their state.

2. Commercial Use

- a. No organization, company, chapter or state association may grant the right to use or reproduce by any means or manufacture, the organizations name, trademark or any mark for commercial purposes when that mark or any item bearing that mark will be sold to commercial dealers of products or services.

The National FFA Organization reserves its right to enter into agreements with commercial firms for the use of its name, trademark or other licensed mark. Commercial purpose includes any use in which the name, trademark or licensed mark is used on any product or service which is intended for resale or to generate financial resources except as noted in paragraph 2, part b.

- b. State associations and local chapters may authorize the use of the name, emblem and licensed marks for commercial purposes when the intent is to raise funds to support local or state programs of FFA, but then only when sales are limited by chapters to their service area (roughly defined as the area from which members are drawn) and by states within that state boundary. In all cases, products or services must be deemed to be in good taste, represent a reasonable product for FFA's agriculture group, provide reasonable value and be consistent with national goals and image.

What about clothes (i.e. T-Shirts) for sale to chapters vs. use?

All such uses will include on the product or service, on collateral literature or on sales information that the use of the name and emblem does not represent an endorsement of this product or service nor represent an endorsement of the organization manufacturing or creating this product or service. In all cases the local chapter or state association (through its chapters) must be the "retailer" of this product or service. Chapters and state associations are not authorized to grant rights to use the name and emblem when the product or service will be sold to wholesalers or dealers who will intern resell that product or service.

While this use is permitted, permission must be granted by the national association for every use each year. Plaques, trophies, etc. are acceptable only for use under paragraph a and are not acceptable for resale.

Timetable

These policies are effective immediately upon ratification by _____. Those chapters or state associations who already have signed agreements which do not comply with these policies have two years from the date of ratification by _____ to cease all such uses.

Background

The current policies for use of the name and emblem are found on page 86 of the Official Manual specific to "Rights Granted Local Chapters and State Associations by the National Organization."

SPECIFIC POLICIES*

Rights Granted Local Chapters and State Associations by the National Organization

1. FFA chapters and State Associations may authorize *for their own use* the production of the following materials bearing the "National name and emblem" for informational and educational purposes including but specifically limited to: (a) stationery, (b) written or printed forms, (c) certificates, (d) programs, (e) posters and signs, (f) award plaques and ribbons, (g) membership cards, (h) record books and notebooks, (i) books, bulletins or pamphlets, (j) pencils, (k) emblem cuts (for printing only), (l) napkins, (m) wall charts, (n) place cards and banquet supplies, (o) banners and pennants other than felt for livestock shows and outdoor use. Additional items may be added to this list upon the recommendation of State FFA Associations and with the approval of the National Boards of Student Officers and Directors.
2. All official FFA groups may authorize the use of the "National name and emblem" in news media such as newspapers, periodicals, radio and television programs when such use is for educational or informational purposes.
3. State Associations or local chapters, in their respective areas of operation may authorize commercial firms, business organizations and other agencies and individuals, to employ the "National name and emblem" in saluting or paying tribute to the organization and in interpreting its educational objectives and activities.
4. State Associations and local chapters of the FFA may employ the "National name and emblem" in those exhibits displays and demonstrations which are designed to pay tribute to or to salute the FFA Organization.
5. When the FFA emblem is used in printed form it shall be identified by small letter (R) to identify its registration and trademark privileges.
6. FFA chapters and State FFA Associations may use the "National name and emblem" in connection with the promotion of contests and awards which are designed for educational purposes.

7. Active members, advisors and ex-officio leaders of the FFA are entitled to identify themselves officially with the FFA organization and to wear the official FFA degree pins and charms.
8. Former FFA members, collegiate chapter members, honorary members and persons who are recipients of official FFA honors, special recognition, and awards are entitled to wear the pins, charms, medals, sweetheart jackets or other approved symbols of the respective official degrees, awards or honor which have been conferred upon them.
9. The National FFA Foundation, Inc. and the National FFA Alumni Association are entitled to use the official FFA emblem and name of National FFA Organization in fulfilling official responsibilities as determined by the Boards of Directors and National FFA Officers.
10. National FFA Foundation Sponsors may use the FFA emblem and name in commercial advertisements which do not endorse or imply endorsement of a product. Such usage's shall have the approval of the National FFA Advisor for each proposed advertisement before its actual printing.
11. All FFA officers, members and staff shall be guided by the foregoing principles and the spirit of these policies.

**The name Future Farmers of America and any abbreviations thereof, the letters FFA, and the FFA emblem or insignia in the statement of "General Policies" and "Specific Policies" are referred to as the "national name and emblem."*

PARTNER DEVELOPMENT TEAM LONG RANGE PLANNING

Core Goals and Target Audiences

Core Goals:

1. National: enhance and strengthen agricultural education/FFA with appropriate groups
2. State: strengthen state leadership
3. Local: (a) expand the number of students
(b) increase the number of programs.

Target Opportunities

1. Principals:

Who = immediate administrators for teachers and programs

Why = control school, dollars, schedule, resources, number of students in class and teachers.

Strategic Goals =

- a. they will understand that agricultural education/FFA is a partner in reaching their goals and addressing their concerns.
- b. principals will support programs and provide resources they control.

2. Counselors

Who = provide in-school advice and career counseling for students, approve schedules

Why = have oversight of students' schedules, limited career information on agriculture

Strategic Goals =

- a. increase awareness of the importance of the agriculture industry
- b. will have access to career information as a tool for students
- c. will understand the opportunities to build self-esteem, leadership and employability skills

3. Ag Teachers - FFA Advisors

Who = current and incoming, urban-rural

Why = need to gain support of key partners to have strong program and increased number of students

Strategic Goals =

- a. work with providers of preservice and inservice teacher education
- b. provide tools to improve knowledge of career possibilities and breadth of agriculture industry
- c. provide strategies to develop strong local partnerships and increase support for programs

4. State Staff

Who = State supervisors & FFA executive secretaries

Why = affect quality of program and new directions

Strategic Goals =

- a. provide support to state leaders through partners team resources
- b. increase the understanding of the important role of state staff with state directors and other leaders.
- c. provide inservice to state staff.

5. School Superintendents

Who = Key school district administrators

Why = control budget & facilities

Strategic Goals =

- a. develop support for programs through increased understanding of their importance
- b. understand that agricultural education/FFA provides solutions to concerns of superintendents

6. School Boards

Who = Policymakers for school districts

Why = impact budget, resources & facilities

Strategic Goals =

- a. improve the understanding of the value of agriculture education/FFA programs to the school district
- b. provide the needed resources and teachers for the program

7. Organizations for Partnerships

Who = State Directors for Vocational Technical Education

Why = have an indirect affect on existence and quality of programs

Strategic Goals =

- a. Gain support for agricultural education state staff and FFA leadership.

Who = Council of Chief State School Officers

Why = Impact state dollars for programs, how Federal funds are allocated and state education requirements.

Strategic Goals =

- a. Gain support for agricultural education state staff and FFA leadership.

Who = Network of Associate Partners

Why = May influence state and national policies; can affect public perception.

Strategic Goals =

- a. Identify other partnerships which must be developed.
- b. Gain support and recognition for agricultural education and FFA.

Guiding Policy Questions

1. What are the key audiences at the national, state and local levels that the Partner Development Team (PDT) should concentrate its efforts on and what would be the appropriate portion of time for these three areas?

High priority and audiences have been previously identified. There was interest in including teacher educators; State Departments of Agriculture; Extension Service; agriculture (farm groups) i.e, Farm Bureau, Grange; University regents and City Council/Mayors. However, none of these groups are the same priority of previously identified groups.

2. What should be the role of the PDT in working with state staff or with states that do not have state staff for agricultural education?

The PDT should develop a "National facilitation team" headed by USDE personnel who could go into a state wishing help and mobilize all parties to reestablish viable State leadership for agriculture education/FFA. The goal is to bring together appropriate parties at the State level (labor; education; State Department of Education; State Department of Agriculture; farm/agriculture organizations i.e., Grange; Commodity groups; agribusiness councils; ag teachers association; alumni; NYFEA; FFA leaders/officers; universities; business; etc.) and hammer out a structure best suited to that state which will provide state leadership.

3. What should be the relationship of the FFA PDT to and with broader national and agricultural education issues? (i.e. school-to-work, tech prep, national standards, partnerships with other national organizations, etc.)

FFA's PDT should be involved in "education" and "ag education issues" to the degree that those efforts show "how FFA can be a part of or participate in or gain from involvement with these issues". Examples include the VSO funding from "Perkins Funds" guide and the VSO School-to-Work booklet produced by NCCVSO and funded by FFA and other VSOs.

The PDT could be involved in providing input into the communications plan for ag ed/FFA at the USDE as envisioned in the Facilities Report.

The PDT could develop a "clearing house" on how to receive science or other credit for agriculture education classwork. (Who is doing it, who to call etc.)

**Communications Resources Team
Long-Range Planning Report
to the Board of Directors
January 24, 1995**

The Communications Resources Team serves as a shared resource for FFA teams. It is comprised of three communications consultants, one graphic design consultant, two support staff, one part-time darkroom technician and the team leader.

I. Key Objectives of Communications Resources

The primary purpose of the Communications Resources Team is to help FFA achieve its mission and core goals by:

- a. Ensuring quality, consistency and accuracy of image and information in all FFA materials and communications.
- b. Increasing the capacity of FFA staff and helping them achieve their team and program objectives by providing communications consultation, coordination and support services that are "on time, on target and on budget."
- c. Effectively managing the training, scheduling and support of national FFA officers.
- d. Providing communications support for the national FFA convention including news and information, audiovisual contracting, speakers, National Agricultural Career Show and national officer communications.

II. Key Audiences

As a shared resource, the Communications Resources Team works directly with all FFA staff and is therefore focused on each of FFA's customer audiences. Specifically, our key audiences include:

- a. FFA Teams (their staff and customers)
- b. National FFA Officers
- c. State Staff and AERO Leaders
- d. Media
- e. General Public

III. Questions for the Board of Directors

1. *What priority should be given by CRT to media relations, national publicity, and general public relations? How do these areas relate to other responsibilities of CRT (national officer training and management, serving in-house clients, convention communications, etc.)?*

Currently, CRT does not have sufficient staff resources to adequately cover all its assigned responsibilities. Client services, national officer management and convention communications consume almost all of CRT's staff time. In addition, the CRT team leader has a significant time commitment with his responsibility for national officer management. At this time, the general public audience, strategic communications and media relations are receiving insufficient focus and attention.

- Public relations, national visibility, and reaching the general public audience are high priorities for the National FFA Organization in that they impact FFA on a local, state and national level.
- CRT should assess current needs within FFA for CRT services, and consider shifting existing staff resources to address the external public relations needs of the organization.

2. *With FFA's customer teams expanding their staffs, resources and programs, how should the organization match the capacity of CRT to fulfill the needs of its internal customers while continuing to pursue its other responsibilities?*

CRT functions as an in-house agency with a similar flow of materials, projects and deadlines. With the recent expansion of FFA staff and the increasing project activity within each team, the demand on CRT to provide client services already exceeds our current staff resources. One of the benefits of CRT is that it increases the capacity of other FFA staff by providing communications services and support. Our ability to do this is limited by our current number of staff. Additionally, the expected expansion of contest and awards, international initiatives, leadership thrusts and other programs foreshadows an increasing need for CRT services in the future.

RECOMMENDATION: The Long-Range Planning Committee—Communications recommends that a long-range plan be developed with input from the Communications Resources Team, other FFA teams and constituent groups. This plan would consider:

- a. Current goals and activities of CRT
- b. Anticipated future communications activities (internal)
- c. Anticipated future communications activities (external)
- d. An evaluation and assessment of current goals and activities

- e. A determination of needed future resources
- f. A possible prioritizing of activities

It is recommended that a preliminary report be completed by July 1, 1995. The overall mission of the FFA is to be kept utmost in this long-range planning process. This report would include:

- possible requests for CRT staffing
- possible requests for funding of communications activities
- possible realignment of communications functions within FFA (e.g., production of various publications)
- initial outline of a 5-year communications plan

3. *What value does the board place on market research prior to an activity's commencement and on follow-up evaluation upon its completion?*

Another of CRT's contributions is to focus the attention of staff on the specific objectives for programs and activities and how they relate to the organization's mission and core goals. In doing so, CRT often identifies a need for up front research to test assumptions and to assess actual needs. At the back end, there is a need for follow up evaluation to see how well the program or materials succeeded in achieving the stated objectives. These evaluations can form the basis for future successes by utilizing similar strategies and tools. However, often there are insufficient funds in a project's budget for research and evaluation. We would like to address the need for, and commitment to, research and evaluation as an important part of project management.

- FFA should place high priority on integrating market research and program evaluation of all activities. The proposed marketing specialist position would contribute to this effort.

IV. Additional Observations

- FFA communications activities should be tied to the organization's mission, core goals and tactical plans.
- FFA and CRT should consider how trends and changes in technology are affecting the way we will communicate in the future.

CONVENTION LONG-RANGE PLANNING January, 1995

After reviewing Convention data (1990 - 1994) and the results of the survey of State leaders, the following recommendations are made by the Convention Long-Range Planning Committee in response to key questions:

1. Should the National FFA Organization continue to promote increases in Convention attendance?
 - * It should be the intent of the National FFA Organization to offer quality programs that meet the needs of students and teachers attending the Convention.
 - * Chapters not now participating in the Convention should be identified and targeted with promotional efforts to encourage their participation.
 - * Since increased Convention attendance will likely be limited by the availability of housing in Kansas City, it is recommended that the scheduling of various activities be adjusted to spread the housing peak.
 - * Every possible available sleeping room within a 60-mile radius of the Convention Center (including hotels, motels, conference centers, resident halls and private homes) should be included in the official housing list for the 1995 National FFA Convention.
 - * Since an increased number of Convention attendees are traveling up to 60 miles to the Convention Center and since the growth of the Convention has caused traffic congestion around the Convention Center, as well as parking problems, it is recommended that a comprehensive plan for meeting the needs of Convention attendees be developed including, but not limited to:
 - a. Management of traffic flow, including drop-off and pick-up areas around the Convention Center.
 - b. A master plan to assist FFA groups to find secure parking areas near the Convention Center.
 - c. Transportation systems from outlying areas be piloted to determine use and desirability.
2. Should the concept of multiple activities and repeated sessions be further developed? Yes.
 - * Continue this approach especially during sessions oversubscribed in 1994 and to allow for major speakers.
 - * Gain the input of students and teachers in regard to alternative activities.

3. Should the concept of more Convention sessions of shorter duration be continued?
Yes.

- * It is projected that the Convention will need to serve 45,000 to 50,000 within five to eight years. If the Convention is to operate in the current Kansas City facility, it will likely be necessary to conduct two (2) full-sized arena programs (seating for 10,000 each) even with the expansion of quality alternative activities.

4. Should lasers and other technology to enhance and provide holding power be continued? Yes.

5. Should the Convention be rotated to other cities capable of hosting this event?

- * Recommend that a detailed assessment of current and projected needs be developed and that this plan be presented to the Kansas City business community and city officials to determine if the city can meet the projected needs of a growing National FFA Convention.

6. Should the Convention be concerned about attendance going down?

- * To head off the unlikelyhood that FFA Convention attendance might go down, it is recommended that competencies to be achieved in various activities at the Convention be developed. This move would help communicate to administrators, school board members and parents that the Convention is an educational event unique in public education.

- * Efforts to bring administrators to the Convention should continue.

BOARD OF DIRECTORS EDUCATION COMMITTEE REPORT

January 24, 1995

The responsibility of this committee as outlined in the "Board Operating Structure" report is as follows:

Responsible for the orientation and ongoing training of Board members.
Develops and updates position descriptions for adult and student Board members, standing committee chairpersons, consultants and staff key consultants.
Evaluates the processes of the Board. Plans educational components for future Board meetings based upon recommendations from the Evaluation and Assessment Committee. Communicates externally to inform the field of the competencies needed to serve as a Board member.

Recommendations

1. Recommend to continue the orientation of the new board members, consultants and officers.
2. Recommend to continue the inservice education sessions for all board members, consultants, and National FFA Officers.
3. Recommend that the following topics be considered for future inservice education activities:
 - School to Work Transition as it relates to Agricultural Education/FFA and what do we need to change in FFA to meet the criteria
 - Relationship of USDE/FFA
 - Cracking the Code for accessing Federal Funds
 - Update on Perkins Reauthorization
 - Other as identified by the Senior Executive Team
4. Recommend instructional materials be developed and made available on parliamentary procedure application and how the National FFA Board operates.
5. Recommend that a "action process flow chart" be developed and used in the orientation process of new members, Consultants and National FFA Officers.

NATIONAL FFA ORGANIZATION BOARD MEMBER POSITION DESCRIPTION

The National FFA Organization is a Federally chartered corporation that functions as a 501c3 non-profit organization. As such there is a need to have a clear understanding of expectations and requirements to be a member of the National FFA Organization Board of Directors.

Board Membership Requirements

Must meet the qualifications that are specified in U.S. Code, Chapter 14, Section 278a and/or the qualifications listed in the Memorandum of Understanding between the National FFA Board of Directors and the U.S. Department of Education dated 6/21/89. Must be elected through the procedures prescribed in Article III of the National FFA Organization Bylaws.

Term of Office

Three (3) Years

Board Responsibilities

1. Plan for the Future

A non-profit organization is to make a positive difference in the lives of people and society. A well-defined plan will help provide organizational mission, goals, and objectives that guide Board policy decisions and allocation of resources for program development. It will also provide a basis for measuring the progress made toward achieving the organization's mission.

2. Hire the Chief Operating Officer

The Chief Executive Officer and the Executive Secretary are employees of the U.S. Department of Education with responsibilities in providing leadership for Agricultural Education/FFA. The Chief Operating Officer is an employee of the National FFA Organization Board of Directors (75% time allocation) and the National FFA Foundation Board of Trustees (25% time allocation). The Board in concert with the Trustees is responsible for evaluating the performance of its Executive Team with specific consideration to the compensation of the Chief Operating Officer.

3. Monitor and Evaluate

A. Finances—the Board should review and understand:

- Internally prepared financial statements
- Audited year end financial statements include the following:
 - * Balance Sheet
 - * Statement of Revenue and Expenses
 - * Statement of Changes in Fund Balances
 - * Statement of Cash Flows
- Annual Budget
- IRS Form 990
- Accounting policies, procedures, and internal controls
- Report to the Judiciary Committee, U.S. Congress

- B. Programs and Services—A regular review of programs and services is important for assurance that Board objectives are being met.
- C. Evaluate performance of the Senior Executive Team and itself in light of the progress to achieving the Strategic Plan.

4. Advocate

The Board is responsible for sharing information on its mission, goals and purposes to the general public and its constituencies. The Board is responsible to advocate action and to seek the resources to achieve its mission.

Individual Board Member Responsibilities

- General
 - Be prepared, prior to a Board meeting, to discuss issues and understand potential impact of decisions on various constituencies/customers.
 - Know organizational mission, purposes, goals, policies, programs, services, strengths and needs.
 - Serve in leadership position and undertake special assignments.
 - Avoid prejudiced judgments on the basis of information received from individuals.
 - Follow trends in agriculture, agricultural education, general education, and FFA.
 - Bring a sense of humor to the Board deliberations.
- Fiduciary
 - Exercise prudence with the Board in control and transfer of funds.
 - Faithfully read and understand the organization's financial statements and otherwise help the Board fulfill its fiduciary responsibility.
- Avoid Conflict
 - Serve the organization as a whole rather than any special-interest group or constituency.
 - Avoid even the appearance of a conflict of interest that might embarrass the Board or organization, and disclose any possible conflicts in a timely fashion.
 - Maintain independence and objectivity and do what a sense of fairness, ethics, and personal integrity dictate even though not necessarily obligated to do so by law, regulations or custom.
 - Never accept (or offer) favors or gifts from (or to) anyone who does business with the organization.
- Relationship With Staff
 - Counsel the Senior Executive Team as appropriate to offer support in difficult relationships with groups, individuals or situations.

- Avoid asking special favors.
- Meetings
 - Prepare for and participate in Board and committee meetings.
 - Ask timely and substantive questions.
 - Support the majority decisions of the group.
 - Maintain confidentiality of Board Executive Sessions.
 - Speak for the Board only when authorized to do so.
 - Suggest agenda items to assure that significant policy matters are addressed.
- Fund Raising
 - Assist in the development and implementing strategies through personal influence with others (corporations, individuals, foundations).

Reimbursement of Expenses

Legitimate expenses as defined in Board policy may be reimbursed to individuals incurring the expenses while conducting official Board business after proper documentation is presented in a timely fashion to the National FFA Organization.

NATIONAL FFA ORGANIZATION STUDENT OFFICER BOARD MEMBER POSITION DESCRIPTION

The National FFA Organization is a Federally-chartered corporation that functions as a 501c3 non-profit organization. As such there is a need to have a clear understanding of expectations and requirements to be a member of the National FFA Organization Board of Student Officers.

Board of Student Officers Membership Requirements

Must be a National FFA Officer and must meet the qualifications and requirements that are specified in U.S. Code, Chapter 14, Section 277 and the National FFA Organization Constitution, Article IX.

Term of Office

One (1) Year

Duties

As specified in the U.S. Code, the duty of the Board of Student Officers is "to advise and make recommendations to the Board of Directors with respect to the conduct of activities and business of the corporation." The Board of Student Officers will advise and assist in carrying out the Board responsibilities listed below. National FFA Board policy specifies that the officers be recognized in the Minutes of the Board meetings. National Officers participate in the Board committees as voting members.

Board Responsibilities

1. Plan for the Future

A non-profit organization is to make a positive difference in the lives of people and society. A well-defined plan will help provide organizational mission, goals, and objectives that guide Board policy decisions and allocation of resources for program development. It will also provide a basis for measuring the progress made toward achieving the organization's mission.

2. Hire the Chief Operating Officer

The Chief Executive Officer and the Executive Secretary are employees of the U.S. Department of Education with responsibilities to include the provision of leadership for Agricultural Education/FFA. The Chief Operating Officer is an employee of the National FFA Organization Board of Directors (75% time allocation) and the National FFA Foundation Board of Trustees (25% time allocation). The Board in concert with the Trustees is responsible for evaluating the performance of its Executive Team with specific consideration to the compensation of the Chief Operating Officer.

3. Monitor and Evaluate

- A. Finances—the Board should review and understand:
 - Internally prepared financial statements
 - Audited year end financial statements include the following:
 - * Balance Sheet

- * Statement of Revenue and Expenses
 - * Statement of Changes in Fund Balances
 - * Statement of Cash Flows
 - Annual Budget
 - IRS Form 990
 - Accounting policies, procedures, and internal controls
 - Report to the Judiciary Committee, U.S. Congress
- B. Programs and Services—Regularly review and recommend programs and services which are important for assurance that the organization's mission/objectives are being met.
- C. Evaluate performance of the Senior Executive Team and itself in light of the progress to achieving the Strategic Plan.

4. Advocate

The Board is responsible for sharing information on its mission, goals and purposes to the general public and its constituencies. The Board is responsible to advocate action and to seek the resources to achieve its mission.

Individual Student Board Member Responsibilities

- General
 - Be prepared, prior to a Board meeting, to discuss issues and understand potential impact of decisions on various constituencies/customers.
 - Know organizational mission, purposes, goals, policies, programs, services, strengths and needs.
 - Serve in leadership position and undertake special assignments.
 - Avoid prejudiced judgments on the basis of information received from individuals.
 - Follow trends in Agriculture, Agricultural Education, general education and FFA.
 - Bring a sense of humor to the Board deliberations.
- Fiduciary
 - Exercise prudence with the Board in control and transfer of funds.
 - Faithfully read and understand the organization's financial statements and otherwise help the Board fulfill its fiduciary responsibility.
- Avoid Conflict
 - Serve the organization as a whole rather than any special-interest group or constituency.
 - Avoid even the appearance of a conflict of interest that might embarrass the Board or organization, and disclose any possible conflicts in a timely fashion.

- Maintain independence and objectivity and do what a sense of fairness, ethics, and personal integrity dictate even though not necessarily obligated to do so by law, regulations or custom.
- Never accept (or offer) favors or gifts from (or to) anyone who does business with the organization.
- Relationship With Staff
 - Counsel the Senior Executive Team as appropriate to offer support in difficult relationships with groups, individuals or situations.
 - Avoid asking special favors.
- Meetings
 - Prepare for and participate in Board and committee meetings.
 - Ask timely and substantive questions.
 - Support the majority decisions of the group.
 - Maintain confidentiality of Board Executive Sessions.
 - Speak for the Board only when authorized to do so.
 - Suggest agenda items to assure that significant policy matters are addressed.
- Fund Raising
 - Assist in the development and implementing strategies through personal influence with others (corporations, individuals, foundations).

Reimbursement of Expenses

Legitimate expenses as defined in Board policy may be reimbursed to individuals incurring the expenses while conducting official Board business after proper documentation is presented in a timely fashion to the National FFA Organization.

NATIONAL FFA ORGANIZATION BOARD CONSULTANT POSITION DESCRIPTION

The National FFA Organization is a Federally-chartered corporation that functions as a 501c3 non-profit organization. As such there is a need to have a clear understanding of expectations and requirements to be a member of the National FFA Organization Board of Directors.

Consultant

Be selected by the constituent group (American Association of Agricultural Education, National Vocational Agricultural Teachers' Association, National FFA Alumni Council and Immediate Past National Officer Team) as specified in the "National FFA Organization Policy and Procedures Handbook" (page 56).

Term of Office

Two (2) Years for AAAE and FFA Alumni with NVATA rotation influenced by their terms of office and one (1) meeting (January) for the National Officer Consultant.

Duties

The Consultants will advise and assist in carrying out the Board responsibilities listed below. Consultants participate in the Board committees as voting members.

Board Responsibilities

1. Plan for the Future

A non-profit organization is to make a positive difference in the lives of people and society. A well-defined plan will help provide organizational mission, goals, and objectives that guide Board policy decisions and allocation of resources for program development. It will also provide a basis for measuring the progress made toward achieving the organization's mission.

2. Hire the Chief Operating Officer

The Chief Executive Officer and the Executive Secretary are employees of the U.S. Department of Education with responsibilities to include the provision of leadership for Agricultural Education/FFA. The Chief Operating Officer is an employee of the National FFA Organization Board of Directors (75% time allocation) and the National FFA Foundation Board of Trustees (25% time allocation). The Board in concert with the Trustees is responsible for evaluating the performance of its Executive Team with specific consideration to the compensation of the Chief Operating Officer.

3. Monitor and Evaluate

A. Finances—the Board should review and understand:

- Internally prepared financial statements
- Audited year end financial statements include the following:
 - * Balance Sheet
 - * Statement of Revenue and Expenses
 - * Statement of Changes in Fund Balances

* Statement of Cash Flows

- Annual Budget
- IRS Form 990
- Accounting policies, procedures, and internal controls
- Report to the Judiciary Committee, U.S. Congress

- B. Programs and Services—Regularly review and recommend programs and services which are important for assurance that organization's mission/objectives are being met.
- C. Evaluate performance of the Senior Executive Team and itself in light of the progress to achieving the Strategic Plan.

4. Advocate

The Board is responsible for sharing information on its mission, goals and purposes to the general public and its constituencies. The Board is responsible to advocate action and to seek the resources to achieve its mission.

Individual Board Consultant Responsibilities

• General

- Be prepared, prior to a Board meeting, to discuss issues and understand potential impact of decisions on various constituencies/customers.
- Know organizational mission, purposes, goals, policies, programs, services, strengths and needs.
- Serve in leadership position and undertake special assignments.
- Attend the January and July Board meetings.
- Avoid prejudiced judgments on the basis of information received from individuals.
- Follow trends in Agriculture, Agricultural Education, general education, and FFA.
- Bring a sense of humor to the Board deliberations.
- Deliver information from the Board meetings to national and regional constituent's meetings.
- Bring concerns and issues from constituents to the Board meetings.

• Fiduciary

- Exercise prudence with the Board in control and transfer of funds.
- Faithfully read and understand the organization's financial statements and otherwise help the Board fulfill its fiduciary responsibility.

• Avoid Conflict

- Serve the organization as a whole rather than any special-interest group or constituency.

- Avoid even the appearance of a conflict of interest that might embarrass the Board or organization, and disclose any possible conflicts in a timely fashion.
- Maintain independence and objectivity and do what a sense of fairness, ethics, and personal integrity dictate even though not necessarily obligated to do so by law, regulations or custom.
- Never accept (or offer) favors or gifts from (or to) anyone who does business with the organization.
- Relationship With Staff
 - Counsel the Senior Executive Team as appropriate to offer support in difficult relationships with groups, individuals or situations.
 - Avoid asking special favors.
- Meetings
 - Prepare for and participate in Board and committee meetings.
 - Ask timely and substantive questions.
 - Support the majority decisions of the group.
 - Maintain confidentiality of Board Executive Sessions.
 - Speak for the Board only when authorized to do so.
 - Suggest agenda items to assure that significant policy matters are addressed.
- Fund Raising
 - Assist in the development and implementing strategies through personal influence with others (corporations, individuals, foundations).

Reimbursement of Expenses

Legitimate expenses as defined in Board policy may be reimbursed to individuals incurring the expenses while conducting official Board business after proper documentation is presented in a timely fashion to the National FFA Organization.

NATIONAL FFA POSITION DESCRIPTION

Position: Marketing Specialist
Team: Joint Placement: Communications Resources Team and Ventures Team
Reports to: Team Leader
Salary: FFA Grade 10 - 12
Status: Exempt

I. Position Description

Provide comprehensive, professional marketing services as; 1) a shared resource for FFA customer-based teams (50%); and 2) supply sales to chapters and state associations (50%). Primary responsibilities include marketing consultation, planning and project management.

Marketing FFA educational products and services (e.g., membership, conventions, leadership conferences, international programs, manuals, educational materials), to agricultural education leaders and members by consulting with FFA's customer teams and marketing FFA's affinity products (e.g., t-shirts, jackets, jewelry, awards) to agricultural teachers, FFA members and state staff directly and through state FFA Foundations.

II. Position Requirements

- A. **Education.** College undergraduate degree in marketing.
- B. **Skills.** Excellent writing and verbal communications skills. Project management skills including scheduling, implementing and evaluating. Organizational and time management skills. Proficiency in Macintosh database management programs are a plus. Knowledge of agricultural education and the National FFA Organization helpful.
- C. **Relevant Experience.** Three to five years work experience in a position with marketing responsibility.

III. Position Responsibilities

- A. **Spending**
Develops and seeks bids for services as necessary. Disburses funds with approval of team leader.
- B. **Supervision**
Supervises vendors and volunteers as directed by team leader and client/customer.
- C. **Planning**
Assists FFA teams and project managers in formulating marketing plans and directs marketing efforts for FFA affinity supplies and FFA services.
- D. **Decision Authority**
Makes daily decisions regarding project and time management in accordance with priorities established by team leader. Makes creative and programmatic decisions as appropriate to project or activity.

IV. Position Relationships

Customers/Vendors

Has frequent contact with members of FFA staff, particularly where their marketing needs are concerned. Works with FFA members, advisors, partners, state staff and sponsors in marketing FFA's products and services.

V. Other Characteristics

A. Supervision Received

Reports to the Communications Resources Team Leader. Moderate day to day supervision.

B. Other Relevant Aspects of this Position

Requires some out of town travel, heavy during national FFA convention week. Requires evening and weekend work during seasonal peaks including national FFA convention. Serve on internal cross teams and employee activity teams as assigned. Other duties as assigned.

New Policy

**NATIONAL FFA
CAREER DEVELOPMENT EVENTS
CONTENTS**

Introduction
 General Information
 General Rules, Official Policies
 Awards and Scholarships
 Agricultural Mechanics
 Agricultural Sales
 Dairy Cattle
 Dairy Foods
 Farm Business Management
 Floriculture
 Forestry
 Horse
 Livestock
 Meats Evaluation & Technology
 Nursery/Landscape
 Parliamentary Procedure
 Poultry
 Prepared Public Speaking
 Extemporaneous Public Speaking
 ©Copyright, National FFA Organization, 1995

NOTE: This is your copy of the official rules and regulations for National FFA Career Development Events for 1996-2000. Please retain this manual throughout the five-year period. Supplementary sheets giving time and location of the Career Development Events will be provided annually in a "Program for National Career Development Events" sent to state participating teams and State Agricultural Education Officials. Changes in replacement pages may also be distributed through FFA Advisors...*Making a Difference.*

Old Policy

**NATIONAL FFA CONTESTS
CONTENTS**

Introduction
 Section I General Information for all Contests
 Section II General Rules
 Section III Awards and Scholarships
 Section IV Agricultural Mechanics Contest
 Section V Agricultural Sales Contest
 Section VI Dairy Cattle Contest
 Section VII Dairy Foods Contest
 Section VIII Farm Business Management Contest
 Section IX Floriculture Contest
 Section X Forestry Contest
 Section XI Livestock Contest
 Section XII Meats Evaluation & Technology Contest
 Section XIII Nursery/Landscape Contest
 Section XIV Poultry Contest
 Section XV Public Speaking Contest - Prepared
 Section XVI Public Speaking Contest - Extemporaneous

**Agricultural Sales Contest will be held only when it meets the criteria for adding new contests. An announcement will be issued when approved.*

NOTE: This is your copy of the official rules and regulations for National FFA Contests in 1991, 1992, and 1993. Please retain this bulletin throughout the three-year period. Supplementary sheets giving time and location of the contests will be provided annually in a "Program for National Contests" sent to state participating teams and State Agricultural Education Officials.

New Policy

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.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff.

SECTION I

GENERAL INFORMATION

FOR ALL CAREER DEVELOPMENT EVENTS

Teacher Services Specialist, Career Development Events

National FFA Center

Alexandria, Virginia 22309-0160

(703) 360-3600

This manual contains the official announcement of all FFA Career Development Events for 1996-2000.

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.

Old Policy

Prepared and Published as a Service to the State and Local Agricultural Education Agencies by the NATIONAL FFA

ORGANIZATION

A National Student Organization

Chartered by Congress as an

Integral Part of Instruction in Agricultural Education

United States Department of Education

Washington, D.C. 20202

SECTION I

GENERAL INFORMATION

FOR ALL CONTESTS

Carol Duval (General Superintendent)

Program Manager, Contests

National FFA Center

Alexandria, Virginia 22309

(703) 360-3600

This bulletin contains the official announcement of all FFA Contests for 1991, 1992 and 1993.

Philosophy For FFA Awards & Career Development Events as approved by the National FFA Board of Directors

Students are important customers of Agricultural Education and the FFA who recognize quality and value in products and activities. When provided an opportunity to fashion their educational experiences, they generally make wise decisions based on needs. Students are influenced by perceptions, image and the opinions of others. They value change based on their perceived personal needs as well as the needs of others. They sometimes value change for the sake of variety. Adults are concerned about the experiences of students and want to help organize experiences that will meet the future needs of students while accomplishing the purposes of agricultural education and the FFA organization.

The National FFA Organization should assume the leadership role in developing and continuously improving relevant FFA career development events and awards. Although the National Organization should be aware of the needs of state associations and should react to those needs, it should help initiate opportunities that reflect relevant and emerging technology. National FFA career development events and awards should be developed with significant input from FFA members, teachers, partners, respective industry sponsors, and others involved in agricultural education.

National FFA career development events and awards should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction, and/or supervised agricultural experience. However, it is appropriate for the National Organization to develop career development events and awards which stimulate instruction in emerging areas which reflect both current and future community, national, and global work force needs. The authority for insuring the relevance of an FFA activity is ultimately vested in the National FFA Board of Directors.

The National Organization should promote individual, chapter, and team career development events and awards. Chapter and team career development events and awards should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. The role of career development events and awards is to motivate students and encourage leadership, personal growth, citizenship, and career development.

Students should be recognized for achievement in career development events and awards. Quality standards should be used as a basis for achievement. The National Organization should ensure that the recognition is appropriate and meaningful. Recognition for achievement should be reflective of the total effort required by the chapter/team/individual and should take place at all levels of participation.

The National FFA Organization shall encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds. High expectations should be consistently communicated to those who participate or are involved in career development events and awards.

New Policy

Team Activities

The primary goal of team career development events and awards is to develop individual responsibilities, foster teamwork, and promote communications while recognizing the value of ethical competition and the value of individual achievement. A team career development event/award requires two or more members from one chapter working cooperatively.

Team career development events and awards should be an outgrowth of instruction but recognize the value and contributions of the experiences and aspirations of the individual member.

Team career development events and awards should:

- include problem solving and critical thinking.
- promote an appreciation for diversity by reducing barriers to participation.
- promote new directions and focus on future needs of members and society.
- include cooperative activities.
- encourage broad participation among members and recognize excellence within levels of experience
- recognize individual and team achievement, develop general leadership, and recognize levels of ability.
- provide local recognition for superior performance at the state and national level.

The National FFA Career Development Events are educational activities organized by the National FFA Organization and sponsored through the National FFA Foundation, Inc., and special industry sponsors.

Old Policy

The national contests are educational activities organized by the National FFA Organization and sponsored through the National FFA Foundation, Inc., and special industry sponsors. They are designed to complement classroom instruction by giving students an opportunity to apply classroom knowledge in competitive situations. Each contest has been specifically developed to test skills and knowledge of students in a particular area of agriculture.

New Policy

Certification forms will be sent each year to State Supervisors/Executive Secretary of Agricultural Education through the State Guide to National FFA Activities. States must certify to the National FFA Organization by August 15 that they will have teams represented in specific National Career Development Events, even though team members have not been selected. The names of all participants and alternates may be submitted later, but must be in the National FFA Center at least ten days prior to the Career Development Event in which they are to participate. Any certifying of participants less than ten days prior to the Career Development Event must be done at the National FFA Convention and prior to the time of each respective Career Development Event coaches meeting.

Old Policy

The contests for 1991, 1992 and 1993 reflect a number of changes from previous years. These changes are explained in the rules of each of the contests.

All certifications of entry for Agricultural Mechanics, Agricultural Sales, Dairy, Dairy Foods, Farm Business Management, Floriculture, Forestry, Livestock , Meats Evaluation and Technology, Nursery/Landscape, Poultry, Prepared Public Speaking and Extemporaneous Public Speaking, must be sent each year to arrive at the National FFA Center, P.O. Box 15160, Alexandria, Virginia 22309, no later than August 15th.

Certification forms will be sent each year to State Supervisors of Agricultural Education as it appears in the State Guide to National FFA Activities. A separate certification form must be submitted for each contest in which a state is to participate.

States must certify to the National FFA Center by August 15 that they have teams represented in specific National Contests, even though team members have not been selected. The names of all contestants and alternates may be submitted later, but must be in the National FFA Center at least ten days prior to the contest in which they are to participate. Any certifying of contestants less than ten days prior to the contest must be done at the National FFA Convention and prior to the time of each respective contest coaches meeting.

New Policy

To certify at this time, eligibility of membership must be established by a copy of the official FFA roster, canceled check or receipt that National FFA dues have been paid.

These participants must also meet all other requirements of eligibility printed in this handbook. All certification forms must be signed by the State FFA Advisor or an appointed representative.

The State Supervisor/Executive Secretary of Agriculture Education must certify that participants are eligible. If an ineligible student is entered in any Career Development Event, the entire team of which that student is a member shall be declared ineligible.

Eligibility of Participants

1. The student participant must be a bona fide dues paying FFA member in good standing with the local chapter, State Association and the National Organization at the time of his or her selection and at the time of the National Career Development Event in which he or she participates.

In the event a participant's name is not on the chapter's official roster for the years in which the dues were payable to the National FFA Organization, a processing fee of \$25, in addition to the dues must be paid **prior** to certification.

2. The student participant, at the time of his or her selection as a national team member, must be:

(a) a high school FFA member, (a graduating senior is considered eligible to compete in state and national Career Development Events up to and including their first national convention following graduation.) (High school refers to grades 9-12.)

(b) While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.

Old Policy

To certify at this time, eligibility of membership must be established by a copy of the official FFA roster, canceled check or receipt that National FFA dues have been paid.

These contestants must also meet all other requirements of eligibility printed in this handbook. All certification forms must be signed by the State FFA Advisor or an appointed representative.

The State Supervisor of Agriculture Education must certify that contestants are eligible. If an ineligible student is entered in any contest, the team of which that student is a member shall be declared ineligible.

Eligibility of Contestants

1. The student contestant must be a bona fide dues paying FFA member in good standing with the local chapter, State Association and the National Organization at the time of his or her selection and at the time of the National Contest in which he or she participates.

2. The student contestant, at the time of his or her selection as a national team member, must be:

(a) a high school FFA member, (a graduating senior is considered eligible to compete in state and national contests up to and including their first national convention following graduation.

(b) Must be enrolled in at least one agricultural education course with a supervised agriculture experience program, since the overall objective is establishment in an agricultural occupation.

New Policy

3. A student may not participate more than once in the same official National FFA Career Development Event. No student may participate in more than one National FFA Career Development Event each year. (This includes Prepared Speaking, Extemporaneous Speaking, Parliamentary Procedure and all team events.)

4. Official FFA dress is highly recommended for all participants where appropriate and is **required** for the awards presentations and recognitions.

Selection of State Team

Each state team may be composed of four members (except for those Career Development Events that have only authorized three-member teams). The members of a state team must be from the same chapter. Each team will be composed of the number of members determined by the specific event committee and indicated in the event rules (later in this publication). The team score shall be comprised of the three highest ranking individuals, except in Parliamentary Procedure where the team is scored and the individuals are averaged. States may certify three member teams. All team members are eligible for individual awards. Teams must be selected at a state or interstate Career Development Event held between the immediate previous National FFA Career Development Event up to and including the National FFA Career Development Event in which they are competing. Participants must qualify in the Career Development Event in which they are to participate at the national level.

Old Policy

3. The student has not previously participated in the official National FFA Contest of the same kind, namely Agricultural Mechanics, Agricultural Sales, Dairy, Dairy Foods, Farm Business Management, Floriculture, Forestry, Livestock, Meats Evaluation and Technology, Nursery/Landscape and Poultry. No student may participate in more than one National FFA Team Contest each year. No student may participate in both Prepared Public Speaking and Extemporaneous Public Speaking in the same year. Student contestants may participate in a speaking contest and team contest in the same year.

4. Official FFA dress is highly recommended for all participants where appropriate. However, official FFA dress is required for the awards presentations and recognitions.

Selection of State Team

Each state team may be composed of four members (except for those contests that have only authorized three-member teams). The members of a state team may be from either the same or different schools as determined by the state supervisor of agricultural education. It is recommended that all team members come from the same school. The team score shall be comprised of the three highest ranking individuals. States may certify three member teams. All team members are eligible for individual awards. Fewer than three members could compete if an emergency condition such as illness, death in the family or an Act of God would occur. These individuals competing would be eligible only for individual awards. Teams must be selected at a state or interstate contest held between the immediate previous national FFA contest up to and including the national FFA contest in which they are competing. Contestants must qualify in the contest in which they are to participate at the national level.

New Policy

Rules Committee on National Career

Development Events

The Committee will meet only when needed at the National FFA Convention and will make all final decisions on interpretation of the rules and regulations of the National FFA Career Development Events. The Committee will be chaired by the Awards and Career Development Events Advisory Committee Chairperson who will in turn appoint a representative of each of the following organizations, National Association of Supervisors of Agricultural Education (NASAE), National Vocational Agricultural Teachers Association (NVATA), and the American Association for Agricultural Education, (AAAE) serving on the Awards and Career Development Events Advisory Committee. The Teacher Services Specialist responsible for Career Development Events will also serve. All five committee members will have one vote each.

Career Development Event Check-in

Participants will check-in at the National FFA Convention as indicated in the annual "Program for National FFA Career Development Events" preceding the Career Development Event in which they are entered. Dates, hours and place of check-in will be sent annually to the State Supervisor of Agricultural Education and to each Team Advisor. All participants will be given an identification number by which they will be designated throughout the event.

State Support

Each state entering a team may recommend a person or persons to serve as an assistant in the Career Development Event in which the team will participate. These persons may be supervisors, teacher educators or teachers of agriculture. A person designated as an assistant for a career development event must not be the coach, advisor or agricultural instructor of a team in that same career development event. A team advisor may serve as an assistant for a career development event in which he or she is not the advisor of the team participating.

Old Policy

Rules Committee on National Contests

The Committee will meet each year at the National FFA Convention and will make all final decisions on interpretation of the rules and regulations of the National FFA Contests. The Committee will be composed of a U.S. Department of Education Program Specialist serving on the National Board of Directors, a State Supervisor of Agricultural Education, Teacher Educator of Agricultural Education, one Teacher of Agricultural Education and the Superintendent of National Contests who will serve as the Chairperson of the Committee. The Committee will be appointed by the National FFA Advisor.

Contest Check-in

Contestants will check-in at the National FFA Convention as indicated in the annual "Program for National FFA Contests" preceding the contest in which they are entered. Dates, hours and place of check-in will be sent annually to the State Supervisor of Agricultural Education and to each Team Advisor. All contestants will be given a contestant number by which they will be designated throughout the contest.

State Support

Each state entering a team is asked to recommend a person or persons to serve as an assistant in the contest in which the team will participate. These persons may be supervisors, teacher educators or teachers of agriculture. A person designated as an assistant for a contest must not be the advisor or agricultural instructor of a team in that same contest. A team advisor may serve as an assistant for a contest in which he or she is not the advisor of the team participating.

New Policy

Each State Agricultural Education department is encouraged to provide staff and students to help administer and conduct specific National FFA Career Development Events.

Written Tests

All written tests used in National Career Development Events will be available for sale through the National FFA Catalog effective January following each Career Development Event. Please request Item NCQ-## (year).

SECTION II

GENERAL RULES, OFFICIAL POLICIES

Violations of any of the following rules may be grounds for the event superintendents to disqualify the participants.

1. **Emergency Conditions:** Under emergency conditions, a state team participating in a National FFA Career Development Event may be made up of less than three members. States must still certify teams and alternates prior to the National FFA Convention, but fewer than three members could compete if an emergency condition such as illness, death in the family or an Act of God would occur. Those individuals competing would still be eligible to qualify for individual awards.

2. Event committees will strive to divide teams into groups so that no two participants from a team will be in the same group. In any case, no two members will be placed side-by-side.

3. Disqualification:

a. Any communication, verbal or non-verbal between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event.

b. Teams arriving after the career development event has begun will be disqualified. No member substitutions may be made after the career development event begins, except under emergency conditions.

Old Policy

Each State Agriculture Education department is encouraged to provide staff and students to help administer and conduct specific National FFA Contests.

Written Tests

All written tests used in National Contests will be available for sale through the National FFA Supply Service effective January following each contest.

SECTION II

GENERAL RULES

(For All Judging Contests)

Violations of any of the following rules may be grounds for the contest superintendents to disqualify the contestants.

1. **Emergency Conditions:** Under emergency conditions, a state team participating in a National FFA Contest may be made up of less than three members. States must still certify member teams and alternates prior to the National FFA Convention, but fewer than three members could compete if an emergency condition such as illness, death in the family or an act of God would occur. Those individuals competing would still be eligible to qualify for individual awards.

2. Teams will be divided into groups so that no two contestants from a state will be in the same group.

3. Disqualification:

a. Any communication between contestants during a contest will be sufficient cause to eliminate the team member involved from the contest.

b. Teams arriving after the contest has begun will be disqualified. No member substitutions may be made after the contest begins.

New Policy

c. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.

d. Event Superintendents may stop any participants if they deem their manner to be hazardous either to themselves or others. Such stoppage shall deem the individuals disqualified for that section of the career development event.

4. Equipment

a. All participants must bring at least two (2) Number Two (2) pencils.

b. Participants are urged to bring and use clipboards during career development events to facilitate the holding of placing and grading cards. The clipboards are to be clean and free of markings. A few sheets of blank paper will be permitted for taking notes and recording.

c. Calculators may be used with the National FFA Career Development Events. They must be battery operated, non-programmable and silent, unless otherwise listed in the specific career development event rules. Programmable calculators will be confiscated for the duration of the event.

5. Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during the career development events.. (Please see the latest edition of the Official FFA Manual.)

6. Participants or advisors will not be allowed in the Career Development Event area as designated in the specific career development event rules.

7. Accessibility for All Students: The Event Superintendent will be responsible for scheduling assistance from a different State Association to assist participants with impairments. States must report special assistance needs at least two weeks in advance to the General Superintendent of National FFA Career Development Events for special requests for impaired participants. Refer to phone numbers of event superintendents from the annually distributed update or call the Teacher Services Team.

Old Policy

c. Any assistance given to a team member from any source other than the contest officials or assistants will be sufficient cause to eliminate the team from the contest.

d. Division Superintendents may stop any contestants if they deem their manner to be hazardous either to themselves or others. Such stoppage shall deem individuals disqualified for that section of the contest.

4. Equipment

a. All contestants must bring at least two Number Two (2) pencils.

b. Contestants are urged to bring and use clipboards during contests to facilitate the holding of placing and grading cards. The clipboards are to be clean and free of markings. A few sheets of blank paper will be permitted for taking notes and recording.

c. Pocket calculators may be used with the National FFA Contests. They must be battery operated, non-programmable and silent, unless otherwise listed in the specific contest rules.

5. No form of any tobacco will be permitted during contests.

6. Contestants or advisors will not be allowed in the contest area as designated in the specific contest rules.

7. Accessibility for Handicapped Students: The Division Superintendent will be responsible for scheduling FFA members from a different State Association to assist contestants with impairments. States must report special assistance needs at least two weeks in advance to the General Superintendent of National FFA Contests for special requests for handicapped contestants.

New Policy

8. Continuous revisions of scoring sheets, due to computer scoring, will be necessary. Copies of any revised sheets will be sent to the State Supervisor/Executive Secretary of Agricultural Education 60 days prior to the Career Development Event.

9. Results of all National FFA Career Development Events will be released through the Teacher Services Team, National FFA Organization office at the appropriate event award ceremonies.

SECTION III

AWARDS

AND SCHOLARSHIPS

Team and Individual Awards

The ranking of teams and individuals in each of the career development events will be on the basis of three logical groups within the total range of scores. These groups will be designated as Gold Emblem, Silver Emblem, and Bronze Emblem. Teams and individuals participating in each of the career development events will be rated Gold, Silver and Bronze Emblem, on a 30-40-30 percentage. Officials will however, honor natural breaks in scores. However, in the final written announcement of results, teams and individuals will be ranked from top to bottom in the order of their placing. Awards will be distributed to the winning teams and individuals at award programs following the completion of the Career Development Events.

1. All awards will be provided by a cooperating industry sponsor(s) as a Special Project, and /or by the General Fund of the National FFA Foundation, Inc.

Old Policy

8. Continuous revisions of scoring sheets, due to computer scoring, will be necessary. Copies of any revised sheets will be sent to the State Supervisor of Agricultural Education 60 days prior to the contest.

9. Results of all National Contests will be released through the National Contests office at the appropriate contest award ceremonies.

SECTION III

AWARDS

AND SCHOLARSHIPS

Team and Individual Awards

The ranking of teams and individuals in each of the eleven contests will be on the basis of four logical groups within the total range scores. These groups will be designated as Gold Emblem, Silver Emblem, Bronze Emblem and Honorable Mention. Approximately 80 percent of the teams and individuals participating in each of the contests will be rated Gold, Silver and Bronze, with the remaining 20 percent receiving Certificates of Honorable Mention. However, in the final written announcement of results, teams and individuals will be ranked from top to bottom in the order of their placing.

1. All awards will be provided by a cooperating industry as a Special Project, and /or by the General Fund of the National FFA Foundation, Inc.

2. Travel Awards will be based on the number of zones traveled by each participating team. Cash awards of \$50 per team plus \$25 per zone traveled by the team, made payable to the State FFA Association, will be sent to the respective State Supervisors of participating states after the National FFA Convention.

New Policy

Old Policy

TRAVEL ZONES

STATE	KANSAS CITY	STATE	KANSAS CITY
Alabama	2	Nebraska.....	1
Alaska.....	4	Nevada	4
Arizona	3	New Hampshire	3
Arkansas.....	1	New Jersey.....	3
California	4	New Mexico.....	2
Colorado.....	2	New York.....	3
Connecticut.....	3	North Carolina.....	3
Deleware.....	3	North Dakota.....	2
Florida	3	Ohio	2
Georgia	2	Oklahoma.....	1
Hawaii	4	Oregon	4
Idaho.....	3	Pennsylvania.....	3
Illinois.....	1	Puerto Rico.....	4
Indiana	1	Rhode Island.....	3
Iowa	1	South Carolina	3
Kansas	1	South Dakota	2
Kentucky.....	2	Tennessee	2
Louisiana.....	2	Texas	2
Maine	4	Utah	3
Maryland	3	Vermont.....	3
Massachusetts.....	3	Virginia.....	3
Michigan.....	2	Washington.....	4
Minnesota.....	1	West Virginia.....	2
Mississippi.....	2	Wisconsin.....	1
Missouri.....	1	Wyoming	2
Montana.....	3		

Travel funds for contestants are based on a system of four zones determined by the distance of state capitols to Kansas City, Missouri. If the location of any National Contest is changed, a new travel zone table will be issued based on a zoning schedule as follows:

- Zone 1-0 to 499 miles
- Zone 2-500 to 999 miles
- Zone 3-1,000 to 1,499 miles
- Zone 4-1,500 miles or more

3. The team having the highest ranking in each career development event will receive a award and members will receive individual High Team awards provided they are present at the time of the awards ceremony. The top four (leadership events) or five (non-leadership events) placed teams in each career development event will receive designated awards as determined by the event superintendent.

3. Teams will be awarded Gold Emblem, Silver Emblem and Bronze Emblem Plaques or Certificates of Honorable Mention. The state team having the highest ranking in each contest will receive a special trophy and members will receive individual High Team plaques provided they are present at the time of the awards ceremony.

The top five placed teams in each contest will receive designated plaques.

New Policy

4. The high individual in each of the National FFA Career Development Events will be announced at the time the awards are distributed and presented with a special award. The top ten individuals (in non-leadership events) will receive designated awards .

Career Development Event Scholarships

1. Scholarships may be awarded in the National FFA Career Development Events as funding is available.

Scholarships will be held for a full year beyond the student's graduation date. If the scholarship is not requested within one year after graduation from high school, the scholarship will be forfeited. Information on availability of scholarships will be sent annually along with the "Program for National Career Development Events" sent to state participating teams and State Agricultural Education Officials. Only one Career Development Event scholarship may be awarded per student per year.

Old Policy

4. Individuals will be awarded Gold, Silver, or Bronze Emblem medals and/or a Certificate of Honorable Mention. The high individual in each of the National Contests will be announced at the time the awards are distributed and presented with a special trophy. The top ten individuals will receive designated medals.

5. Plaques and medals will be distributed to the winning teams and individuals at award programs following the completion of the contests.

National Contest Scholarships

1. Scholarships will be awarded in the 1992 National FFA Contests as available on the following basis: Scholarship will be held for a full year beyond the student's graduation date. If the scholarship is not requested within one year after graduation from high school, the scholarship will be forfeited. Our purpose is to protect the scholarship for a reasonable period of time without accumulating unused scholarships.

First Place Team winners 3 each	\$1000
1st High Individual	900
2nd Highest Individual	750
3rd High Individual	600
4th - 10th High Individuals	500

The 1st High Individual Scholarship will be awarded to the next highest scoring person, if the 1st High Individual is on the First Place Team. Only one scholarship will be awarded per student.

National FFA **Agricultural Mechanics** Contest scholarships will be presented to the 1st Place Team and the 1st - 7th High Individuals sponsored by the Bridgestone/Firestone Trust Fund.

National FFA **Agricultural Sales** Contest scholarships will be presented to the 1st Place Team and the 1st - 4th High Individuals sponsored by the AsGrow Seed Company.

National FFA **Dairy** Judging Contest scholarships will be presented to the 1st Place Team and the 1st - 5th High Individuals sponsored by the Babson Bros. Co.

Farm Business Management Scholarships will be presented to the 1st Place Team and the 1st - 10th High Individuals sponsored by John Deere.

Floriculture Contest Scholarships will be presented to the 1st Place Team and the 1st High Individual (\$975) not on the 1st Place Team sponsored by Sun Oil Company.

Livestock Contest Scholarships will be presented to the 1st Place Team and the 1st - 5th High Individuals sponsored by Purina Mills, Inc.

Meats Evaluation and Technology Contest Scholarships will be presented to the 1st Place Team and the 1st - 3rd High Individuals sponsored by Excel Corporation, Geo. A. Hormel & Company, and Oscar Mayer Foods Corporation.

Poultry Contest Scholarships will be presented to the 1st Place Team, \$750 to the 1st High Individual and \$500 to the 2nd High Individual, not on the 1st Place Team sponsored by Tyson Foods, Inc., American Proteins, Inc. and Sanofi Animal Health, Inc.

New Policy

2. Additional scholarships may be available to top students who have participated in National FFA Career Development Events at the local, state and/or national level through the National FFA Collegiate Scholarship Program. Students must meet the criteria for each specific area as outlined in the national scholarship application and complete the application which is mailed to each chapter in order to be considered for these scholarships.

Old Policy

2. Additional scholarships are available to top students who have participated in FFA contests at the local, state and/or national level through the National FFA Scholarship Program. Students must meet the criteria for each specific area as outlined in the national scholarship application.

These additional scholarships are as follows:

The **Agricultural Mechanics** Contest offers the Bridgestone/Firestone Trust Fund Agricultural Mechanics Scholarships; Ten at \$500 each for members attending either vocational/technical school or a four-year college.

The **Agricultural Sales** Judging Contest offers the Asgrow Seed Company Agricultural Sales Scholarships; Three scholarships at \$1,000 each.

The **Dairy** Judging Contest offers the Babson Bros. Co. Dairy Science Scholarships; Five scholarships at \$1,000 each.

The **Floriculture** Contest offers the Sun Oil Co. Floriculture Scholarships; Two scholarships at \$1,000 each.

The **Livestock** Contest offers the Purina Mills, Inc. Animal Science Scholarships; Five scholarships at \$1,000 each.

The **Meats Evaluation and Technology** Contest offers the Excel Corporation, Geo. A. Hormel & Company, and Oscar Mayer Foods Corporation Scholarships; Three scholarships at \$1,000 each.

The **Poultry** Contest offers the Tyson Foods, Inc., American Proteins, Inc. and Sanofi Animal health, Inc. Scholarships; One scholarships at \$1,000 each.

New Policy

3. Farm Business Management Career

Development Event Fellows Program is for the advisors of the top two National Farm Business Management Career Development Event teams. The advisor of the First Place Team will receive a \$1,500 award and the advisor of the 2nd Place Team will receive a \$1,000 award. The advisors may use the awards for a) in-service or continuing education; b) Farm Business Management instructional materials, or c) a scholarship fund for the local FFA chapter. The Fellows Awards will be awarded on an "as available" basis. Fellows awards may only be awarded to an FFA Advisor for a total lifetime amount of \$2,500. These awards are provided by the National FFA Organization thru National FFA Foundation sponsorship by the Career Development Event sponsor.

Official Board Policy

1. Judging Career Development Events

a. Three years following the initiation of a new career development event, fifteen states should be participating and twenty-six states should be participating after the next three year period in order to retain the national career development event.

b. National FFA staff in concert with the National FFA Board of Directors is expected to be proactive in developing new or initiating changes within existing Career Development Events to insure they meet the needs of FFA members.

Old Policy

3. Farm Business Management Contest

Fellows Program is for the advisors of the top two National Farm Business Management Contest teams. The purpose of this program is to motivate FFA advisors to participate in the National Contest. The advisor of the First Place Team will receive a \$1,500 award and the advisor of the 2nd Place Team will receive a \$1,000 award. The advisors may use the awards for a) in-service or continuing education; 5) Farm Business Management instructional materials, or 3) a scholarship fund for the local FFA chapter. The Fellows Awards will be awarded on an "as available" basis. These awards are provided by the contest sponsor, John Deere.

Official Board Policy

1. Judging Contests

a. The number and type of National Judging Contest shall be determined by the National Board of Directors and National Officers.

b. Additions or deletions of national contests must be considered by the National FFA Contests Advisory Committee before being considered by the National FFA Board of Directors. Changes in contests will be considered only upon evidence that the specific contest committee has considered the change.

New Policy

c. In addition, if fifteen State Supervisors/Executive Secretaries develop a proposal for a new career development event, the National FFA staff would conduct a study for the validity of the career development event and make a recommendation to the National FFA Board of Directors. Representatives of these states must be from each of the FFA regions. The same process may be used to eliminate a national career development event.

d. National FFA Awards and Career Development Event Advisory Committee

Old Policy

c. The criteria for establishing new contests are:

- 1) At least 50% of the states shall be conducting instruction covered in the proposed contest, as certified by the state supervisor and/or executive secretary.
- 2) At least 26 states shall be conducting a similar contest at the state level.
- 3) Proposed National FFA Contests, with evidence of industry support, shall be considered by the National FFA Contest Advisory Committee, before being considered by the Board.
- 4) Objective evaluation and scoring should be included in proposed National FFA Contests.
- 5) The skills and competencies required in the proposed contest must be needed by agriculture/agribusiness students.

d. Criteria for discontinuing a contest are:

- 1) The proposed discontinuance of a contest shall be considered by the National FFA Contests Advisory Committee with evidence of support from industry before being considered by the National FFA Board of Directors.
- 2) Fewer than 26 states conduct a similar contest and enter a team in the national contest for two consecutive years as certified by the State FFA Advisor.
- 3) Fewer than 26 states conduct instruction covered in the contest for two consecutive years as certified by the State FFA Advisor.

e. Criteria for changing a contest are:

- 1) Proposed changes in existing contests shall be considered by the National FFA Contests Advisory Committee with input from the specific contests committee and other interested parties prior to being considered by the National FFA Board of Directors.
- 2) All changes in judging contest rules and procedures shall be approved by the Board of Directors and National Officers and shall be published every three years in Bulletin No. 4.

f. National FFA Contest Advisory Committee

New Policy

Old Policy

Membership

1. Two members of the national FFA board of directors, selected by the board, one of which will be a state supervisor (preference may be given for the second position to be held by the teacher acting as the USDE representative).
2. Two members, who are agricultural education instructors, selected by NVATA through a process of their choosing.
3. Two members, who are state staff, selected by NASAE through a process of their choosing.
4. Two members who are teacher educators, selected by AAAE through a process of their choosing.
5. Two FFA members who are or were delegates selected by the FFA national officers through a process of their choosing.

Consultants

The current chairperson of each FFA " team career development event" and "individual competitions."

Term

Members serve a three-year term except for the two FFA member representatives who will serve a one-year term.

Meeting Schedule

1. Annual national convention meeting to report on the completion of activities at convention and provide input into the winter meeting agenda.
2. Annual winter meeting of approximately three days. It's at this meeting that most of the committee's work will be conducted as a group of the whole and in sub-groups focused on specific issues or specific types of activities (e.g. team career development events, individual awards, chapter awards).

Costs for all official members and consultants:

- November meeting in Kansas City is borne by each participant.
- The winter meeting will be borne by the National FFA Organization (Teacher Services Team budget) and the National FFA Foundation special project budgets for career development events and awards.

Chair

The chair of the national committee on career development events and awards will be the state staff member selected by the national FFA board of directors.

1) The National FFA Contest Advisory Committee shall consist of one agriculture education instructor from each NVATA region, one state supervisor from each NASAE region, one teacher educator from each AATEA region, a representative from the National FFA Board, and a representative from the Contest Delegate Committee for a one year term. The FFA Program Specialist–Contests shall serve ex-officio and as secretary. All Contest Superintendents shall serve as ex-officio members of the National Contest Advisory Committee.

2) Members shall serve staggered 3 year terms on a rotational basis.

3) The Chairman of the National FFA Advisory Committee shall be elected to a term of three years and the Vice-Chairman be elected to a term of one year beginning in 1991.

New Policy

Purpose: To advise the National FFA Board of Directors on issues impacting both National FFA Career Development Events and Awards to ensure:

1. all activities are consistent with industry needs
2. all activities are available to all members
3. all activities are conducted openly, fairly and in a quality manner
4. cooperation among various activities occurs, to the degree possible, to promote the interconnectedness of agriculture (i.e. forestry and agricultural mechanics or farm business management and dairy or livestock) and agricultural education (classroom, SAE, FFA)
5. new and innovative activities are being put forward for consideration
6. as many students as possible have the opportunity to participate
7. a constant process of local advisor inservice on proper use of these activities as tools for learning is being championed
8. all activities are operated consistently with national FFA board policy
9. activities are conducted within available budgets approved by the FFA board and, if appropriate, FFA foundation board

e. In those judging Career Development Events that are sponsored as a special FFA Foundation project the sponsor's "logo" may be used on all printed materials. A statement shall appear on the application form that the appearance of the "logo" does not imply endorsement of a product by the FFA.

Old Policy

g. The National FFA Contests Advisory Committee is authorized to recommend changes in rules of judging contests. The committee shall report their recommendations to the National Board of Directors and National Officers.

h. In those judging contests that are sponsored as a special FFA Foundation project the sponsor's "logo" may be used on all printed materials. A statement shall appear on the application form that the appearance of the "logo" does not imply endorsement of a product by the FFA.

i. A team may consist of four members from the same or different schools, (except those contests that have only authorized three member teams) as determined by the state supervisor of agricultural education. It is recommended that all team members come from the same school. The team score shall be comprised of the three highest-ranking individuals. States may certify three-member teams, from the same or different chapters. All team members are eligible for individual awards. Fewer than three members could compete if an emergency condition such as illness, death in the family or Act of God would occur. Those individuals competing would be eligible only for individual awards.

New Policy

f. The State Supervisor/Executive Secretary must certify that participants are eligible. If any ineligible student is entered in any Career Development Event, the team of which that student is a member shall be declared ineligible by Career Development Event Superintendent and shall forfeit any awards.

g. The National Organization will certify National FFA Career Development Event winners for international competition when states request, with the understanding that the State Team will provide their own travel expenses.

h. All changes in the general plan, rules and methods of selecting winners shall be approved by the National FFA Board of Directors and National Officers.

Old Policy

j. Team members shall be selected at a state or interstate contest held since the beginning of the previous school year in the type of contest in which they will participate at the national level.

k. The State Advisor must certify that contestants are eligible. If any ineligible student is entered in any contest, the team of which that student is a member shall be declared ineligible by Contest Superintendent and shall forfeit any awards, or travel funds provided.

l. The National Organization will certify National FFA Judging Contest winners for international competition when states request, with the understanding that the State Team will provide their own travel expenses.

m. The Rules Committee may meet each year at the National FFA Convention and will make all final decisions on interpretation of the rules and regulations of the National Contests. The committee is composed of a USDE Program Specialist, serving on the National Board of Directors; a State Supervisor of Agricultural Education; a Teacher Educator of Agricultural Education; one teacher of Agriculture Education and the Superintendent of National Contests who will serve as the chairman of the committee.

2. Prepared Public Speaking and Extemporaneous Public Speaking Contests

a. The National FFA Organization shall conduct the National FFA final contests which shall be held each year at the National FFA Convention.

b. Preliminary contests for local, sectional and state shall be held under the auspices of the FFA unit concerned.

c. All sub-regional and regional contests for state winners must follow the rules of the National FFA Prepared Public Speaking and Extemporaneous Public Speaking Contests.

d. All changes in the general plan, rules and methods of selecting winners shall be approved by the National FFA Board of Directors and National Officers.

e. An individual may compete in only one speaking contest, above the state level, in any one year.

New Policy	Old Policy
<p>National FFA Career Development Event Committees</p> <p>The National Career Development Committees should:</p> <ul style="list-style-type: none"> a. broadly represent agriculture teachers, agriculture educators, subject matter specialists, and industry personnel. b. be appointed/confirmed by the Chief Operating Officer with authority to manage the team activities and events. c. build on the principles of volunteerism and individual members should be recognized for their contributions. d. elect a superintendent to a five year term that is confirmed by the FFA Chief Operating Officer. e. develop and propose a three year budget to be approved by the appropriate FFA staff subject for submission to the National FFA Board of Directors. f. develop committee assignments cooperatively with FFA staff. g. be structured to encourage member development within the committee and be sensitive to and represent the needs of diverse populations and cultures. h. be large enough to adequately manage the team activities. i. be responsible for the identification of the number of teams eligible to participate at the national level. They should encourage equal opportunity for members of teams to participate from across the states plus additional teams based on participation above the local level. 	
<p>Multiple Teams per State</p> <p>Refer the issue of multiple teams per state to the National FFA Awards and Career Development Event Advisory Committee for consideration during their February 1995 meeting.</p>	

Please note: The rules, policies and guidelines are placed side-by-side throughout this document. An attempt has been made to eliminate the duplication of rules, policies or guidelines. The approved changes will be reorganized to achieve a friendlier document.

**National FFA Organization
Investment Policy Statement**

Investments of the National FFA Organization are allocated into three investment categories:

Short Term (Operating) Funds
Intermediate Funds
Reserve Funds.

Investment objectives and guidelines vary within each of these categories.

Short Term (Operating) Fund

I. Purpose:

The purpose of the **Short Term (Operating) Fund** is to provide sufficient cash to meet the budgeted financial obligations in a timely manner. The primary goal is to ensure that working capital is invested as fully as possible in high quality, liquid securities to maximize investment income.

II. Investment Objectives:

The investment objectives are (in order):

- 1) Preservation of principal
- 2) To provide adequate liquidity to meet operating expenses and
- 3) To maximize investment income within the constraints of items (1) & (2) above.

III. Delegation of Authority:

The Chief Operating Officer (COO) and any registered investment advisors retained by the action of the Board shall be held responsible for making all investment decisions regarding the assets in this fund and will be accountable for the objectives indicated herein.

IV. Investment Guidelines:

A. Allowable Investments for Operating Fund will include:

- 1) Federally-Insured Certificates of Deposit. (Note: The sum of all accounts (savings, checking, money market and CDs) in any one institution, including interest is not to exceed \$100,000)
- 2) Federally-Insured Money Market Funds;
- 3) Interest bearing checking accounts in federally insured banks and savings and loans not to exceed federal insurance levels;
- 4) Direct obligations of the U.S. Government, its agencies and instrumentalities;
- 5) Securities backed or collateralized by U.S. government obligations or agency securities;
- 6) Repurchase agreements.

Short Term (Operating) Fund (Continued):

IV. Investment Guidelines (Continued):

B. Maturity

1. The maturity of investments will generally be limited to one year or less. It will be the responsibility of the Chief Operating Officer (COO) to schedule maturities to ensure the availability of sufficient cash to meet financial obligations in a timely manner.
2. Up to 10% may be invested in securities with a maximum maturity/average life of two years.

C. Allocation of Investments to Operating Fund

The balance of this fund should approximate 10% of the FFA annual budget.

Intermediate Term Fund

I. Purpose

The **Intermediate Term Fund** is for the investment of funds expected to be held longer than one year and to produce a high level of current income and modest capital growth opportunities consistent with a high level of principal stability.

II. Investment Objectives

The investment objectives of the **Intermediate Fund** are (in order of priority):

1. Preservation of principal.
2. A high level of current income.
3. Total return over time which exceeds the benchmarks identified in this policy.
4. Liquidity.

III. Delegation of Authority:

The Chief Operating Officer and any registered investment advisors retained by the action of the Board shall be held responsible for making all investment decisions regarding the assets in this fund and will be accountable for the objectives indicated herein.

Intermediate Term Fund (Continued):

IV. Investment Guidelines

A. Allowable Investments for Intermediate Fund will include:

1. Any investments allowed in the Short Term (Operating) Fund.
2. Commercial Paper rated A-1/P-1 by Standard & Poor's and Moody's;

B. Maturity

The maturity of investments will generally be a weighted average maturity of five years or less.

C. Diversification

No more than 10% of cost of the Intermediate Term Fund may be invested in any one issuer with the exception of obligations of the U.S. Government, its agencies and instrumentalities, collateralized repurchase agreements, or Federally insured certificates of deposit.

Reserve Fund

I. Purpose

The purpose of the Reserve Fund is to invest assets expected to be held longer than five years in such a manner as to enhance the purchasing power of the portfolio, to provide financial stability for the Organization and to meet future needs.

II. Investment Objectives:

It is the intention of the Board that the COO make reasonable efforts to preserve the principal provided him, but the preservation of principal shall not be imposed on each individual investment.

It is understood that there will be months and quarters when a negative rate of return will be experienced, however, management is expected to protect the account from suffering any material losses in any full calendar year. The primary concern is long-term capital appreciation of the assets and consistency of total portfolio return. Recognizing that short-term market fluctuations may cause variations in account performance, the expectations of the account are to achieve the following objectives over a three-year moving time period:

1. The account's targeted minimum average annual return will exceed the increase in the Consumer Price Index by 2% annually.
2. The account's targeted minimum average annual return will exceed the Treasury Bill Index by a minimum of 2% annually.

National FFA Organization
Investment Policy Statement

Reserve Fund (Continued):

III. Delegation of Authority:

The Chief Operating Officer and any registered investment advisors retained by the action of the Board shall be held responsible for making all investment decisions regarding the assets in this fund and will be accountable for the objectives indicated herein.

IV. Investment Guidelines

A. Allowable Investments

The investment policies and restrictions presented in this policy serve as a framework to define investment objectives and a level of risk deemed acceptable.

Cash and Cash Equivalents

See allowable investments under the Intermediate fund.

Mutual Fund Guidelines

No load mutual funds investing in stocks or bonds in American or international markets are acceptable investment vehicles.

Fixed Income Guidelines

Investments in fixed income securities will be managed actively to pursue opportunities presented by changes in interest rates, credit ratings, and maturity premiums. Fixed income investments may be selected from the following instruments and in accordance with the following guidelines.

1. Obligations of the U.S. Government agencies.
2. Corporate debt rated "A" or better.
3. Commercial Paper rated A-1 - P-1 or better.
4. Mortgage backed securities.
5. Adjustable Rate securities rated A or better.
6. The weighted average maturity of the fixed income portfolio shall not exceed 20 years.
7. Investment in any one security shall not exceed (at cost) 5% of the fixed income portfolio market value.
8. No private placements.
9. No purchases on margin.
10. No short sales.

Mutual funds investing in the above securities are permitted.

***National FFA Organization
Investment Policy Statement***

Reserve Fund (Continued):

IV. Investment Guidelines (Continued):

B. Maturity

The maturity of investments will generally be a weighted average maturity of greater than five years.

C. Asset Allocation

The Chief Operating Officer or the investment advisor(s) retained to manage the Reserve Fund have the responsibility and authority to shift funds among asset classes, industry sectors and mutual funds to pursue longer-term growth opportunities.

Portfolio Asset Allocation Guidelines

Maximum	50%	Cash and Cash Equivalents
Minimum	0%	Cash and Cash Equivalents
Maximum	50%	Stock or Bond Mutual Funds
Minimum	0%	Stock or Bond Mutual Funds
Maximum	90%	Fixed Income
Minimum	0%	Fixed Income

Tab #5

**National FFA Organization
P.O. Box 15160
Alexandria, VA 22309**

To: Finance Committee, FFA Board of Directors
From: Bernie Staller and Lennie Gamage
Date: January 23, 1995
Re: Capital Requests

TEAM	ITEM	AMOUNT	TOTAL
HFR-MIS	VAX Software Enhancement	\$7,000	
	Macintosh 6100/66 - HFR/Membership	\$2,600	
	Macintosh 6100/66 - Partner Development	\$2,600	
	Macintosh 6100/66 - Student Services	\$2,600	
	DOS compatible cards for Macintosh	\$1,500	
	Laserwriter Pro 360 - Student Services	\$2,000	
	HP Network additional disk capacity	\$2,000	
	Additional VAX terminals	\$750	
	Replacement Macintosh monitors	\$1,500	
Payroll	EnvoyPay and Attendance Software	\$1,250	
			\$23,800
Convention Team	Convention Management Software	\$5,000	\$5,000
Student Services	1 - Lateral Filing Cabinet	\$350	
	1 - Executive Chair	\$700	<u>\$1,050</u>
	Grand Total:		\$29,850